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| <b>UNIT:</b><br>Learning to Love that Poetry  | <b>CREATED BY:</b><br>Jayna Eichelberger  | <b>SUBJECT:</b><br>English Language Arts   | <b>GRADE:</b> 5 |
| <b>Unit Rationale: View on Prezi</b><br><a href="http://prezi.com/nrk5omp3xkem/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/nrk5omp3xkem/?utm_campaign=share&amp;utm_medium=copy</a>   |   |  |                 |
| <b>Enduring Understandings:</b><br>Writers get their ideas from many places which include memories, personal life experiences, literature, and observations.<br>Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.<br>Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.<br>Poetry is viewing events, feelings, and ideas in a way that is unique to the writer.<br>Poetic language is used by all kinds of writers in many other genres. |   |  |                 |
| <b>Essential Question:</b><br>When designing essential questions, think about...<br>- Have I related the topic to students' past and present experiences?<br>- Does the topic relate to human issues and human well-being?<br>- How might I teach so that my students and I work together to build a community of practice?<br>- Have I made good use of disciplinary concepts used by practitioners?<br>How Might I explore the emotional, ethical, and human dimensions that relate to the topic?   |   | <b>EQ:</b><br><b><i>What is beautiful?</i></b><br><b>What makes a poem?</b><br><b>What makes a poet?</b>   |                 |
| <b>Naming Conceptual and Procedural Knowledge</b><br>When identifying these skills, think about...<br>- Do these skills mirror what experts do in their discipline?   | <b>Procedural Knowledge (Idaho Core Standards)</b><br>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text<br>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | <b>Declarative Knowledge (Concepts I want students to understand)</b><br>Analyze and interpret poems<br>Write poems<br>Understand and use figurative language<br>Know and understand poetic structures and terms<br>Increase fluency through repeated readings<br>Acquire precise vocabulary<br>Understand and appreciate word choice<br>Listen critically for details such as rhyme, assonance, and rhythm<br>Draft, revise and publish own poems |                 |

<sup>1</sup>*Inquiring Minds Learn to Read and Write, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012*

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|  | <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.*</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (1:1, groups, teacher led) building on others' ideas and expressing their own clearly.*</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>* These standards are embedded within each lesson.</p> | <p>Ask questions to clarify meaning</p> <p>Interpret poems orally and in writing</p> <p>Recite and read poems aloud</p> <p>Work cooperatively to annotate poems</p> <p>Work collaboratively to revise and polish poems</p> <p>Use evaluative skills to critique poems</p> <p>Experiment with various poetic structures</p> <p>Acquire an appreciation of poetry</p> <p>Maintain a blog</p> <p>Communicate in a blog community</p> <p>Use web tools to create content</p> <p>Embed web tools into blog content</p><br><p>Domain and content specific vocabulary:<br/> poem, narrative, verse, stanza, rhythm, rhyme, figurative language, alliteration, assonance, onomatopoeia, repetition, imagery, visual attributes/shapes, personification, simile, metaphor</p> |
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| <p><b>Vocabulary</b><br/>When identifying these words, think about...<br/>Will these words be needed in multiple contexts?</p>  | <p><b>Academic and Content Vocabulary</b><br/>onomatopoeia, assonance, alliteration, personification<br/>rhythm, rhyme, metaphor, simile, stanza, verse,<br/>graphic organizer, compose, plan, draft, publish</p>   |  |
| <p><b>Culminating activity</b><br/>When designing a culminating project, think about...<br/>- Where do I want the students to be at the end of the unit?<br/>- Does the project allow students to demonstrate their conceptual and procedural understandings?<br/>- Is it authentic by mirroring what “real experts” would do?<br/>- Does it require intellectual quality?<br/>- Does it consider differentiation? Are there different ways to complete the project?<br/>- How does your culminating performance allow students to reach the mentioned standards?</p> <p>*Attach Rubric or Assessment Guidelines (see appendices)</p> | <p><b>Project Description</b></p>   |  |
|   | <p style="text-align: center;"><a href="#">Digital Poetry Portfolio</a></p> <p style="text-align: center;">Students write their own poem or collection of poems and represent them in creative ways with the use of technology. Collectively, presentations will be displayed in a blog where visitors near and far can enjoy the work and leave comments for the writers.</p>  |  |
|   | <p>Measurable Objectives:</p> <p>I can determine the theme of <i>Love that Dog</i></p> <p>I can determine theme of poems from <i>Love that Dog</i></p> <p>I can write a poem using a form or structure (concrete, narrative, quatrain, free verse, etc) that fits the subject.</p> <p>I can use the elements of poetry to express myself with precise words, unique details, and poetic elements in writing and speaking.</p> <p>I can use technology as a tool to create content and enhance the meaning of my poem.</p> <p>I can provide specific feedback to my fellow poets to provide revision, encouragement, and praise.</p> |  |

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## Frontloading

When designing frontloading activities, think about...

- How does your activity activate and build the students' prior knowledge or background information regarding your unit inquiry?
- How does the activity work to motivate students for reading and inquiry regarding the theme?
- How will the frontloading activity work to organize inquiry, set purposes, and consolidate learning about the theme throughout the unit, i.e., how will it help students set purposes for their reading, focus their learning, clarify what they are coming to know, and help them to monitor their learning progress?

## FRONTLOADING STRATEGIES:

[Opinionaire](#) with 4 Corners

Students will examine statements about poetry and form an opinion. Using the 4 Corners strategy is to increase movement in the classroom and to facilitate students' listening and speaking skills. Use *My Partner Said* to ask students about their thinking on the statements to increase/decrease participation and equalize discussion time. Take a video to record comments and to show the final "standings" to post on blog and to compare when a final opinionaire is taken at the end of the unit.

Map of the Heart:

This serves as both a frontloading piece and as a community builder. Students will map out their "heart" as directed in the activity. This is to help students with upcoming writing tasks, build a community of poetry writers, and to make the correlation that poets often write about their experiences, observations, and emotions

## Sequencing Scaffolding Activities

When designing a scaffolding activity, think about ...

