

Unit 6: Poetry

Introduction




“In our fast-paced, instant everything world, we need poetry. Poetry helps children and adults to ponder, to observe, to ask questions, to discover sights, sounds, and feelings that might otherwise remain untapped. It brings balance and beauty to our increasingly complex world. Poetry can awaken our senses or bring the element of surprise into our lives. It makes us laugh, teaches us powerful lessons, and renews our souls.” (*Using the Power of Poetry to Teach Language Arts, Social Studies, Math, and More* by D.L. Harrison and K. Holderith)

Welcome to Unit 6, a study of poetry. During this unit, students read and write free verse poetry, that is, poetry that does not rhyme. They learn to observe the world carefully, use detail and precise vocabulary, and employ poets’ tools, such as line breaks, repetition, and metaphor. Although many adults believe that rhyming is critical to poetry, students **will not** write rhyming poetry in this unit. Most young children are simply not capable of writing high-quality, meaningful poetry that rhymes.

Poetry is meant to be read aloud. Students spend time daily during Reading Workshop listening to you read poems aloud, then joining in for shared reading. During Independent time, students explore a variety of poetry books, build anthologies of their favorite poems, and read and reread poems to develop fluency and expressiveness. This ongoing emphasis on the oral performance of poetry also develops students’ reading comprehension and ear for poetry.

Encourage students to develop their poets’ ears during Writing Workshop. In Lesson 2, students learn to read their own poetry **aloud** to listen to the music of their poems. Students need to learn that poets, and other writers, read their work aloud repeatedly. This practice should not only be encouraged but expected throughout the poetry unit. Another way to help students develop their poets’ ears is to begin each writing conference by having students, not you, read the work aloud. At the end of the unit, students have a poetry celebration where they read and dramatize poems they wrote and favorite poems they learned. They end up with personal poetry anthologies and a class poetry anthology to keep and enjoy reading at home.

Adult modeling during Writing Workshop is critical. If we want students to take risks and write poetry, we have to try writing poetry ourselves. We don’t have to write like Shakespeare, Seamus Haney, or even Shel Silverstein, but we do need to be willing to put something on paper so students can see writing and thinking processes at work.

-  Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
-  English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.
-  Information Literacy and Technology (ILT) connection—Throughout this unit of study are suggestions to infuse informational literacy and technology into the lessons to provide students with opportunities for 21st century learning.

Standards	New Standards
<ul style="list-style-type: none"> Standard 1: Read and understand a variety of materials. Standard 2: Write and speak for a variety of purposes and audiences. Standard 3: Write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. Standard 4: Apply thinking skills to reading, writing, speaking, listening, and viewing. Standard 5: Read to locate, select, evaluate, and use relevant information from a variety of media, reference, and technological sources. Standard 6: Read and recognize literature as a record of human experience. 	<ul style="list-style-type: none"> Reading Standard 2: Getting the Meaning—Fluency Reading Standard 3: Reading Habits—Independent and Assisted Reading Writing Standard 1: Habits and Processes Writing Standard 2: Writing Purposes and Resulting Genres—Producing and Responding to Literature Writing Standard 3: Language Use and Conventions

Reading Workshop: Big Ideas

- Use visualization to read poetry.
- Identify literary techniques used in poetry, such as showing not telling, precise words, sensory details, comparison, and formatting.
- Use inference to dramatize poems.
- Create anthologies from favorite poems read in class.
- Read poetry with fluency and expression.

Writing Workshop: Big Ideas


- Write poems about ordinary things from everyday lives using fresh eyes and carefully chosen words.
- Use poetry format, including line breaks, to convey poems' message.
- Understand poetry elements.
- Use patterns and comparisons to create poetic language.

