POETRY UNIT

Reading Workshop Big Ideas:
• Create sensory images in response to the language. Note the type of language the poet uses to create images.
• Make connections between the ideas in the poem and their own lives.
• Generate feelings and emotions in response to the poem.
• Appreciate aspects of the poem like rhythm and rhyme.
• Consider alternative interpretations of the poem.
Lesson 1: Sharing Teacher’s Poems

Connection
- Tell students they are starting a new genre of study – poetry. Remind them the purpose of all reading is to understand what the author is telling us, which applies to poetry as well.
- When you read poetry you think of what the poem says and read for meaning.

Teaching
- Tell students reading poetry differs from reading stories or nonfiction texts. Poetry looks different, uses fewer words in more powerful ways, is pleasing to listen to, and often fills readers with feelings.
- Share some of your favorite poems.

Active Engagement and Link
- Following the read alouds, students verbally reflect on their poetry perceptions.
- Tell students the class will create a classroom poem anthology or collection of poems. While they read, ask students to look for poems that they would like to read to the class and submit to the anthology.
- Introduce students to the poetry anthology project.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Students share out poems they may want to add to the class poetry anthology book.

At the conclusion of this unit, students perform a reading of their poems for an audience. Students do not need to memorize poems, but will have copies during their readings. The anthology remains in the room for future repeated readings. Before Lesson 4, spend time explaining the purpose of reading the anthology (publicly showcase poems that are special to them) and that their chosen poems need to be ones they can accurately, automatically, and pronounce. Limit each student to one poem to present but encourage them to collect a variety of poems to put into personal anthologies.

Some questions to reflect on poems:
- This poem made me think about…
- This poem made me remember
- This poem made me feel…
- The author’s word choice… I think this poem
- I think the author was trying to tell readers…
- The phrase, “__________”, was used to make me think about…
- This poem reminded me of another poem I read because…
- Another title for this poem could be __________, because…
- I think the title of this poem was a good choice because…
- think the title of this poem was not a good choice because
- When the author says,“________,” it reflects that the title is a good choice. I
Surprise
by Beverly McLoughland

The biggest
Surprise
On the library shelf
Is when you suddenly
Find yourself
Inside a book –
(The hidden you)

You wonder how
The author knew.

In the next few weeks, your job is to poems that remind you
of yourself. Read a wide variety of poetry books ~ rhyming,
no rhyming, silly, serious, poems about family, nature, animals,
the city, poems that speak about different feelings, etc...

You will copy the poems in your reader’s notebook exactly as
they appear in the book, respecting line breaks and white
spaces.

You will write a few sentences explaining how the poem
Reminds you of you.

If you can’t find a poem you connect to,
keep looking. It might take several days!
Poetry Collection Project

Title of Poem _____________________________________________________________
Poet’s Name ______________________________________________________________

Copy the poem exactly as it appears, including line breaks and white space. Then don’t forget to write a few sentences explaining how and why this poem reminds you of you.

Poetry Collection Project

Title of Poem _____________________________________________________________
Poet’s Name ______________________________________________________________

Copy the poem exactly as it appears, including line breaks and white space. Then don’t forget to write a few sentences explaining how and why this poem reminds you of you.

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Copy the poem exactly as it appears, including line breaks and white space. Then don’t forget to write a few sentences explaining how and why this poem reminds you of you.
Lesson 2: Using a “Four-Finger Poetry Overview” Chart

**Connection**
- Remind students when they read poetry, they need to think about what authors or poets are saying and read to understand the poems. Today they learn a poetry-reading strategy to help them remember what to do when they read poetry.

**Teaching**
- Reading poetry is different from other kids of reading. Poetry is organized differently, so they will learn a strategy to help them understand poem’s meanings. They will use a “Four Finger Poetry Overview” to help them understand how to read poems. Show students the “Four Finger Poetry Overview” Chart. Demonstrate checking off each point on four fingers:
  - Look for the poem’s title and poet (stress that the title tells what the poem is about and knowing the poet may give meaning hints)
  - Look at the poem’s first and last lines (first and last lines may give readers important information about the poem’s meaning).
  - Look for rhymes (words that sound the same at the end, because poets use rhymes to add musical sound)
  - Look for important words or repeated words (often poets repeat important words, since they are key to the poem’s meaning).

