Unit 2.4: Poetry
English as a Second Language
5 weeks

Stage 1 - Desired Results

Unit Summary
In this unit, students will study poetry to be able to improve fluency and phonemic awareness and to be able to understand different types of poems and write original poetry in English.

Transfer goal: Students will leave the class able to use their knowledge about poetic devices to express their feelings and ideas in a more creative way when speaking and writing in English.

Content Standards and Learning Expectations

Listening and Speaking
L/S.2.2 Applies phonemic awareness and auditory discrimination to identify distinctive sounds.
L/S.2.5 Expresses feelings, needs, ideas, and experiences; discusses learned concepts from content area or class readings using acquired language.

Reading
R.2.1. Uses letter-sound relationships to decode words and phrases fluently.

Writing
W.2.1 Matches all uppercase letters to their corresponding lowercase counterparts; arranges words in alphabetical order using first letter criteria.
W.2.2 Uses phonemic awareness and phonics strategies to write simple words; applies correct letter and spacing.
W.2.4 Writes to express feelings, familiar topics, experiences, and describe a picture; uses high frequency words to write simple sentences of three to four words in length; applies correct word spacing.

Big Ideas/Enduring Understandings:
- Being bilingual allows a person to move between different cultures and have more opportunities in life.
- Poetry is a way to celebrate life and give rise to feelings in the reader.
- Poetry is a way of capturing time.
- Poets can use a variety of poetic devices within a poem to emphasize an experience.
- Poetry gives us “poetic license” to play with the sounds, rhythms, and meaning of words.
- Language expression in poetry and other writings are influenced by one’s cultural experience and background.

Essential Questions:
- What does it mean to be bilingual?
- Why write poetry?
- How can you capture a moment in writing?
- What is a poem?
- How can we play with language?
- How is an author’s culture reflected in his/her poetry?

Content (Students will know...)
- Poetic devices (alliteration, simile, rhyming, figurative language, onomatopoeia, concrete

Skills (Students will be able to...)
- Apply phonemic awareness and auditory discrimination to identify distinctive sounds.
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- Poems can be written in a variety of ways for a variety of purposes
- Poetry can be used as a celebration of language and life
- Proper nouns capitalize names of people, places, time (months, days)
- Reading with fluency is reading smoothly, with rhythm, and not skipping or adding any words or letters
- Reading with intonation is reading with rhythm and expression

#### Content Vocabulary
- Line
- Stanza
- Capitalize
- Poetic devices (figurative language, alliteration, simile, rhyming, onomatopoeia, concrete poems)
- Rhythm
- Intonation / expression
- Pause
- Fluency
- Movement

- Express feelings, needs, ideas, and experiences orally.
- Discuss learned concepts from content area or class readings using acquired English language.
- Use letter-sound relationships to decode words and phrases fluently.
- Match all uppercase letters to their corresponding lowercase counterparts.
- Use phonemic awareness and phonics strategies to write simple words.
- Apply correct letter and spacing.
- Write to express feelings, familiar topics, experiences, and describe a picture.
- Apply correct word spacing.

#### Stage 2 - Assessment Evidence

#### Performance Tasks

**Poetry Book**
- This project will be built throughout the unit as you teach different examples of poetry. For each style of poetry, the student will create their own poem in this style, so that at the end of the unit, the student will have their own book with five different poems.
- In the poetry book, the student will publish:
  - Silly poem
  - Rhyming Poem
  - Poem using repetition
  - Concrete poem
  - Poem using simile
  - Poem using alliteration
  - Name poem (Acrostic Poem)
- For each poem, students will capitalize the

#### Other Evidence

- **Sight Words/ Dolch Words Monitoring**
  Throughout the year teach a set of five to seven Dolch Words a week to improve students’ fluency. Use attachment 2.1 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words.

- **Oral Assessment of Word Wall Vocabulary and Individual Vocabulary** (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition).

- **Social Language Observation**: During morning message, story time and instructions, use attachment, Resource 7 – Social Language Rubric to note growth of student’s ability to follow instructions, and participate during read alouds.
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• The student is expected to write a draft, have it peer edited for capitalization, punctuation (if needed), and vocabulary, and publish poem with illustrations.

Poetry Café
• Have a class celebration of the work of the students by having a “Poetry Café” with families invited and have snacks and beverages (hot cocoa, juice) to have a café atmosphere.
• Model how to read aloud poetry aloud with movements (or invite a community member who reads poetry to come in and give a workshop on presenting poems aloud).
• Students are expected to select a poem they are proud of and practice memorizing the poem to present at the café with fluency, intonation, and movements.

• Fluency Check Have a student read aloud a poem to you and listen to check for fluency: any words that students have difficulty in, for intonation and rhythm, skipped words, and missed endings (see attachment: Resource 8 – Paired Reading Fluency Check as an evaluation).

• Poetry Holidays Card Have students create a card for the holidays before the break. They can write a poem for a family member they appreciate to give thanks for their role in their life. Have them select a poetic device they choose to include in the poem.

• Poetry Unit Reflection Have students reflect on the unit, what they learned and enjoyed about reading and writing poetry (see attachment: 2.4 Other Evidence – Poetry Reflection).
• Anthology of their poems or a class book with one select poem from each student

Stage 3 - Learning Plan

Learning Activities

Poetry
• Ask class “What is a poem?” To have students begin to share and create a classroom vocabulary for poetry. Create a word web (brainstorming web of words) with the word poetry in the center. What do we think of when we hear the word poetry? You can solicit responses using 5Ws “When do people write poetry?” (to remember a moment, to celebrate? To share their feelings?) “What is a poem?” “Who writes poetry?” and lastly, the essential question, “Why write poetry?” Keep this word web on “What is a poem” up in class so students can add to it or change their ideas as the unit progresses.
• Invite students to bring in favorite poems from home, in Spanish or song lyrics to discuss how is it poetry and “How can you capture a moment in writing?” If there are family members who recite poetry, have them come and recite poetry and discuss why is poetry meant to be read aloud?
• Connect to Unit 2.1, Bilingual and Proud and have them discuss how they wrote poems using English and Spanish. Share how this unit will be poems in English, but if there is a sentiment or feeling in Spanish, they can code-switch because part of being bilingual means you are comfortable in both languages. Have students share “What does it mean to be bilingual” when it comes to reading and writing poetry?

Poetic Devices: Introduction
• Ask, “What can we learn from poetry?” to teach about a variety of poetic devices. For each poetic device, develop a routine where after the morning message, you model the technique by describing the device, reading a poem that uses the device, and model how to find examples from
the device in the poem. Go through the poems and read some aloud and pull out vocabulary that can be used for the class word wall and explain definitions with pictures. Have a variety of poetry books available where students can select a book that interests them and they read with a partner to find examples of the device. Bring the students back together in a group and have them share examples, and you can have a class chart that you write down examples found.

• Afterwards, have ten minutes daily for students to read poetry silently or quietly to themselves so they can independently enjoy poems they choose to read. Having students read poetry in pairs and by themselves is very important because this is when they can be exposed to a variety of poems. They can write down unknown words and use the picture dictionary or check with a partner or the teacher. These words can be part of the individual word list for each student.

• On the third or fourth day of poetic device, have students practice writing poems that use the device. You can model how you can write your own poem using the device and think aloud your process in how you will use the device in the poem and for what reasons. When students are writing, encourage them to feel comfortable by asking, “How can we play with language?” because poetry is meant to celebrate words and language. These will be used as drafts for their poetry book that will then be revised and edited with peers, then published.

Poetic Devices

• **Line and stanza** show a poem and a paragraph from a book. Ask students if they notice any differences? Share how poetry is different from stories or non-fiction writing because it is organized into lines and stanzas. Kids love poetry because they also don’t have to worry about writing a complete sentence! A good way to reinforce lines is by having students create a “list poem” on items found in a place [http://ettcweb.lr.k12.nj.us/forms/listpoem.htm](http://ettcweb.lr.k12.nj.us/forms/listpoem.htm) or likes and dislikes: [http://www.educationworld.com/a_tsl/archives/02-1/lesson026.shtml](http://www.educationworld.com/a_tsl/archives/02-1/lesson026.shtml)

• Share how poetry is organized into stanzas, or groups of lines. Select a poem with two stanzas and write it out on sentence strips. Have students arrange the poem into two stanzas and then compare their work to the actual poem.