- Does it allow students to explore the big ideas connected or relevant to the essential topic?
- Does it allow students to practice techniques required for disciplinary expertise in a variety of ways?
- Does it assist students to expand their conceptual and strategic repertoire?
- Does it provide for multiple entrance levels?
- Does it provide for multimodal learning?
- Does it provide for differentiation?
- Does it provide for student discovery and meaning making in a social setting?

## Principles of Scaffolding

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| <ul style="list-style-type: none"><li>o Close to home→ Far From Home</li><li>o Current Knowledge→ Need to Know</li><li>o Visual→ Written</li><li>o Short→ Long</li></ul> | <ul style="list-style-type: none"><li>o Easy→ Hard</li><li>o Concrete→ Abstract</li><li>o Directly Stated→ Implied</li><li>o Supported→ Independent</li></ul> | <ul style="list-style-type: none"><li>o Whole→ Part→ Whole</li><li>o Learning→ Doing→ Reflecting</li><li>o Model→ Mentor→ Monitor</li></ul> |
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## Formative Assessments

When planning formative assessments within a unit think about...

- What is the intent of the unit? What is the purpose of this activity?
- How will the students be showing me what they know?
- What will I be monitoring or looking for in the students' thinking?
- How will I track the assessment of my students?
- How will the students leave this activity thinking about something in a new way or changed in some way?
- How is this activity layered for all students' learning?
- How does this activity allow students to practice more than one thing at a time?
- How will students be demonstrating true understanding – the capacity to flexibly use, extend, transfer, and think about what has been learned?

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| Week 1:  |   |   |   |   |
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| Activity   | Strategies, Texts, & Resources  | Scaffolding Options   | Idaho Core Standards Connection (Content Standards if applicable)   | FORMATIVE ASSESSMENT Y/N  |
| <p>Monday:<br/>Frontloading<br/>Activities</p> <p>Kid Bloggers</p>   | <p>Opinionaire</p> <p><a href="#">Map of the Heart</a> collage supplies</p> <p>Post collage on KidBlog</p> <p>Tech Check: Password, URL, Login, Post, Comment</p>   | <p>Visual to Written<br/>Multimodal<br/>Learning<br/>Easy→ Hard<br/>Learning→<br/>Doing→ Reflecting<br/>Current<br/>Knowledge→<br/>Need to Know<br/>Supported→<br/>Independent<br/>Model→ Mentor→<br/>Monitor</p> | <p>SL.5.1.<br/>Engage effectively in a range of collaborative discussions (1:1, groups, teacher led) building on others' ideas and expressing their own clearly.</p> <p>W.5.6<br/>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p>Y-Blog Post<br/>Check for ability to post and respond using mobile devices and platform</p>  |
| <p>Tuesday:<br/>Building community of poets where it is safe and supported to express thoughts, ask questions, and try out new ideas</p> | <p>Show actual blogs (<a href="#">inside the dog</a> is a good one) where writers post their poems. Show the post and the writer's comments. Then view comments from readers of the blog.</p> <p><a href="#">Assign Blog Buddies</a></p> <p>View the Heart Maps of class members on KidBlog, leave positive comments and questions. Interact with comments.</p> <p><a href="#">Review Blog Etiquette: List/Sort/Label</a><br/><a href="#">Set Classroom Norms for Blog Comments/Expectations</a><br/><i>*Students need to come to this unit with developing</i></p> | <p>Model→ Mentor→<br/>Monitor<br/>Meaning making in a social situation<br/>Learning→<br/>Doing→ Reflecting<br/>Current<br/>Knowledge→<br/>Need to Know</p>  | <p>SL.5.1.<br/>Engage effectively in a range of collaborative discussions (1:1, groups, teacher led) building on others' ideas and expressing their own clearly.</p> <p>W.5.6<br/>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p>Y-Blog<br/>Comments<br/>Looking for student ability to leave positive, specific comments in response to the writing of others-I will read comments, post, and showcase exemplars</p> |

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|   | <p><i>blogging experience. There are so many new experiences within the unit-students have many learning curves to climb. To assist in focusing the work on writing and presenting poems, be sure to come to this unit where students are comfortable working with KidBlog with a previous unit or lessons.</i></p> <p>Community Yarn Bracelets: Using a skein of yarn, have students share their hearts. The first person sharing will hold the end of a piece of yarn and pass the yarn to the next. This continues until all have shared and the result is a web of yarn showing a image of our connections. The teacher then cuts an individual piece of yarn for each student to tie around his/her wrist to wear during the unit to remind us that we are a caring community.</p>   |  |  |  |
| <p>Wednesday:<br/>Pretest</p> <p>Formative Writing Assessment</p> <p>Poetry vs. Informational Text and Argument</p> | <p>Pretest on Poetry<br/>Emily Dickinson's "<i>This is my letter to the world</i>" Pretest (Copyrighted material from Jacob's Ladders Grades 6-8 Level 3 ISBN-13: 978-1-59363-352-3)<br/><i>This is hard! Don't be surprised if students cannot respond to the questions. That is OK! Do not spend much time here.</i></p> <p>Students will also produce an "on-demand" poem representing them as best as they can.<br/>(FYI-students usually write an acrostic poem or a short rhyming poem for this, but students with more poetry background produce more sophisticated writing.)</p> <p>Explore the characteristics of text types.<br/>1. Read an <a href="#">informational article</a> about tigers.<br/>2. Watch a video that presents an argument about the survival of tigers.<br/><a href="https://www.youtube.com/watch?v=EmNWWZCW8oQ">https://www.youtube.com/watch?v=EmNWWZCW8oQ</a><br/>3. Read "The Tyger" by William Blake</p> | <p>Current Knowledge→<br/>Need to Know</p> <p>FYI -this part of the unit created much emotion for the students. Here is a comment from a student, "The informational article taught me</p> | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>W.5.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> | <p>Y-Pretest<br/>I am looking for students' ability to interpret and comprehend poetry to differentiate and inform instruction<br/>Y-Poem<br/>I want to know what tools students have to compose a poem without "polish"</p> |

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|  | <p>Complete Tiger Texts Notecatcher comparing/contrasting the differences between narratives (poetry), informational text, and argument.</p> <p>4. Class debrief notecatcher thoughts.</p> <p>5. Teacher read aloud <i>Ubiquitous</i> by Joyce Sidman, a picture book mentor text that combines art, science, informational text, narrative, poetry, and argument.</p>   | <p>about the tiger, the argument made me care for the tiger, and the poem made me love the tiger." Wow.</p>  |  |  |
| <p>Thursday:<br/>Explore "What is beautiful?" EQ using William Blake's "The Tiger"</p> | <p>Technology Stations on iPads (students choose 3 stations to work with in small groups, but may visit all if desired.) <a href="#">Students need headphones.</a></p> <p>1-William Blake's artwork</p> <p>2-Listening station <b>(no visuals)</b><br/><a href="http://www.youtube.com/watch?v=QMwNvzRKX64">http://www.youtube.com/watch?v=QMwNvzRKX64</a></p> <p>3. Reading station <b>(no sound)</b><br/><a href="http://youtu.be/fXsiW7A--dY">http://youtu.be/fXsiW7A--dY</a> [William Blake's art + poem + narration] (TURN OFF THE SOUND. Yes, that's right-just view art and read the poem]</p> <p>4. Listening and viewing station<br/><a href="http://youtu.be/uuiuslIOqY4">http://youtu.be/uuiuslIOqY4</a> [Professional narration of "The Tyger" poem]</p> <p>5. Photos of tigers set to music with poem<br/><a href="http://youtu.be/42CYiUtGafQ">http://youtu.be/42CYiUtGafQ</a> [Poem + Music + Images] <a href="#">Notecatcher: See/Think/Wonder</a></p> <p>Class chart of See/Think/ Wonder</p> <p>Discuss theme.</p> <p><br/></p> <p>This may take 2 days. When previously taught there was a lot of discussion, reflection, and there was charged emotion from students that required debriefing. The work from this day was referenced throughout the unit BY THE STUDENTS. It is a powerful lesson.</p> | <p>Multimodal Learning Model→ Mentor→ Monitor</p> <p>Visual-written</p> <p>Concrete-abstract</p> <p>Whole-Part-Whole</p> <p>Learning→ Doing→ Reflecting</p> <p>Current Knowledge→ Need to Know</p> <p>Easy→ Hard</p> <p>Concrete→ Abstract</p> <p>Directly Stated→ Implied</p> <p>Whole→ Part→ Whole</p> | <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L.5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (1:1, groups, teacher led) building on others' ideas and expressing their own clearly</p> | <p>Y-Anchor Chart</p> <p>I'm looking for students to name what is "beautiful" about the poem and see if they have the vocabulary to use in doing so.</p> |

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|   | Begin anchor chart of <b>What makes a poem?</b><br><b>Students note What is beautiful? about "The Tyger"</b>  |  |  |   |
| Friday:<br>"Where I'm From"<br>poems  | Use George Ella Lyons <a href="#">Where I'm From</a> as a mentor poem for writers to draft identity poems.<br><br>Use this <a href="#">template</a> , if necessary<br><br>Students may employ any of the elements they thought as "beautiful" about <i>The Tyger</i> in their poem. Post draft on KidBlog. Respond to assigned partner. Optional: Share with large group. <a href="#">Students may need to complete at home and post from home or during lab time. This remains an accommodation throughout unit. Discuss theme.</a><br><br>Begin anchor chart of <b>What makes a poet?</b><br><br>Begin word wall of precise word choices used in mentor poems culled from blog posts/poems/notecatchers | Close to home-Far from home<br>Multimodal Learning Learning→<br>Doing→ Reflecting Current Knowledge→<br>Need to Know Supported→<br>Independent Model→ Mentor→<br>Monitor | W.5.3<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br><br>SL.5.1.<br>Engage effectively in a range of collaborative discussions (1:1, groups, teacher led) building on others' ideas and expressing their own clearly | Y-Posted Poems<br>I will comment on each KidBlog to point out where I notice developing poets and begin naming specific elements of what makes a poem like alliteration, imagery, rhyme |
| <b>Week 2:</b>  |   |  |  |   |
| <b>Activity</b>   | <b>Strategies, Texts, &amp; Resources</b>   | <b>Scaffolding Options</b>   | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>   | <b>FORMATIVE ASSESSMENT Y/N</b>   |
| Monday:<br>Book Trailer<br><br>Begin reading <i>Love that Dog</i><br>pp. 1-14<br>Response Journal | Book Trailer<br><a href="http://youtu.be/j--cq_tyNrg">http://youtu.be/j--cq_tyNrg</a><br>Love that Dog texts<br>Response journals on KidBlog<br><a href="#">Reading Response Digital Rubric:</a>  | Close to home→<br>Far From Home<br>Directly Stated→<br>Implied<br>Supported→<br>Independent<br>Whole→ Part→<br>Whole   | RL.5.2<br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text   | Y-Blog<br>Comments<br>I will comment back to students to confirm comprehension or to question further those who   |

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|   |  <p>Reading Response Digital Rubric:<br/> <a href="http://www.haikudeck.com/p/AZhj68279W">http://www.haikudeck.com/p/AZhj68279W</a><br/>         Answer these questions:<br/>         1. Explain why Jack doesn't like to write poetry.<br/>         2. Why does the reader only hear Jack's voice and not what Miss Stretchberry says to him? (Also, how do we know what Miss Stretchberry is asking of Jack when he is in her class?)<br/>         Write a comment about this section of the book.<br/>         Respond to blog buddies.</p> <p>Discuss how Jack responds to "The Tyger" and compare it to how you responded.</p> | Learning→<br>Doing→ Reflecting  |   | are struggling with text and in determining theme                              |
| Tuesday:<br>Red Wheelbarrow               | Reread Wm. Carlos Williams poem, close read (talk to the poet), discuss in small groups all questions and comments.<br>Add any precise word choice to word wall<br>Notice how Jack mimicked the poem in his journal.<br>Watch video: <a href="http://youtu.be/6PqRhDdeKDA">http://youtu.be/6PqRhDdeKDA</a><br>Compose a similar poem using Red Wheelbarrow as a mentor poem. Use BeFunky to create a verse or stanza to an image that matches the content of your poem.<br>See sample lesson plan <a href="#">here</a> . Post to the blog.<br>Comment.<br>Discuss theme.  | Learning→<br>Doing→ Reflecting<br>Visual→ Written<br>Short→ Long<br>Directly Stated→<br>Implied<br>Whole→ Part→<br>Whole<br>Model→ Mentor→<br>Monitor | RL.5.2<br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text<br><br>W.5.3<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | Y-Poem<br>I will look for simple imagery of an object in the BeFunky product   |
| Wednesday:<br>Red Wheelbarrow<br>Blue Car | Compare the two poems in small groups. Note where Jack was influenced by Wm. Carlos Williams and William Blake. Highlight and annotate using Educreations on iPads. Discuss with another group.<br>Report findings to whole group.  | Learning→<br>Doing→ Reflecting<br>Supported→<br>Independent   | RL.5.4<br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | Y-Email<br>Students will send their annotations and comments for me to review. |

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| <p>Thursday:<br/>Imagery</p>         | <p>Imagery Lesson Plan (Jacob's Ladder-copyrighted material)<br/>"The Grapefruit"<br/>Use Ladders Strategy A to explore imagery<br/>Use Ladders Strategy D to create imagery<br/>Discuss theme.<br/>Fruit Poems and Art: <i>Cross-Section in Quadrants</i><br/>Collect poems (written and spoken) and art to share via Glogster</p> <p>Begin making a list of examples of imagery found in poems we study and elsewhere collaboratively in small groups (These lists will be hung throughout the classroom to enable collaboration.)</p> <p>Add to anchor charts:<br/>What makes a poem? What makes a poet?</p>   | <p>Learning→<br/>Doing→ Reflecting<br/>Visual→ Written<br/>Short→ Long<br/>Easy→ Hard<br/>Concrete→<br/>Abstract<br/>Directly Stated→<br/>Implied<br/>Supported→<br/>Independent<br/>Whole→ Part→<br/>Whole<br/>Model→ Mentor→<br/>Monitor</p> | <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/>L.5.5.a Interpret figurative language, including similes and metaphors, in context.<br/>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text<br/>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> | <p>Y-Ladders and Imagery practice</p> <p>Fruit Imagery Poems (Written and Spoken)</p> |
| <p>Friday:<br/>Stopping by Woods</p> | <p>Soundscape video using <i>Give me Five</i> listening strategy (<a href="#">Listen for evidence that indicates the setting of the poem is in the winter. Listen for 5 clues.</a>)<br/><a href="http://www.youtube.com/watch?v=nie5dGD6OQA">http://www.youtube.com/watch?v=nie5dGD6OQA</a><br/>Annotate a copy of the poem with the 5 senses chart*</p> <p>Watch video again, with images and sound.</p> <p>Answer text dependent questions* as they read and annotate poem in small groups.<br/><i>*5 senses chart and text dependent questions are in the attached PowerPoint.</i></p> <p><i>Note: After this lesson last year, at both schools where the lesson was taught, most of the students identified</i></p> | <p>Visual→ Written<br/>Short→ Long<br/>Easy→ Hard<br/>Concrete→<br/>Abstract<br/>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole<br/>Model→ Mentor→<br/>Monitor</p>  | <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/>L.5.5.a Interpret figurative language, including similes and metaphors, in context.<br/>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p>  | <p>Y-Chart, imagery practice</p>  |

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|   | <p>the speaker as Santa Claus! <a href="#">Here</a> is a support/refute organizer I used to help them think through that opinion a bit more.<br/>Discuss theme.</p> <p>Writing from images strategy-students practice writing imagery in response to scenic images using PicLit web tool.</p>  |   |  |   |
| <b>Week 3:</b>  |  |   |  |   |
| <b>Activity</b>   | <b>Strategies, Texts, &amp; Resources</b>  | <b>Scaffolding Options</b>  | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>   | <b>FORMATIVE ASSESSMENT Y/N</b>   |
| Monday:<br>Love that Dog<br>pp. 15-29<br>Response Journal | <p>Love that Dog texts<br/>Add key words to word wall<br/>Answer text dependent questions orally in small groups:</p> <ol style="list-style-type: none"> <li>1. Why didn't Jack want his name on his poems?</li> <li>2. Why does Miss Stretchberry type Jack's poems he writes in his journal?</li> <li>3. Why does Jack want to be anonymous?</li> </ol> <p>Ask questions and make comments on KidBlog<br/>Comment to 3 other bloggers<br/>Add to anchor charts:<br/><b>What makes a poem? What makes a poet?</b></p> | Oral to written<br>Multimodal<br>Learning→<br>Doing→ Reflecting                                       | RL.5.2<br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  | Y- Blog Posts<br>I will respond to text dependent questions to provide feedback<br>Y- Anchor Charts |
| Tuesday:<br>dog by Valerie Worth                          | <p>Compare Jack's poems to poems we have studied. (Jack's poems are reprinted on large chart paper, one for each group of 5 students.) Mark up Jack's poems where you see influences from the poets. Comparisons of the poems are</p> <p>Add to word wall and anchor charts.</p>   | Short→ Long<br>Directly Stated→<br>Implied<br>Whole→ Part→<br>Whole<br>Learning→<br>Doing→ Reflecting | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors,</p> | Y- Interactive Journal, Word Wall, Anchor Charts, and conversations                                 |

<sup>1</sup>*Inquiring Minds Learn to Read and Write, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012*

|  |   |  |  |                            |
|--|---|--|--|----------------------------|
|  | <p>Reading Response Sort Activity</p> <p>Work through "student work samples" from first two blog posts/reading response (these were actually written by me) to discuss Reading Response Rubric. Use rubric to sort reading response "student work samples" according to rubric. Generalize the characteristics of a 0, 1,2,3, and 4 according to rubric. Students revise first reading response blog entries. Use color to show revision. Find the Reading Response Sort at the end of the lesson plan. Here is a <a href="#">ppt</a> to use as a discussion tool so students can collectively calibrate the rubric scores.</p> |  | in context.  |                            |
| <p>Wednesday:<br/>The Pasture<br/>by Robert Frost</p>  | <p>Video (poem set to music)<br/><a href="http://www.youtube.com/watch?v=PKwl6v8XXmA">http://www.youtube.com/watch?v=PKwl6v8XXmA</a><br/>Read poem, close read, notice and list examples of imagery.</p> <p>Each group ranks their imagery lists from most compelling to least in this poem.</p>  | <p>Learning→<br/>Doing→ Reflecting<br/>Visual→ Written<br/>Short→ Long<br/>Easy→ Hard<br/>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole<br/>Model→ Mentor→<br/>Monitor</p> | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p> <p>RL.5.4<br/>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> | Y-Ladders, Blog Posts      |
| <p>Thursday:<br/>Repetition, Rhyme,<br/>and Rhythm</p> | <p>R,R,R Lesson<br/><a href="#">Frayer Model</a> defining the nuances of repetition, rhyme, and rhythm. Define each word. Provide stanzas for students to sort into examples of repetition, rhyme, and rhythm. Have students make generalizations about the R,R, R of poetry and complete Frayer Models in small groups. Groups share their understanding with other groups.</p>  | <p>Learning→<br/>Doing→ Reflecting<br/>Current<br/>Knowledge→<br/>Need to Know<br/>Short→ Long<br/>Easy→ Hard<br/>Directly Stated→</p>   | <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p>   | Y-Conversations and Claims |

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|   |  |   |   |   |
|---|--|---|---|---|
|   |  | Implied   |   |   |
| Friday:<br>"Robert Frost Prompts the Poet in You"         | Adapted Read, Write, Think Lesson<br><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/robert-frost-prompts-poet-859.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/robert-frost-prompts-poet-859.html?tab=4</a><br>Practice writing with imagery, rhyme, repetition, rhythm, use Blabberize or Chatterpix to record students reading their poems with talking images.<br><i>Emphasize expression, diction, pitch, rate, and volume when performing poetry. Students begin creating a poetry performance rubric collaboratively.</i> | Model→ Mentor→ Monitor<br>Current Knowledge→ Need to Know<br>Directly Stated→ Implied | RL.5.4<br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br><br>L.5.5.a<br>Interpret figurative language, including similes and metaphors, in context. | Y-Practice Poems                                  |
| <b>Week 4:</b>  |  |   |   |   |
| <b>Activity</b>   | <b>Strategies, Texts, &amp; Resources</b>  | <b>Scaffolding Options</b>  | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>  | <b>FORMATIVE ASSESSMENT Y/N</b>                   |
| Monday:<br>Love that Dog<br>pp. 30-45<br>Response Journal | Love that Dog texts<br>Add key words to word wall<br>Answer text dependent questions on KidBlog<br>1. Why is Jack critical of the way Miss Stretchberry types his poems?<br>2. Why does Jack want her to type his name on the dog poem?<br><br>Ask questions and make comments on KidBlog<br>Answer/Comment to 3 other bloggers<br>Add to anchor charts:<br>What makes a poem? What makes a poet?  | Model, Mentor, Monitor<br>Learning→ Doing→ Reflecting<br>Directly Stated→ Implied     | RL.5.2<br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.                 | Y-answers to Text Dependent Questions, Blog Posts |
| Tuesday:<br>Street Music plus                             | Sound/Image Scape<br><br>Listen to professional reading of poem while also   | Learning→ Doing→ Reflecting<br>Visual→ Written<br>Short→ Long<br>Easy→ Hard           | RL.5.2<br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;                                     | Y-Practice poems, comic strips                    |

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|   |  |  |   |                                       |
|---|--|--|---|---------------------------------------|
|   | <p>noticing the structure/shape of the poem, comment and question. Notice the punctuation of the poem, comment and question using Note-Passing strategy. <i>Instead of questioning the poet or classmates as a close read strategy, students write their questions, observations, and a-ha's on notes and pass to others. Notes received are responded to and elaborated upon, if possible. Finally, students share in their groups the Street Music poem and the RRR found in its stanzas. Ask students to pay close attention to the punctuation of the poem. (There are 5 colons, that's it!) What is the significance of the colons? (They provide the rhythm of the changing street lights. Believe me, a kid always figures this out!)</i></p> | <p>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole</p>                                     | <p>summarize the text.<br/><br/>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p>   |                                       |
| <p>Wednesday:<br/>Your Street Music</p>                               | <p>View tutorial videos about onomatopoeia and alliteration.</p> <p>Write poems about your street using onomatopoeia and alliteration and other elements of poetry such as rhythm, rhyme and repetition.</p>   | <p>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole<br/>Learning→<br/>Doing→ Reflecting</p> | <p>W.5.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br/>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | <p>Y-Street Poems</p>                 |
| <p>Thursday:<br/>Love that Dog<br/>pp. 46-60<br/>Response Journal</p> | <p>Love that Dog texts<br/>Text Dependent Questions:<br/>1. What are Jack's feelings about Sky?<br/>2. Why didn't Jack want his secret poem typed?<br/>3. What did Miss Stretchberry do that made Jack feel better about the poem he wrote?<br/>Answer questions and make comments on KidBlog<br/>Discuss theme.<br/>Add key words to word wall</p> <p>Add to <i>Anchor Charts</i>:</p>  | <p>Directly Stated→<br/>Implied<br/>Learning→<br/>Doing→ Reflecting</p>                            | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>   | <p>Y-Blog Posts<br/>Anchor Charts</p> |

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|  |   |   |   |                                 |
|--|---|---|---|---------------------------------|
|  | <b>What makes a poem? What makes a poet?</b>  |   |   |                                 |
| Friday:<br>Concrete Poems                              | <p>View a Prezi collection of concrete poems. Here is an <a href="#">example</a>.</p> <p>Collect an assortment of concrete poems. Use the poems found in Love that Dog and others. Copy the poems so that each small group has the same 15-20 concrete poems. Have students sort them into 2 or 3 groups and to label each group. In my experience, they will sort them into the "easier" concrete poems that are composed of repeated words and the "harder" poems that are a poem composed a shape that matches the poem OR they will sort them according to topics. Then discuss the labels and groups as a class and write a definition of a concrete poem.</p> <p>Provide stacks of white paper for students to practice writing concrete poems.</p> <p>Collect all student concrete poems using Animoto to share with students in a closing moment.</p> | <p>Visual→ Written<br/>Easy→ Hard<br/>Concrete→ Abstract<br/>Learning→ Doing→ Reflecting<br/>Model→ Mentor→ Monitor</p> | <p>W.5.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p> | Y-Concrete Poems, blog posts    |
| <b>Week 5:</b>   |   |   |   |                                 |
| <b>Activity</b>  | <b>Strategies, Texts, &amp; Resources</b>   | <b>Scaffolding Options</b>  | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>  | <b>FORMATIVE ASSESSMENT Y/N</b> |
| Monday:<br>Love that Dog pp. 61-76<br>Response Journal | <p>Love that Dog texts</p> <p>Answer text dependent questions on KidBlog.</p> <p>1. Jack finally writes a poem about his dog, Sky. Why doesn't he want Miss Stretchberry to put his poem up on the board?</p>   | <p>Directly Stated→ Implied<br/>Learning→ Doing→ Reflecting</p>   | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;</p>   | Y-Blog posts and Anchor Charts  |