**Active Engagement and Link**
- Conduct a shared reading of the “Four-Finger Poetry Overview” chart, with students checking off each point on their fingers. Show the overhead of “Nine” by Eloise Greenfield from page 8 of *Nathaniel Talking*. Model skimming the poem, stressing the four points from the “Four-Finger Poetry Overview” chart. Read the poem in its entirety.
- Ask students if the “Four-Finger Poetry Overview” helped them understand the poem. Reread the poem. Show the overhead of “Last Touch” by Donald Graves on pages 62–63 from *Baseball, Snakes, and Summer Squash Poems about Growing Up*. Do a shared reading of the poem. With partners, students practice the “Four-Finger Poetry Overview.”
- Reread the poem. Discuss how the “Four-Finger Poetry Overview” helped them understand the poem.
- Encourage students to use the “Four-Finger Poetry Overview” as they independently read.

**Independent and Small Group Time**
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

**Sharing/Closure**
- Two or three students share out their experiences with using the “Four-Finger Poetry Overview.”
Four Finger Overview Chart
(Understanding the meanings of various poems)

1. **Look for the poem’s title and poet**
The title tells what the poem is about and knowing the poet may give meaning hints.

2. **Look at the poem’s first and last line**
The first and last line may give you important information about the poem’s meaning.

3. **Look for rhymes**
Because poets use rhymes to add musical sound.

4. **Look for important words or repeated words**
Often poets repeat important words, since they are key to the poem’s meaning.
Nathaniel Talking
By Eloise Greenfield

Nine
Nine is fine
Without a doubt
A wonderful age to be
I know that’s what I thought
About eight, seven, six,
Five and four
(Did I think it, too, about three?)
But nine is really fine
Me and these friends of mine
Walk all over the neighborhood
Yes, our parents said we could
We’re not babies anymore
We’re old enough to know the score
WE don’t toe that same old line
Now that we’re nine
Lesson 3: Using Strategies to Read Poetry for Enjoyment and Meaning

**Connection**
- Remind students when they read poetry, they need to think about what poets are saying and read to understand the poems. Using the “Four-Finger Poetry Overview” strategy helps them understand what they read. Today students read and reread poetry for enjoyment and meaning.

**Teaching**
- Tell students the more they read poems, the better they will understand their meanings. They can use the “Four-Finger Poetry Overview” strategy when previewing poems, which helps readers get an idea of what poems are about.
- Once students have a basic idea of the poem’s meaning, tell them to read the poem just to enjoy it. After the first read, tell students to reread the poem, thinking about the poem’s meaning and looking for important words—what is the poet showing readers through his or her words?

**Active Engagement and Link**
- Refer to the “Four-Finger Poetry Overview” chart and quickly model the four-finger strategy using the overhead of “Stealing Wood from Mr. Sweet.” Do a read aloud of the poem, asking students to listen and pay attention to their first thoughts and reactions. Ask students to briefly talk about the poem with their partners: Did they like or dislike the poem and why.
- Following this discussion, tell students to reread the poem with partners. After rereading the poem, ask students if they had questions about the poem’s meaning (for example, “Do you think the boys thought it was wrong to take the wood? When do the boys know they should not have taken the wood? Do you think Mr. Sweet was angry? What does ‘we move our army trucks, tanks, and guns, to our town, and haul all those pieces down the long road’ mean?”).
- Encourage students to practice the “Four-Finger Poetry Overview” and read poems at least twice.