• When reading aloud poetry during the mini lesson, ask, “why did the author separate the line here?” typically when the line is separated it is to create a pause. Notice how the lines and stanzas help create rhythm through pauses.

• **Repetition** is used by poets to create rhythm. Langston Hughes is an excellent poet who was influenced by jazz music during the Harlem Renaissance and integrated these sounds into his poetry. Read aloud “April Rain Song” [http://thepoetryplace.wordpress.com/2008/07/09/april-rain-song/](http://thepoetryplace.wordpress.com/2008/07/09/april-rain-song/) and have students find examples of repetition and talk about how it creates a rhythm. Another device Langston Hughes uses is having the last line break the rhythm. It makes it really stand out that way. Ask students why he chose not to repeat “Let the rain” for the last line.

• Use the senses as a way of creating a poem using repetition. Have students select a holiday that is coming up (Tres Reyes, Navidad, New Years) and describe the experience on that day using the senses (see attachment: 2.4 Learning Activity – Brainstorming Using the Senses).

• **Simile** is comparing two items “As pretty as a picture” “soft as a puppy” with “like” or “as”. Use “Dreams” by Langston Hughes to analyze how he compares dreams to broken winged birds or barren fields. [http://www.poets.org/viewmedia.php/prmMID/16075](http://www.poets.org/viewmedia.php/prmMID/16075)

• Have students create a poem of four similes to describe friends or family members “_____ is as kind as a kitten, sweet as an apple.”

• **Alliteration** is the repetition of first letters (crazy cats). Many poets use alliteration to create
rhythm to influence the sound of the poem when read aloud. Have students find examples of alliteration in poems.

- Use tongue twisters as a way of getting the point of alliteration across and to practice fluency [http://k6educators.about.com/cs/languagearts/a/tonguetwisters.htm](http://k6educators.about.com/cs/languagearts/a/tonguetwisters.htm)

  Have students create illustrations of words that use alliterations in the tongue twister. An accordion style book is perfect format for a long list of words (see attachment: 2.6 Learning Activity – Accordion foldable).

- **Silly Poetry and Rhyming Poetry** In the United States there is a genre of poetry geared towards children that engages them through humor. Jack Prelutsky and Shel Silverstein are two authors that use rhyming in silly ways or write about funny events in poetry. Have students read these authors to get a feel for ways that poetry is not just about romance or feelings.

  - Have students brainstorm topics that they would want to write a silly poem about. It could be something as simple as school, or homework or their walk home. Since writing poetry that rhymes can be difficult, have word families used last year in 1st grade available to students who want to rhyme. Also have them work in pairs to rhyme because they can help each other with words.

- **Concrete poetry** is simply taking a poem and making it into a shape of what the poem is about. It is a visual poem that reinforces meaning through the image. Read aloud and show poems from “A Poke in the Eye” as examples.

  - Have students brainstorm their favorite animal or favorite food. Do a word web in their notebooks of words they associate with this animal or food. From those words, make them create a shape poem in the basic outline of the object.


- **Onomatopoeia** (pronounced ona-mona-pea-ah) means “word making” or making a word for a sound. Ask students if they know any words that mean sounds (brainstorm in Spanish) or ask what sound does a car make? Dogs make? A cat? Water? When you throw a ball? Or hit the floor?” share how these words are examples of onomatopoeia. Poets can use it as a poetic device to make the reader hear the sounds in their poem.


- **Name Poem (Acrostic Poem)** Share how there is a type of poetry that spells out a word with the first letters of each line. Use example: [http://www.gigglepoetry.com/poetryclass/acrostic.html](http://www.gigglepoetry.com/poetryclass/acrostic.html) to model how students can write their own acrostic poems using their names to describe themselves.

**Fluency and Phonemic Awareness through Poetry**

- Poetry is a great way to improve student fluency because it is short, many times uses rhymes (a natural way to teach about phonemic awareness through word families), and poetry is meant to be read aloud to give it “life”. Model how to read poetry aloud using fluency and intonation.

  - Give a lesson on “What is fluency” by sharing how fluency is: reading smoothly, with rhythm, and not skipping or adding any words or letters. For each point, read aloud and show what fluency is and what fluency is not.

