

Unit 7: Poetry: Spotlight on Visualizing and Inferring (2 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Reading poetry makes students more aware of how authors use figurative language to build meaning, as well as providing them opportunities to think more deeply about messages and themes. Students can transfer these skills to their reading of fiction.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Read a variety of poems to develop an appreciation for the genre
- Recognize figurative language and literary devices
- Identify how authors use language to build meaning
- Use craft elements from poetry to think more deeply about realistic fiction

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Knowing the elements of poetry
- Identifying different forms of figurative language
 - Alliteration
 - Personification
 - Onomatopoeia
 - Metaphor
 - Simile
 - Homophone
 - Idiom
- Moving from inference to interpretation
- Recognizing repeated phrases and noticing their effect
- Identifying themes
- Noticing tone (voice) and mood (overall feeling) within the text
- Using all of the senses to visualize and comprehend text
- Inferring with text clues
- Using thinking to support multiple interpretations of poetry
- Pairing a poem with a fictional text to notice how craft elements transfer between genres
 - Readers of both poetry and fiction stop to savor figurative language, wonder why the author chose to write this way and how this language helps further the meaning of the poem or section of fiction, notice repeated phrases or images (Ask, “I wonder why the author used that word rather than...That word makes me think...”)
 - Repeated phrases or images are important to the interpretation of poetry and fiction, often symbolizing something that connects to the piece’s larger meaning
- Creating an anchor chart to highlight the similarities between reading poetry and reading prose, “What do I do as a reader of poetry that I should also do when reading fiction?”
- Growing multiple interpretations of a text (poem, realistic fiction)

2014-2015 Grade 4 Reading Units of Study

- Noticing how tone (voice) and mood (overall feeling) are conveyed in poetry and fiction
 - How is the character feeling?
 - How am I feeling as I read?
- Using parts of text (poem or prose) to talk about one's thinking about a text
- Noticing word choice and considering author's purpose
- Noticing poetic craft elements in just right fiction books
- Reading with fluency and intonation to convey the author's message and deepen comprehension
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, make an audio recording of the poem read aloud, self self-assess their fluency using a rubric. (Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.)
 - Have students choose a favorite poem, copy poem, visualize and sketch an illustration. Write a description that includes text evidence to support the visual images sketched.
 - Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class. Audience viewing the performance will identify the mood and tone of the poem.
 - Have students complete a poetry study reflection. (What did you learn about reading poetry that you did not know before? How can you apply what you have learned about reading poetry to all of your reading? Be as specific as possible. How can you apply what you have learned about reading poetry to the poetry you write? Be as specific as possible.)

Notes/Tips:

- **Students should maintain stamina by continuing to read independently for a minimum of 45 minutes.**
- Meet with guided reading groups consistently as a way to differentiate reading instruction for all students.
- Students should spend 10-15 minutes reading poetry and the rest of their independent reading time in their just right books. Often students spend time reading poetry with a partner. Poetry is meant to be read aloud so providing students the opportunities to work with a partner – reading aloud and discussing poems is recommended.
- Many teachers create poetry centers that students rotate through over the course of the week. Centers might focus on alliteration, idioms, homophones, metaphors, etc. (See the poetry unit folder of artifacts for more details.)
- Create 2-3 poetry anthologies at different reading levels (e.g., anthology for proficient readers, anthology for developing readers) – this allows for differentiation of texts. Make copies for each student so that he/she can annotate the poems and refer to poems in both reading and writing workshop.
- In preparation for this unit, select a few poems that the class will study closely. Poets including the greats like Jan Yolen, Langston Hughes, Robert Frost, Ralph Fletcher, Lee Bennett Hopkins, Naomi Shihab Nye, etc. (Refer to poems used earlier in the year as part of shared reading during this unit.)
- A recommended fiction read aloud about fourth graders writing poetry is *Word After Word After Word* by Patricia Maclachlan.
- Suggested poetry anthologies for mentor texts:
 - *Baseball, Snakes, and Summer Squash* by Donald Graves
 - *Speak to Me (And I Will Listen Between the Lines)* by Karen English
 - *Honey I love and Other Love Poems* by Eloise Greenfield
- Some teachers integrated a study of music into this unit – comparing song lyrics to poems. Compare and contrast song lyrics and poems studying repetition, stanza, mood, tone, etc.
- **To view Grade 4 archived artifacts for the unit please visit the Grade 4 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *Teacher's College Reading and Writing Project 4th Grade Reading Curriculum Calendar 2010-2011*
- *Awaking the Heart* by Georgia Heard
- *For the Good of the Earth and the Sun* by Georgia Heard
- *Teaching for Comprehending and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Fluent Reader* by Timothy Rasinski
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson