**Unit Overview**

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**Lesson 1: Word Play**

Focus Lesson:

-Poetry is all about expressing ideas through words.

Group Work:

-Word association game (O'Connor, 2004).

-Students will be split into groups.

-Students must say a word suggested by the word that came before it.

-Word must be connected somehow and the rest of the class must understand the connection.

Individual Work Time:

-Introduce students to what individual work time looks like in a writing workshop and what you expect from them.

-Explain to students the three poem due dates.

-The teacher will introduce the concept of "writing journals."

-The purpose of the journal will be to write down ideas and drafts of writing pieces.

-The teacher will explain to the students that in their journals they will also be keeping a list of three interesting words/phrases they hear each day to help them get writing ideas.

-Remind students that they will be writing more than three poems during this unit, these will just be their best pieces.

-The students will have individual work time.

-The teacher will guide the students.

Share Time

-The students will write down one thing they are excited to try during this unit.

-Students will have five minute to walk around and share their answers with each other.

**Lesson 2: Examples of Poetry**

Focus Lesson:

-Read "A Bug, A Bug" by Mark Weakland (Weakland, 2011).

-Read "I Remember" by Shel Silversteen (Silversteen, 1974).

Groups Work:

-Students will discuss in groups what the author did that they liked in each poem.

Individual Work Time:

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the classes' "word inspiration board."

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Partner will share with each other the work they have done in their writing journals.

**Lesson 3: Finding a Story**

Focus Lesson/Group Work:

-See "Finding a Story" lesson in resources (Dekker and Wiersma, 2013).

Individual Work Time:

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time:

-Two volunteers will share a poem they are working on, and how they got the idea for the piece, with the rest of the class.

**Lesson 4: Sensory Writing**

Focus Lesson/Group Work:

-See "Sensory Writing" lesson in resources section (Ludwig, 2013).

-Have the students share what they wrote about with a partner, who will then add some of their own ideas to their partner's writing.

Individual Work Time:

-Put a variety of scents around the room, having students use them as inspiration during their writing time.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-In partners, students will share one thing they are struggling with in their writing.

**Lesson 5: Self Discovery**

-Focus Lesson/Group Work:

-See "Self Discovery" lesson in resources section (Vander Lei, 2013).

- Instead of having students go up to the front of the class have them share their writing in small groups.

Individual Work Time:

-Introduce students to the "Poetry Resource Binder." Explain that it introduces many types of structured poems they may try. Tell them that one of their final poems will have to be one of the types of poems found in this binder.

-Also show them the vocabulary, brainstorming, and editing/revision sheets.

-Explain to students that when they are done with a poem that must do both the editing and revision sheets with a partner before they turn in their poem. When they turn in their poem they need to have these two sheets stapled to it.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Each person will stand up and share one interesting word, from their writing journals, with the class.

**Lesson 6: Denotation vs. Connotation**

Focus Lesson/Group Work:

-See "Denotation and Connotation" lesson in resources section (Denotation and Connotation, 2012).

Individual Work Time:

-Remind students that in two days one finished poem is due.

-Remind them that one of their finished poems has to be from the "Poetry Resources Binder."

-Remind them they need to fill out both the revision and editing worksheets in the "Poetry Resources Binder" with a partner before they turn a final piece in.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-In groups of four, students will share what the piece they think they might turn in two day from now.

**Lesson 7: Shape Poems**

Focus Lesson:

-Introduce students to shape poems by sharing a few examples from your own writing.

Group Work:

- Do the "Group Composing" activity from the "Shape Poems" lesson in the resources section (Sunflower, 2006).

-Instead of composing as a whole class have students work in small groups, giving them several shape examples to choose from that are based on informational text.

-The pre-prepared shapes the groups could choose from should be at the front of the classroom, posted on the board. Call groups up one at a time to choose a shape to work on.

Individual Work Time:

-Remind students that tomorrow, one finished poem is due.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

**-**Have students write a goal they have for themselves during the rest of the writing workshop.

-have students share the goals they wrote for themselves in groups of four.

**Lesson 8: Odes**

Focus Lesson:

-An Ode is a poem that praises or gives thanks to a specific person or thing.

-Read an ode to your students from your own person writing.

Group Work:

-Students will break up into their small groups and write an ode to a person the teacher gives them. (The person should be from social studies grade level content to get the students writing informational text.

-The teacher will write on the board prompts/questions to help the groups in writing their odes.

-How does the person make you feel?

-What did this person do?

-What are some unique qualities about your person?

-Why is the person important to you?

Individual Work Time:

-Remind students to turn in one finished poem into the basket.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-In groups of three, students will share anything they wish from their writing notebook.

**Lesson 9: Linking Words**

Focus Lesson:

-Explain the importance of linking words in writing.

-Explain how linking words can be used to connect ideas in poetry as well.

-Share a poem from your own writing that uses linking words to connect main ideas.

Group Work:

-Split the students into groups.