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|   |  |   |   |  |
|---|--|---|---|--|
|   | <p>Comment to 3 other bloggers<br/>Add key words to word wall</p> <p>Add to anchor charts:<br/>What makes a poem? What makes a poet?</p>   |   | summarize the text.   |  |
| <p>Tuesday:<br/>Love that Boy</p>         | <p>Read and annotate poem<br/>Use Ladders C to determine theme.<br/>Compare Jack's <i>Love that Dog</i> poem to <i>Love that Boy</i> poem. Use <a href="#">TopHat</a> strategy to compare the two poems.</p> <p>Practice performing poetry using class created rubric.</p>   | <p>Close to home→<br/>Far From Home<br/>Short→ Long<br/>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole<br/>Learning→<br/>Doing→ Reflecting</p>                           | <p>RL.5.4<br/>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p>  | <p>Y-Tophat<br/>strategy looking for ideas of theme and elements of poetry.</p>  |
| <p>Wednesday:<br/>Simile and Metaphor</p> | <p>Fingerprint Metaphors and Chop Chop Poems<br/><a href="#">Use the notecatcher to work through this poem writing process. It is at the end of the unit. Students should use ordinary words, and precise words. When naming how the fingerprint looks like a noun of some kind, that is when they create a simile (usually) so have them remove the "like" or "as" and they will have a strong metaphor instead.</a><br/>eg. <a href="#">My fingerprint looks like a plate of spaghetti. (simile) vs. My fingerprint is a plate of spaghetti. (metaphor)</a><br/><a href="#">Chop up all the verbs, adjectives and metaphors and similes. Arrange into stanzas like found poetry. Glue down. These are amazing!</a></p> <p>Compose, read, and illustrate poems using VoiceThread web tool</p> <p>Begin making a collective class list of spoken similes and metaphors found in <i>Love that Dog</i> and other texts</p> | <p>Close to home→<br/>Far From Home<br/>Visual→ Written<br/>Short→ Long<br/>Easy→ Hard<br/>Concrete→<br/>Abstract<br/>Directly Stated→<br/>Implied<br/>Whole→ Part→<br/>Whole</p> | <p>W.5.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context.</p> | <p>Y-ChopChop<br/>Metaphor Poem</p> <p>Spoken lists of similes and metaphors</p> |

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|   |   |  |   |   |
|---|---|--|---|---|
|   | using Animasher.  |  |   |   |
| Thursday:<br>Love that Dog<br>pp. 77-86<br>Response Journal | <p>Read, annotate and respond to this section of reading. Discuss using FishBowl strategy to conclude the book.</p> <ol style="list-style-type: none"> <li>1. How has Jack been influenced by the poet Walter Dean Meyers?</li> <li>2. What is the date of Jack's first journal entry?</li> <li>3. What is the date of Jack's final journal entry?</li> <li>4. How much time is this?</li> <li>5. What did Miss Stretchberry do that changed Jack's feelings about poetry?</li> </ol> <p>Each group writes a short opinion piece stating favorite part of novel. Use evidence from text to support claim. Share with entire class.</p> <p>Each student selects what he/she believes is the theme of the novel. Use evidence to support the theme.</p> | <p>Current Knowledge→<br/>Need to Know Supported→<br/>Independent Whole→ Part→<br/>Whole Learning→<br/>Doing→ Reflecting</p> | <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>   | Y-Conversations   |
| Friday:<br>Love that Poetry                                 | <p>Post Test/Performance Task<br/>Emily Dickinson's poem <a href="#">There is No Frigate Like a Book</a> as a performance task.</p> <p>.</p> <p>Compose on demand poem again representing self.<br/>Compare this latest poem with the similar poem written at the beginning of the unit.</p>  |  | <p>L.5.5.a<br/>Interpret figurative language, including similes and metaphors, in context..</p> <p>RL.5.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>RL.5.4<br/>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes</p> | Post Test-theme<br>On demand poem-looking for evidence of poetic form and elements transfer into independent writing. |

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| <b>Week 6:</b>                            |   |   |  |                                 |
|---|---|---|--|---------------------------------|
| <b>Activity</b>                           | <b>Strategies, Texts, &amp; Resources</b>   | <b>Scaffolding Options</b>  | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>   | <b>FORMATIVE ASSESSMENT Y/N</b> |
| Monday:<br>Drafting/Composing             | Curate poems written throughout unit by elaborating/composing in preparation for culminating project. Students may also compose a new poem and/or prepare a collection of poems.<br><br><i>Note: Students may work at their own pace during this week and may need extra time at recess, lunch, or at home.</i> | Short→ Long<br>Supported→<br>Independent<br>Learning→<br>Doing→ Reflecting<br>Model→ Mentor→<br>Monitor           |  | Draft                           |
| Tuesday:<br>Revising                      | Revise poems by working in partners with Google Form revision tool.   | Supported→<br>Independent<br>Whole→ Part→<br>Whole<br>Learning→<br>Doing→ Reflecting<br>Model→ Mentor→<br>Monitor | W.5.3<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br><br>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Revisions                       |
| Wednesday:<br>Polishing/<br>Storyboarding | Finalize poem and prepare for web publication by mapping and planning presentation using storyboards as a guide<br><i>Practice performing poetry. Ideas for practice are <a href="#">here</a>.</i>  | Supported→<br>Independent<br>Whole→ Part→<br>Whole<br>Learning→<br>Doing→ Reflecting<br>Model→ Mentor→<br>Monitor | W.5.3<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br><br>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Polished draft/<br>storyboards  |
| Thursday:<br>Tech Time                    | Build presentations using poem, web tools, original art or approved images  | Supported→<br>Independent<br>Whole→ Part→   | W.5.6<br>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to  | Presentations in progress       |

