

## Unit 4: Poetry

### Introduction


In this poetry unit, you help students see poetry as another form for their ideas. Much like other forms they have experimented with this year, poetry features a specific set of attributes. Your goal is for students to notice and approximate some attributes they see in poetry. It is a modeling process and mostly imitative. They will notice that poems are generally brief. They are about something the poets care about. They live on the page in a special way. People listen to poems differently than they do stories. And people respond to poems in a way that lets poets know they appreciate their work. At the end of the unit, each student should feel capable of writing and sharing poems.

This unit does not have formula poems, such as cinquain, rhyming poems, or metaphor and simile. The unit is not focused on producing poem-like products but rather poet-like attitudes and behaviors. Students have plenty of time to study poetry formally, and the work of future teachers will be easier if we teach students to both love poetry and be successful writing it. So much of what kindergarteners write is quite poetic. Take the opportunity to read their poems aloud using your voice to breathe life into their words.

Student writing during this unit can be a great resource. During both conferences and Sharing, write student poems in your own poetry notebook. Use them during Mini-Lessons as examples of what poets do. It is such a powerful teaching tool.

For a complete understanding, read “Unit of Study J: Poetry,” pages 214-220, from *About the Authors: Writing Workshop with Our Youngest Writers* by Katie Wood Ray.

Collecting poetry books with free verse poetry is an ongoing project. Although a few books are provided, this unit will be most successful if you present a good number of books to support the work. Most poetry directed at young children rhymes. Collecting poetry that uses words and ideas students can imitate is essential for your success. Beginning and maintaining a poetry notebook of your own is also an invaluable resource.

 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.

### Standards

- Standard 1: Read and understand a variety of materials.
- Standard 2: Write and speak for a variety of purposes and audiences.
- Standard 4: Apply thinking skills to reading, writing, speaking, listening, and viewing.
- Standard 6: Read and recognize literature as a record of human experience.

### New Standards

- Speaking and Listening Standard 1: Habits—Talking a Lot, Discussing Books
- Writing Standard 2: Writing Purposes and Resulting Genres

### Reading Workshop: Big Ideas

- Develop and use understanding of print concepts.
- Use beginning comprehension strategies, such as visualization, schema, and inference.
- View themselves as members of a diverse and respectful community of readers.
- Recognize that poems exist in all cultures as a record of human experience.
- Use reading strategies for independent reading.
- Develop an ear for the sound of free verse poetry.
- Build oral language and vocabulary.

### Writing Workshop: Big Ideas

- Tell, draw, and write as best they can poems that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds.
- View themselves and perform as poets in a diverse and respectful community of writers.
- Build oral language and vocabulary.
- Respond to poems with appropriate genre rituals.

Reading Resources

- *Making Meaning Teacher’s Guide, Kindergarten*
- *Fifty Strategies for Teaching English Language Learners, Second Edition*, by Adrienne Herrell and Michael Jordan ★
- *Cat’s Color* by Jane Cabrera
- *Cookie’s Week* by Cindy Ward
- *White Rabbit’s Color Book* by Alan Baker
- *My Five Senses: A Lion’s Tale* (big book) by Judy Nayer
- *This House Is Made of Mud/Esta casa esta hecha de lodo* by Ken Buchanan and Libba Tracy ★
- *The Desert Is My Mother/El desierto es mi madre* by Pat Mora and Daniel Lechon ★
- *Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada ★

Writing Resources

- *Fifty Strategies for Teaching English Language Learners, Second Edition*, by Adrienne Herrell and Michael Jordan ★
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Lessons 15	Reading Workshop	Lesson 1: Accessing Pictures ★	Lesson 2: Visualizing ★	Lesson 3: Using Five Senses ★	Lesson 4: Practicing Visualizing ★	Lesson 5: Revisiting <i>My Five Senses: A Lion’s Tale</i> ★
	Writing Workshop	Lesson 1: Exploring Poetry ★	Lesson 2: Listening to Poetry ★	Lesson 3: Noticing Things Poets Do That We Can Try ★	Lesson 4: Beginning a Poetry Notebook ★	Lesson 5: Writing Poems ★
Lessons 6-10	Reading Workshop	Lesson 6: Visualizing ★	Lesson 7: Creating Sensory Images ★	Lesson 8: Reading Poems ★	Lesson 9: Using the Strategy ★	Lesson 10: Visualizing Rabbits ★
	Writing Workshop	Lesson 6: Noticing Things Poets Write About ★	Lesson 7: Looking for Poems in Our Books ★	Lesson 8: Finding Many Poems in One Idea ★	Lesson 9: Taking Poetic License ★	Lesson 10: Reading Poems Aloud ★
Lessons 11-15	Reading Workshop	Lesson 11: Making More Rabbits ★	Lesson 12: Making Umbrellas ★	Lesson 13: Naming Our Mentors ★	Lesson 14: Making More Umbrellas ★	Lesson 15: Reading Together ★
	Writing Workshop	Lesson 11: Adding Color Words to Your Vision ★	Lesson 12: Responding to Poets ★	Lesson 13: Publishing Poems ★	Lesson 14: Practicing Poems ★	Lesson 15: Celebrating Poems ★