-Have students work on the "Linking Words Activity Page" found in the resources section (Sommer).

-Have the students write a five-line poem, in the bottom section, that uses linking words. Give the students a topic that is informative.

Individual Work Time:

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Volunteers will stand and share a poetry writing technique they have learned during this unit.

**Lesson 10: Rhyme in Poetry**

Focus Lesson:

-Using similar sounds in poetry is one way that writers make a poem's sounds pleasing to the listener.

-Describe end of line poetry patterns.

-Describe that rhymes can occur in the middle of lines too.

-Share an example of a rhyming poem from your own writing.

Group Work:

-Split students into small groups and give them an informational topic.

-Give each group the "Poetry Rough Draft" sheet found in the "Lesson 10 Resources" section.

-Have them complete the "descriptive words" section and "words that rhyme" section together and then start placing their rhyming words into a poem.

Individual Work Time:

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Students will find one example of rhyming they have used something within their writing.

-Each student will stand and share their two rhyming word with the rest of the class.

**Lesson 11: Syllables in Poetry**

Focus Lesson:

-Introduce students to syllable use in poetry.

-Show them a haiku's syllable format (5-7-5).

-Share with students an example of syllable use in your own writing.

Group Work:

-Split students up into groups and have them draw a topic out of a bowl (prepare informational topics before the lesson.)

-Have the students work on the "Roll the Dice Poem" worksheet together, found in the "Lesson 11 Resources" section (Lynette).

Individual Work Time:

-Remind students that in two days one finished poem is due.

-Remind them that one of their finished poems has to be from the "Poetry Resources Binder."

-Remind them they need to fill out both the revision and editing worksheets in the "Poetry Resources Binder" with a partner.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time:

-In groups of four, students will look through their writing notebooks and find an example of a poem they wrote where they controlled the number of syllables in each line.

-One person from each group will read an example they found in their writing notebooks.

**Lesson 12: Line Breaks**

Focus Lesson:

-See the lesson excerpt below (Wollman).

-The three poems referenced can be found in the "Lesson 12 Resources" section (Wollman).

"As a group look at the poem "Bubbles" on chart paper or online. Tell students to notice the line breaks. Why are they where they are? Emphasize that this is the authors’ decision. Talk about how the poem might be different (appearance, meaning, emphasis, how you read it aloud) if the line breaks were different. Try rewriting it and reading it aloud with the same words but different line breaks suggested by the students. See what happens to the sound, meaning, and appearance. Notice the shape (round like a bubble). Do you think the author did this on purpose? Is there any punctuation? Why or why not?" (Wollman).

Group Work:

"Next students will work in small groups looking at two poems—"Ninjas" and "Daughter, Mother, Daughter"—as has just been modeled in the large group: reading them aloud, discussing the line breaks, and experimenting with changing them." (Wollman).

Individual Work Time:

-Remind students that one finished poem is due tomorrow.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Each student will be asked to write down one they have been struggling with while trying to write poetry.

-Students will share their responses with a partner.

**Lesson 13: Poems about Art**

Group Work:

-Give each group a work of art.

-Have the students write a poem together based off of the work of art.

-Post various works of art around the room to inspire students during individual work time.

Focus Lesson:

-Art can be used for inspiration in poetry.

-Can write from the point of view of a character in the painting or sculpture.

-Can write about the time period or place the work of art appears to be.

-Can write about the feelings the work of art portrays.

Individual Work Time:

-Remind students to turn in one finished poem today.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Students will stand up, one by one, and share one interesting word/phrase they have collected from their writing notebooks.

**Lesson 14: Bio Poems**

Focus Lesson:

-Introduce students to bio poems: "A bio poem is a simple poem written about a person, and it follows a predictable pattern. Bio poems generally don’t rhyme, and they can be autobiographical or biographical" (Candler).

Individual Work Time:

-Students will each receive a book on one historical figure.

-Students will be asked to think about what is important to include in a poem about their assigned historical figure.

-Students will fill out the "Bio Poem Planning Sheet" (Candler).

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Group Work/Share Time:

-In groups, students will be sharing something they thought would be important to include in a bio poem about their assigned historical figure.

**Lesson 15: Definition Poems**

Share Time:

-The students will share one interesting word from their writing notebooks with the rest of the class.

Focus Lesson:

-Introduce the concept of a definition poem to students.

-In a definition poem the writer chooses a word, and then writes a list of meanings for it (O'Connor, 2004).

-The "definition" is not necessary from the dictionary, but is specific and personal (O'Connor, 2004).

-Show students an example of a definition poem from your own writing.

Group Work:

-Split the students up into groups, giving them each a content level word of your choice to define (to get students writing informational text.)

-Have the students write a definition poem based off the word you give them.

Individual Work Time:

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Students will share, in partners, one new thing they want to try in their poetry writing.

**Lesson 16: Dialogue Writing**

Focus Lesson/Group Work:

-See "Dialogue Activity" and the "Using Dialogue..." worksheet in the resources section (Lambers and Stark).