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|   |   |   |   |                                      |
|---|---|---|---|--------------------------------------|
|   | Students may use any of the web tools they worked with in previous work or try others. Suggestions include: HaikuDeck, StoryKit, PhotoCard, StoryMe.<br><br><a href="#">Prepare for Poetry Slam!</a>  | Whole Learning→<br>Doing→ Reflecting Model→ Mentor→ Monitor | interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  |                                      |
| Friday:<br>Elaboration with Technology              | Elaborate and complete poetry presentations. Embed in Virtual Poetry Portfolio. Invite members from beyond the classroom to visit our work.<br><br><a href="#">Prepare for Poetry Slam!</a>   | Learning→<br>Doing→ Reflecting Model→ Mentor→ Monitor       | W.5.6<br>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  | Presentations (Summative Assessment) |
| <b>Week 6:</b>                                      |   |   |   |                                      |
| <b>Activity</b>                                     | <b>Strategies, Texts, &amp; Resources</b>   | <b>Scaffolding Options</b>                                  | <b>Idaho Core Standards Connection (Content Standards if applicable)</b>  | <b>SUMMATIVE ASSESSMENT Y/N</b>      |
| Monday:<br>What makes a poem?<br>What makes a poet? | Choose one of the essential questions to reflect upon. Use the web tool Museum Box to collect images, words, and sounds to support the reflection.(Have students submit what they consider their best work so teacher can collage it together in a Prezi for Finale.) | Learning→<br>Doing→ Reflecting Model→ Mentor→ Monitor       | L.5.5.<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>W.5.3<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br><br>W.5.4.Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | Y-Museum Box                         |
| Tuesday:<br>What is beautiful?                      | Plan and draft a reflection on what is beautiful about poetry. Include where poetic elements might be found and how they can used besides in poetry.  | Learning→<br>Doing→ Reflecting                              | L.5.5.<br>Demonstrate understanding of figurative language, word relationships, and nuances in word   | Y-Reflection and Self-Assessment     |

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|                              |  |  |  |                      |
|------------------------------|--|--|--|----------------------|
|                              | <p>Consider where and why writers use the elements of poetry beyond the structure of poems. Revise in pairs, and polish within time frame allowed. Post on KidBlog.</p> <p>Poetry Slam!</p>  |  | <p>meanings.<br/>W.5.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences<br/>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> |                      |
| <p>Wednesday:<br/>Finale</p> | <p>Opinionaire w/4 Corners, take a video and replay for class. Compare with video recorded at start of unit. Note the growth of each poet by comparing the first on demand poem with the last one.</p> <p>Take a virtual gallery walk through KidBlog poetry portfolios. Share link to blog with parents, guardians and caring adults.</p> | <p>Learning→<br/>Doing→ Reflecting</p> |  | <p>Y-Opinionaire</p> |

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# Culminating Project Rubric

|   | BEGINNING<br>1   | DEVELOPING<br>2  | ACCOMPLISHED<br>3  | EXEMPLARY<br>4  |
|---|--|--|--|---|
| <b>Form</b>   | Uses an inappropriate poetic form.   | May use an appropriate poetic form.  | Effectively uses an appropriate poetic form.   | Creatively uses an appropriate poetic form.   |
| <b>Word Usage</b>                                   | Student's use of vocabulary is very basic.   | Student's use of vocabulary is more telling than showing.  | Student's use of vocabulary is routine and workable  | Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.   |
| <b>Poetic Techniques (elements)</b>                 | Uses few poetic techniques such as figurative language.  | Uses some poetic techniques such as figurative language to reinforce the theme. Some sensory details and sound devices are used to create images and rhythm in the poem. | Uses poetic techniques such as figurative language to reinforce the theme. Sensory details and sound devices are used to create images and rhythm in the poem. | Effectively uses poetic techniques such as figurative language to reinforce the theme. Strong sensory details and sound devices are used to create images and rhythm in the poem. |
| <b>Language Conventions (spelling, punctuation)</b> | May contain frequent and numerous errors in spelling, and punctuation that interferes with the reader's understanding. | May contain many errors in spelling, and/or punctuation that may interfere with the reader's understanding.  | Has mainly grade level Appropriate spelling and punctuation; contains some errors that do not interfere with the reader's understanding.                       | Has grade-level appropriate spelling, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding.  |
| <b>Effort</b>                                       | Student's work lacks understanding of the assignment.  | Student's work demonstrates some understanding of the assignment.  | Student's work demonstrates an understanding of the assignment.  | Student's work demonstrates a Complete understanding of the assignment and goes beyond the requirements.  |

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|                     |                       |   |  |   |
|---------------------|-----------------------|---|--|---|
| <b>Presentation</b> | Lacks a presentation. | Uses a presentation that may add to the poem's meaning. | Uses a presentation to enhance the poem's meaning. | Effective and creative use of a presentation enhances the poem's meaning. |
|---------------------|-----------------------|---|--|---|

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# Peer Revision Google Form

<https://docs.google.com/a/msd134.org/spreadsheet/ccc?key=oAg6W5GFH9WdCdEtaNnVzTjg4X1RqbWdraUF5aVltUIE&usp=sharing>

## Engagement in the Writing Process

*Assessed on poetry written as part of the culminating project*

The student:

- made a prewriting plan
- shared the plan with the teacher
- discussed the draft with a small group
- revised the draft with a peer using the Google form
- contributed questions and suggestions to other writers
- revised the draft heeding the valid comments of others
- proofread the final draft

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## Text Complexity Analysis of *Love that Dog*

Author: Sharon Creech

Publication Date: 2001

Origin: United States

Type of Text Narrative

### Qualitative Measures

**Levels of Meaning/Purpose-** Very complex, deceptively simple yet layered with several levels of meaning, including the main character dealing with the death of his dog, the poems he mimics, and his transformation into a writer. These details are revealed slowly over time.