**Independent and Small Group Time**
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

**Sharing/Closure**
- Have students discuss poems they read and how rereading the poems helped them understand the poems’ meaning.
Stealing Wood From Mr. Sweet

Each day after school
my brother and I walk by lumber
laid against the cemetery wall.
The wood doesn’t seem
to belong to anyone.
The wood is in long thin strips
that look like scrap.
Each day we think maybe
we’d build a hut,
play war, cut out swords
or make ramps for our trucks.
We never see anyone using it.

So each day
we pick up a piece
and drag the long,
thin boards behind us.
No one says anything
Or seems to mind.
We use the strips
as walls to guard
toy towns against invaders.
Lesson 4: Using Strategies to Read Poetry for Craft and Mood

Connection
- Remind students to use the “Four-Finger Poetry Overview” to get an idea of what poems will be about. Tell them that to truly understand poems, they should first read for enjoyment, then reread for meaning. Today students practice this strategy and read the poem two more times to deepen their understanding of the poem’s meaning.

Teaching
- Tell students every time they reread poems, they go deeper into the poems’ meanings. To really understand poems’ meanings, it is important to read poems four times. Remind them that the first time they read is for enjoyment; rereads allow them to dive deeper into poems’ meanings.
- The next time they read, they should pay attention to the poet’s craft by looking for strategies poets use when writing poems. Strategies could include word choice, repetition, rhythm, or imagery.
- The last time they read, they should consider the poems’ mood. “Think about what feelings poets try to make you feel. Try to make self-to-text connections about what emotions you experience as you read the poems.”
- Show students the “Poetry Rereads” chart you made explaining each re-reading’s purpose (see end of this lesson). Hang the chart so students can refer to it.

Active Engagement and Link
- Refer to the “Four-Finger Poetry Overview” chart and quickly model the four-finger strategy with the overhead of “Missing Mama” by Eloise Greenfield. Do a read aloud of the poem and briefly talk with students about their first thoughts and reactions to the poem.
- With partners (each pair needs a copy of the poem), have students reread the poem and ask them if they had questions about the poem’s meaning (for example, “Why did the uncle say he could not hide in his room?”).
- Following this brief discussion, students reread the poem, looking for the poet’s craft (for example, “How does Greenfield’s word choice show and not tell? Why does Greenfield vary line lengths? How does it make the poem more meaningful?”).
- Finally, have students read the poem a fourth time, asking them how the poem made them feel: “What words or phrases did the poet use to elicit certain moods?”
- Encourage students to practice the “Four-Finger Poetry Overview” and read poems four times to gain greater meaning (to enjoy, to look for meaning, to look for poet’s craft, and to notice feelings). Each time students read poems, they use specific comprehension strategies.

Independent
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Ask two or three students to share out their experiences with reading poetry four times. As a class, add this experience to the “What We Know, What We Want to Know, What We Learned” KWL chart (see last page of this lesson).
Nathaniel Talking
By Eloise Greenfield

**Missing Mama**
last year when Mama died
I went to my room to hide
from the hurt
I closed my door
wasn’t going to come out
no more, never
but my uncle he said
you going to get past
this pain
    you going to
push on past this pain
and one of these days
you going to feel like
yourself again
I don’t miss a day
remembering Mama
sometimes I cry
but mostly
I think about
the good things
now
Lesson 5: Using Choral Reading to Develop Fluency

**Connection**

- Remind students of the importance of silently rereading poems several times to help them understand better. Another way to reread, or practice rereading poetry, is by participating in a **choral**, a group reading where everyone in the group reads a poem as “one voice.” Today students perform a choral reading of several poems.

**Teaching and Active Engagement**

- Tell students that every time they reread poems, they go deeper into the poems’ meanings. They practiced rereading poetry with partners and by themselves, but they have not yet read poetry as a choral reading or have not done it often.
- During a choral reading, all members of the group know all the words and recognize the poem’s rhythm, so the reading sounds like one person speaking. Rhythm is continual—it happens again and again and again. Rhythm exists everywhere—in a school day, a clock ticking, and your heart beating. Nursery rhymes are poems written centuries ago. You can talk about rhythm being an important element of nursery rhymes. Nursery rhymes have rhythms you can see, hear, and feel.
- Make sure you explain to the students about not singing the poem if you’re reading a nursery rhyme.
- If you’re reading a free verse poem, show students how to observe punctuation and not stop at the end of each line.