Reading Resources

- *Kids' Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
- *Units of Study for Primary Writing: A Yearlong Curriculum, Unit 7, "Poetry: Powerful Thoughts in Tiny Packages,"* by Lucy Calkins and Stephanie Parsons
- *Let's Talk About It!* teacher's guide
- *All the Small Poems and Fourteen More* by Valerie Worth
- *From the Bellybutton of the Moon: And Other Summer Poems/ Del ombligo de la luna: Y otros poemas de verano* by Francisco X. Alarcon ★
- *Laughing Tomatoes: And Other Spring Poems/Jitomates risueños: Y otros poemas de primavera* by Francisco X. Alarcón ★
- *Families: Poems Celebrating the African American Experience* by Dorothy S. Strickland and Michael R. Strickland
- *Songs of Myself: An Anthology of Poems and Art* by Georgia Heard
- *Dreaming Fish/Pimpón* by Alma Flor Ada and F. Isabel Campoy ★
- *Laughing Crocodiles/Antón pirulero* by Alma Flor Ada and F. Isabel Campoy ★
- *Someone I Like: Poems About People* by Judith Nicholls
- *Don't Step on the Sky: A Handful of Haiku* by Miriam Chaikin
- *Mambrú* by Alma Flor Ada and F. Isabel Campoy ★
- *Singing Horse* by Alma Flor Ada and F. Isabel Campoy
- Suggested texts:
 - Arthur* series by Marc Brown
 - Berenstain Bears* series by Stan and Jan Berenstain
 - Corduroy* series by Don Freeman
 - Green Eggs and Ham* by Dr. Seuss
 - Mortimer, Stephanie's Ponytail, Moira's Birthday,* and *Love You Forever* by Robert Munsch

Writing Resources

- *Units of Study for Primary Writing: A Yearlong Curriculum, Unit 7, "Poetry: Powerful Thoughts in Tiny Packages,"* by Lucy Calkins and Stephanie Parsons
- *Kids' Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman

Lessons 1-5	Reading Workshop	Lesson 1: Becoming Familiar With the Genre of Poetry I ★	Lesson 2: Becoming Familiar With the Genre of Poetry II ★	Lesson 3: Paying Attention to Line Breaks ★	Lesson 4: Developing Fluency by Marking Text ★	Lesson 5: Developing Fluency by “Reading to the Wall” ★
	Writing Workshop	Lesson 1: Beginning to Write Poetry ★	Lesson 2: Reading and Rereading Poems to Make Them Sound Just Right	Lesson 3: Using Line Breaks ★	Lesson 4: Making Lists Into Poems ★	Lesson 5: Writing a Strong Ending Line ★
Lessons 6-10	Reading Workshop	Lesson 6: Using Visualization to Understand Poetry ★	Lesson 7: Aligning Visual Images With the Poet’s Words ★	Lesson 8: Using Specific Words to Visualize ★	Lesson 9: Exploring Visual Images Through Haiku ★ 	Lesson 10: Responding to Poetry Through Art ★
	Writing Workshop	Lesson 6: Observing the World Like a Poet ★	Lesson 7: Using Senses to Capture Details for Poems I ★	Lesson 8: Using Senses to Capture Details for Poems II	Lesson 9: Using Repetition in Poetry I	Lesson 10: Using Repetition in Poetry II (Phrases)
Lessons 11-15	Reading Workshop	Lesson 11: Using Sensory Details to Visualize ★	Lesson 12: Seeing the World in Surprising Ways I ★	Lesson 13: Seeing the World in Surprising Ways II ★	Lesson 14: Understanding the Poet’s Tools—Metaphors I ★	Lesson 15: Understanding the Poet’s Tools—Metaphors II ★
	Writing Workshop	Lesson 11: Putting Powerful Feelings Into Tiny Packages I	Lesson 12: Putting Powerful Feelings Into Tiny Packages II	Lesson 13: Showing, Not Telling	Lesson 14: Searching for Honest, Precise Words	Lesson 15: Patterning on the Page
Lessons 16-20	Reading Workshop	Lesson 16: Understanding the Poet’s Tools—Personification ★	Lesson 17: Understanding the Poet’s Tools—Repetition I ★	Lesson 18: Understanding the Poet’s Tools—Repetition II ★	Lesson 19: Understanding the Poet’s Tools—Pattern	Lesson 20: Planning for a Celebration
	Writing Workshop	Lesson 16: Using Comparisons to Convey Feelings	Lesson 17: Contrasting Ordinary and Poetic Language	Lesson 18: Finding Treasures in Discarded Drafts	Lesson 19: Contrasting Poems With Stories	Lesson 20: Creating a Rubric I

Unit at a Glance

Grade 1: Unit 6: Poetry

Lessons 21-25	Reading Workshop	Lesson 21: Celebrating Anthologies and Preparing to Perform 🌟	Lesson 22: Performing Poems and Polishing Anthologies	Lesson 23: Completing Anthologies	Lesson 24: Creating a Rubric for Performing Poems and Completing Anthologies	Lesson 25: Celebrating Ourselves as Poets
	Writing Workshop	Lesson 21: Creating a Rubric II	Lesson 22: Editing Poetry	Some extra time is provided in this calendar, since some Writing Workshop lessons may last more than one day. The final Writing Workshop lesson is embedded in the celebration described in Reading Workshop Lesson 25.		