-Instead of having students work individually on the "Using Dialogue" worksheet have them work together, thinking of examples of interesting dialogue they have heard for one of the three sections, and then writing a poem based off of that.

Individual Work Time:

-Remind students that in two days one finished poem is due.

-Remind them that one of their finished poems has to be from the "Poetry Resources Binder."

-Remind them they need to fill out both the revision and editing worksheets in the "Poetry Resources Binder" with a partner.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-In groups of thee students will share what their favorite type of poem is and then read an example from their writing, if they have one.

**Lesson 17: Poetry Revision 1**

Focus Lesson:

-Explain that revision is an important part of writing.

-Quote an author who explains the importance of revision.

-Explain the "Revising: Response to Poetry" worksheet (found in the resource section) that the students will be filling out (Lukins).

-Go through each section on the left side and explain its importance when revising.

Group Work:

-Split students up into partner groups.

-Have the partners revise each other's poems, using the "Revising: Response to Poetry" worksheet.

Individual Work Time:

-Remind students that tomorrow, one finished poem is due.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time

-Students will share, in partners, one finished piece.

**Lesson 18: Poetry Revision/Editing 2**

Focus Lesson:

-Explain to students why having multiple people revise your poetry is important.

-Explain to students that there are several things to look for while revising. Spelling and grammar are one thing, but also bigger changes like the types of words used and the themes of the poem.

-Introduce students to the revising method explained below, which looks at both editing and revision (Moss-Hill).

-Using a green pen check the following things.

* The writer focused on a single idea, experience, or feeling
* The writer used precise, sensory words
* The writer included figurative language whenever possible
* The writer used sound devices to support the meaning of the poem
* If the poem rhymes, the words have meaning

Using a purple pen check for the following things.

* Check for spelling
* Make sure the poem is not wordy

(Ex. Can one or two words be used to replace a group of words and still be powerful)

* Make sure the poem has a title and author

Group Work:

-Split the students up into partner groups (different from the previous day.)

-Have the partners check each other's work using this method.

Individual Work Time:

-Remind students that at the end of today, one finished poem is due.

-During this time the teacher will have the students write one of their interesting words (from their word play journals) on a notecard. The teacher will then staple these words onto the class's "word inspiration board."

-The teacher will place the words on the wall in "clusters" based on meaning, rhyme, etc.

-The teacher will remind the students that they may use some of their individual work time to cluster the words and may use the inspiration board as a resource in their work.

-The students will have individual work time.

-The teacher will have conferences with students.

Share Time:

-Students will "preview" their poems, each reading their favorite line to the class.

**Lesson 19: Performing Poetry 1**

Focus Lesson:

-Introduce students to the idea of "punching words" (O'Connor, 2004).

-Explain how in poetry some words bring more meaning or emphasis than others

-Share how emphasizing different words can change the meaning of a sentence.

Ex (O'Connor, 2004)

*I* really thought I knew her.

I *really* thought I knew her.

I really *thought* I knew her.

I really thought I *knew* her.

I really thought I knew *her.*

-Explain that during the next class period we will be performing poetry for each other during class.

Individual Work Time:

-Tell the students to take some of the individual work time you are giving them to choose a finished piece of poetry they want to perform for the class.

-Have students go through this piece of writing and underline words they want to emphasize while performing.

-The students will have individual work time.

-The teacher will have conferences with students.

Group Work:

-Split the students up into partner groups.

-Explain to students that during our performing we are going to switch things up a bit. You will not perform your own piece of poetry, but you will perform your partner's piece.

-Have the students read their poems to their partner and explain where they put the "punching words" within their piece and why.

Individual Work Time:

-Tell the students to practice reading their partner's piece out loud with the proper emphasis on words during this time.

-Remind students that they may also use this time to revise or finish up their own piece.

-The teacher will have conferences with students.

Share Time

-In groups of four, students will share one thing they learned during this unit.

**Lesson 20: Performing Poetry 2**

Focus Lesson:

-Explain to students the importance of reading slow and pausing while performing poetry.

-Remind students that poems use punctuation, just like sentences. Commas, periods, semicolons, and dashes are all places where we need to pause.

-Have the students make sure they have proper punctuation included in their poem.

-Then have the students put a // in the places they feel a pause will be important while performing their poem.

Group Work/Share Time:

-Split students up into their performing partner groups.

-Have the students explain to their partners where they want pauses to be within their poem.

-Tell the students to practice speaking their partner's poem out loud.

-Next, split the students up into small groups. Have them read their partners poems to each other. Tell students that after a person performs they are to say things they liked about the poem.

-Provide the students with snacks and drinks during this time.

Individual Work:

-At the end of this lesson have the students fill out an "interview sheet" asking them what their favorite piece was, what it was they liked the best about it, what the hardest part about writing poetry was, and what they think they could have done better during this writing worship.