**Link**

- Encourage students to reread poetry they selected for the class anthology. Tell students they will perform one poem to read before the class at the end of the poetry unit. Ask them to collect poetry they want to share for the anthology reading.

**Independent and Small Group Time**

- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

**Sharing/Closure**

- Together students read one or more poem with a partner.
Lesson 6: Building Comprehension with Inferences I

Connection
- Remind students that reading aloud poems help them to sometimes understand the meaning better. Inferring helps build text-to-self connections. Today students infer to better understand the poems, “Porches” and “Duck.”

Teaching
- Tell students readers consistently make inferences about what they read. Inferring is important when reading poetry as poets often show, rather than directly state, their poems’ meanings. Inferring is drawing conclusions about what happens in text without directly stating the information. Readers use text clues and evidence to infer.
- Stress to students to draw on evidence from the text, although their inferences may vary. Read aloud “Porches” twice, pausing between the first and second read.
- Following the reread, model a think aloud, making an inference about how the poet does not directly tell readers the front and back porches are used for different reasons—front porch for socializing and back porch for storage—but the poet shows readers by the language she chooses (“table will receive summer drinks,” “they wait, arranged,” “garden tools spill,” “empty basket leans,” “watering can rusts”). Chart your responses on the “Inference and Clues or Evidence” chart.

Active Engagement and Link
- With partners, students follow the same process with the poem “Duck”. Do a shared reading of the poem. With their partners, students make inferences based on clues in the poem. As a group, discuss partner inferences, stressing that students support their inferences with evidence from the poem. Chart student responses.
- During independent reading, students use sticky notes to mark poems where they inferred to better understand the poem’s meaning.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Two or three students share out their sticky notes and explain how inferring helped them understand the poem.
Inferring – The poet didn’t say it, but I think ……
Readers always make inferences about what they read. Poems often show rather than say the poems meaning.

**Porches by Valerie Worth**
On the front porch
Chairs sit still’

The table will receive
Summer drinks;

They wait, arranged,
Strange and polite.

On the back porch
Garden tools spill;

An empty basket
Leans to one side;

The watering can
Rusts among friends.

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<tr>
<th>Inferences:</th>
<th>Clues From Text:</th>
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**Duck by Valerie Worth**
When the neat white
Duck walks like a toy
Out of the water
On yellow rubber-skinned feet,

And speaks wet sounds,
Hardly opening
His round-tipped wooden
yellow-painted beak,

And wags his tail,
Flicking the last
Glass water drops
From his flat china back,

Then we would like
To pick him up, take
Him home with us, put him
Away, on a shelf, to keep

<table>
<thead>
<tr>
<th>Inferences:</th>
<th>Clues From Text:</th>
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Lesson 7: Building Comprehension with Inferences II

Connection
- Remind students that *inferring* is thinking about what poets try to say without explicitly telling readers. Readers use text clues to help make inferences. Today students practice inferring to better understand the poems, “My Grandma’s Songs” and “Words Are Birds.”

Teaching
- Remind students that inferring requires them to think about their thinking and use clues from their reading to support their inferences. Read aloud “Words Are Birds.” Reread the poem, telling students to listen between the lines. Model a think aloud while locating clues from the poem to support your inferences about the poem’s meaning.