**Structure-**Complex, information is provided in a journal form that chronicles the thinking of a middle school student as he learns to love poetry. The narrative is not chronological and the storylines juxtapose between the past and the present.

**Language Conventionalilty and Clarity-**Very complex. the poems referred to in the boy's journal and included at the end of the book are required reading in order to understand the theme, plots, and the changes in the boy and his writing. The poems contain abstract, archaic, and figurative language as well as unfamiliar vocabulary and text structures.

**Knowledge Demands-**Intertextuality and cultural knowledge require scaffolding and support. There are many references and allusions to other texts.

### Quantitative Measures

Lexile: 1010

Guided Reading: T

Atos: 4.5

### Reader and Task Considerations

Middleton 5th grade students would enjoy this text and connect with it at many levels if delivered with enthusiasm, scaffolded, and through an inquiry lens. Although many students think they hate poetry, the poetry referenced in the book is compelling and worthy of student immersion. This book as part of a unit exploring the beauty of language through viewing, reading, listening, speaking, and writing of poetry would turn even the most reluctant writer into a poet. Although Gifted and Talented students would appreciate the abstractness and opportunities for deep thinking, the book is accessible to all students as long as support and teacher guidance is provided.

<sup>1</sup>*Inquiring Minds Learn to Read and Write*, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012

## Representation at Grade Level

Other texts like this: *Hate that Cat* by Sharon Creech

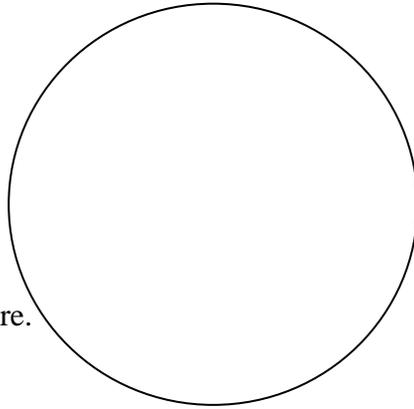
Texts that can be used as scaffolds for it: Poems from the book: *dog* by Valerie Worth, *The Tiger* by William Blake, *Stopping by Woods on a Snowy Evening* and *The Pasture* by Robert Frost, *Love that Boy* by Walter Dean Meyers, and *The Red Wheelbarrow* by William Carlos Williams, especially if presented via video, soundscape, music, movement, and art.

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| Informational Text                                | Opinion/Argument                                   | Poem   |
|---|--|--|
| Words used to convey information:                 | Words used to form an opinion:                     | Words used to create a poem:                   |
| Who is the intended audience?                     | Who is the intended audience?                      | Who is the intended audience?                  |
| Why is the author writing this article?           | Why did the author write this argument?            | Why did the author write this poem?            |
| What are your feelings after reading the article? | What are your feelings after reading the argument? | What are your feelings after reading the poem? |

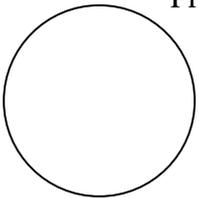
<sup>1</sup>*Inquiring Minds Learn to Read and Write, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012*

# Chop Chop Poem: Thumbprint Metaphor



Enlarge thumbprint here by drawing the lines you observe in your thumbprint.

Press thumb here.



Adjectives:

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Verbs:

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Nouns:

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<sup>1</sup>*Inquiring Minds Learn to Read and Write*, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012

# Reading Response Rubric Sort pp. 15-29

- a. Jack didn't want his name on the poems.
  
- b. Jack hates poetry so he doesn't want his name on them.
  
- c. I think Jack didn't want his name on his poems because he is not sure about what others will think.

d. Jack didn't want his name typed up on the poems because he doesn't know what anonymous means. I know it means to stay unknown. I have wanted to stay anonymous when I've written papers before because I didn't want other people to know I wrote them. Probably because I didn't do a good job or didn't think I did a good job.

e. Jack didn't want his name on his poems he gives to Miss Stretchberry because he is embarrassed. He likes how they look typed up on blue paper but he doesn't know what anonymous means and wonders if it is good. I have had times when I wanted to be anonymous. It just means staying not known. Once I spilled milk in the hallway and I didn't want Mrs. Berg to know, so I remained anonymous instead of letting everyone know I did it.

f. Jack is still not sure about poetry. He started out in Miss Stretchberry's class by saying that he can't write poetry. Now he is interested in poems and likes how they look typed up on blue paper. He is not confident yet about being a poet. He wants to remain anonymous so he can see it typed up like Miss Stretchberry does, but without his name. The book doesn't say why but I can infer that he is a little unsure about his ability to write poems because when I am unsure about my skills in something, I like to be anonymous too. Then, if it is not good, other people won't say so.

g. Jack didn't want his name on the poems because you can put the two blue car poems on the board but only if you don't put my name on it.

Click here to view [Student Work Samples](#)

These samples represent revised drafts. I like to see some of the thinking shown in these student work samples. Each student had worked with a revising partner to get to this point. Then, I met with them and added some questions and comments. I think I could improve in the area of feedback! In fact, since I wrote this unit, I have made it a high priority to pursue how to give feedback that feeds forward in order to help students grow and meet expectations.

Later, students edited and used the written poems to create digital content incorporating sound and images to enhance their expressions. I collected them to share with a group of teachers from our district so we could get a glimpse of student writing.

These are stored in an Edmodo community, which can be joined with this code: cp6quc

Please note that student first names are given. I have removed any video that showed the student narrating his/her poem for privacy reasons. Unfortunately, that did take out some of the better poems. Even so, in the future I would spend more time preparing students to perform their poems. Many of the students have performances that are rushed, unintelligible, and flat. In their defense, they had come a long way to learn a new digital tool and perform, all during standardized testing that happens in the spring.

Please enjoy these student work samples and remember the students worked very hard under strenuous circumstances. Since I am an itinerant teacher and work with students across three schools, these kids worked on this unit 3 days/week and in 45 minute increments. I think if I had students full time, we could have accomplished much more. Regardless, I am proud of their efforts.

<sup>1</sup>*Inquiring Minds Learn to Read and Write, Wilhelm, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012*