  - Share how the class is a team that will work together to help each other build fluency. Give an example of how if you interrupted another student reading aloud, would that make them want to read aloud again? Model how to use the attachment Resource 8 – Paired Reading Fluency Check, where students will work with partners to check each other’s fluency when reading poetry (the student being checked will read a poem twice and receive specific feedback each time from a
• Give time for each day in class for students to read poetry silently, and do a fluency check every three days or so to not overwhelm the students.
• Ask “How can we play with language?” by showing how poets enjoy hearing words that rhyme to create rhythm. Have students circle words that rhyme in poems (on a chart paper or on copies of poems) and then underline the part that rhymes. Discuss if it is a rime (same spelling) or rhyme (different spelling). Use this time to teach phonemes that are difficult (e.g. -ight like in night and fight).
• Use poetry as a way of doing poetry theatre so students act out poems to practice fluency: http://www.poetryteachers.com/poetrytheater/theater.html
• Use tongue twisters to model phonemic awareness of initial sounds and encourage students to create silly or nonsense poems that use riming or rhymes to make a rhythm.

Matching Uppercase and Lowercase through Proper nouns and Poetry Writing
• Show how poetry capitalizes the first word of each line (normally). As an activity, give students a poem that does not have the first line capitalized and have the students replace the lowercase letter with uppercase letters.
• During morning message, model how we capitalize our names and “I” because we are important. Share how it is also important to capitalize the names of places and other people, and time.
• With a partner, have students find examples of words that are capitalized in poems and create a list of capitalized words. See if they can classify them into names of places, people, time (months, days of the week) or if they find other examples of capital words (e.g. languages are capitalized).

Sample Lessons
• Three lessons to introduce poetry’s structure, rhyme, and rhythm http://www.readworks.org/lessons/grade1/genre-studies-poetry
• Center activities to immerse students in poetry http://www.scholastic.com/teachers/lesson-plan/poetry-immersion
• Use the 5W questions to write a poem http://www.canteach.ca//elementary/poetry2.html

Additional Resources
• Printable activities for poetry http://www.scholastic.com/teachers/lesson-plan/poetry-printables
• The Top High Frequency Words by Rozanne Williams
• Sight Word Poetry Pages: 100 Fill-in-the-Blank Practice Pages That Help Kids Really Learn Super Book of Phonics Poems by Linda B. Ross
• List of free “giggle poems” to teach rhyming and repetition http://www.gigglepoetry.com/poemcategories.aspx

Literature Connections
• Bilingual Poetry Books (contains similes)
  o The Upside Down Boy by Juan Felipe Herrera
  o Poems to Dream Together by Francisco X. Alarcon
  o Gathering the Sun by Alma Flor Ada
  o Sol a Sol: Original and Selected Bilingual Poems by Lori Marie Carlson
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- *Talking with Mother Earth* by Jorge Argueta
- Poetry with similes, repetition and alliteration:
  - *The Dream Keeper and Other Poems* by Langston Hughes
  - *Honey, I Love* by Eloise Greenfield
  - *Confetti: Poems for Children* by Pat Mora
- Concrete Poems:
  - *A Poke in the I: A collection of Concrete Poems* by Paul B. Janeczko
  - *A Kick in the Head* by Paul B. Janczko
- Silly Rhyming Poems:
  - *The New Kid on the Block* by Jack Prelutsky
  - *A Pizza the Size of the Sun* by Jack Prelutsky
  - *My Frog is a Frog* by Jack Prelutsky
  - *I am Shrinking* by Jack Prelutsky
  - *A Remarkable Adventure* by Jack Prelutsky
  - *A Light in the Attic* by Shel Silverstein
  - *Where the Sidewalk Ends* by Shel Silverstein
  - *Hug O’ War* by Shel Silverstein
- Acrostic Poems:
  - *Summer: An Alphabet Acrostic* by Steven Schnur
  - *Animal Acrostics* by David Hummon
- Poetry with CD for listening centers:
  - *Poetry Speaks to Children* by Elise Paschen
  - *Hip Hop Speaks to Children* by Nikki Giovanni
- Scott Foresman Reading – Collection 1.3
  - *Let’s Learn Together Book and Practice Book*
  - *Books, Books, Books* by Kay Winters  page 171 (Poem)
- Scott Foresman Reading – Collection 1.4
  - *Favorite Things Old and New Book and Practice Book*
  - *Four Generations* by Maryann Hobernan  page 101 (Poem)