Active Engagement and Link
- Divide students into groups of four or five. Give each student a copy of “My Grandma’s Songs” from page 9. Have students read and discuss each stanza of the poem. Tell students to write their inferences and/or the group’s inference next to each stanza on their copies. Model the process for the first two stanzas (e.g., first stanza—grandma did not mind doing chores; second stanza—she loved to dance and she tried to make work fun). Two or three groups share out their inferences.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Two or three students share out their sticky notes and explain how inferring helped them understand the poem.
My Grandma’s Song

Words are Birds
Lesson 8: Focusing on Sound and Organization

Connection
- Review the “Four-Finger Poetry Overview” strategy, stressing the use of skimming to get basic ideas of what poems are about. Today students *scan*—search for sound and organizational elements—as they read to better understand what poets tell us through their poems.

Teaching and Active Engagement
- Tell students another strategy readers use to help them understand the meaning of poetry is to scan poetry, looking for sound and organizational elements. When scanning poems, students need to examine them, looking for the length and arrangement of lines, if poems have rhyme, and if poets use repeated sounds to affect the poems’ mood.
- When scanning poetry, look at a poem’s length and arrangement of lines. A group of lines in a poem set off by blank lines is called a stanza. Understanding stanzas helps understand the poem because a stanza often signals the beginning of a new topic and usually is about one idea.
- Show “Cinco de Mayo” on page 19 from *Laughing Tomatoes and Other Spring Poems*. Read aloud the poem and pause to allow a few students to share their reactions. Then read the poem a second time and briefly discuss its meaning. Finally, read the poem again and this time, ask students to pay attention to the poet’s use of sound and organizational elements. Show students the first two words in the first three stanzas that explain the rest of those stanzas.

Link
- During independent reading, students use sticky notes to mark poems using stanzas, rhyme, and sounds to deepen the poems’ meanings. Encourage students to continue to collect poetry for the anthology read at the end of the poetry study.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Three or four students share their examples of one of the following: stanza, rhyme, or sound. Ask these students to tell why their particular literary elements helped them go deeper into the poem’s meaning.
Cinco de Mayo
Nine
Lesson 9: Using Partner Reading to Develop Fluency

**Connection**
- Remind students to practice their poems many times before reading aloud so they know all the words and do not stumble on them. Also, pay close attention to punctuation and expression (where in the poem to change their voices). Today they read poems with partners, concentrating on rereading until their poems sound perfect.

**Teaching and Active Engagement**
- Tell students they wrote free verse poetry (i.e., poems without rhyme or regular rhythms), and today they practice reading other poets’ free verse. Students read free verse poems with partners, while the rest of the class uses the overhead of poems’ titles to determine titles of presented poems.
- Give each partner group a copy of one poem. You may choose to partner more-experienced readers with less-experienced ones. Since free verse poetry is not based on set rules, students need to understand poets’ meaning before attempting to read aloud.
- Tell partners to do “Four-Finger Poetry Overviews” for their poems. Stress discussing poems’ meaning with their partners before attempting oral practice. Allow students time to practice their oral presentations.

**Link**
- During independent reading, students practice orally reading their free verse poems with their partners.

**Independent and Small Group Time**
- Partners practice their free verse poems.
- Teacher circulates among pairs, giving suggestions.

**Sharing/Closure**
- Each pair shares their free verse poems, while students predict correct titles, based on clues from the poems.
Lesson 10: Using Literary Elements in Poetry - Repetition

Connection
- Remind students that poets use many writing crafts, such as line length, rhyme, and repeated sound. Not only do poets repeat sounds, but they also repeat word parts, words, phrases, sentences, and stanzas, which is called repetition.

Teaching
- Tell students when reading poetry with repetition (e.g., repeated word parts, words, phrases, sentences, stanzas), poets want readers to recognize important parts. Repetition gives poems rhythm and sets a feeling.
- Read aloud “My Daddy.” Ask students what words and/or phrases are repeated. Explain how repetition stresses the poem’s important parts and gives it a definite rhythm, almost as if readers were listening to Daddy singing the blues.
- Tell students the poem has a definite rhythm (see last page of Nathaniel Talking for further information). Ask students how this rhythm affects meaning and how it makes them feel.

Active Engagement and Link
- Do a shared reading of “A Tree for Cesar Chavez” with student copies. Have students “Turn and Talk” about the poem’s repetition. Ask them why they think the poet chose to repeat these particular words and phrases.
- Have students reread the poem to each other, asking them to listen for the poem’s rhythm. “Does the rhythm have an impact on the poem’s meaning?” Ask students to share out their feelings after reading the poem.
- Remind students they have learned and used many poetry reading strategies during their independent reading, such as looking for key words, inferring, rhyme, sound, and repetition. Review the “What We Know, What We Want to Know, What We Learned” KWL chart from Lessons 1-5. In the “What We Know” column, write: “Key words, inferring, rhyme, sound, and repetition help us understand poetry.”

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Working with partners or small groups, have students review their lists of possible poems for the poetry read and class anthology.
- Students should begin to narrow their choices by reviewing their lists and possibly rereading some of the poems.
Nathaniel Talking
By Eloise Greenfield

My Daddy
my daddy sings the blues
he plays it on his old guitar
my daddy sings the blues
and he plays it on an old guitar
he plucks it on the strings
and he sings about the way things are

he sings baby, baby, baby
I love you till the day I die
he sings baby, baby, baby
I love you till the day I die
well I hope you love me back
cause you know I don’t want to cry

boy I love you deed I do
boy I love you deed I do
well you’re a mighty fine fella
and son I’m so proud of you

my daddy sings the blues
he plays it on this old guitar
yeah my daddy sings the blues
and he plays it on that old guitar
he ain’t never been on TB
but to me he’s a great big star
Book Title
By

A Tree of Cesar Chavez
Lesson 11: Using Literary Elements in Poetry – Imagery I

Connection
- Remind students’ repetition is one writing craft poets use to rhythmically stress poems’ important parts. Another craft poets’ use is imagery, which is just as important when reading poetry as it is when reading other texts.
- To really understand what they read, students need to make connections and create visual images in their minds. Today students listen for imagery to visualize poetry.

Teaching
- Tell students when reading poetry, it is important to create mental pictures to understand poems’ meaning. Poetic imagery usually uses the five senses—hearing, smell, touch, sight, and taste.
- “Since poets use fewer words to create images, these images need to stand out in readers’ minds. As you read poetry, try to visualize images poets describe by creating mental pictures.”
- Read aloud “Peaches.” Ask students to listen to a second read aloud, paying close attention to images they visualize as they listen.
- Have students “Turn and Talk,” discussing images they visualized, images they felt, and images they tasted. Share out partners’ images and discuss how creating these mental images helped them see, feel, and taste the peach.
- Conduct a shared reading of “Rain.” Have students repeat the process and chart student responses on the “Imagery” chart

<table>
<thead>
<tr>
<th>Words and Phrases in “Peaches”</th>
<th>Words and Phrases in “Rain”</th>
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<tbody>
<tr>
<td>hear</td>
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Active Engagement and Link
- Skim “Fireworks,” using the “Four-Finger Poetry Overview” as students listen. First read for enjoyment, then reread for meaning. On the third read, students listen for imagery or another’s poet’s craft, and finally for how the poem makes them feel. Have students “Turn and Talk” to discuss their responses.
- During independent reading, students decide which poems they will read to the class and submit for the anthology.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Have students share titles of their poems for the anthology. You might chart titles as students share.
Fireworks
First
A far thud,
Then the rocket
Climbs the air,
A dull red flare,
To hang, a moment,
Invisible, before
Its shut black shell cracks
And claps against the ears,
Breaks and billows into bloom,
Spilling down clear green sparks, gold spears,
Silent sliding silver waterfalls and stars.
Lesson 12: Using Literary Elements in Poetry – Imagery II

Connection
- Remind students’ imagery helps readers visualize poets’ words so they can create mind pictures. Today students continue to practice listening for imagery to visualize poetry.

Teaching
- Tell students imagery uses the five senses of hearing, smell, touch, sight, and taste. Using the five senses helps make images seem real as readers create mind pictures.

Active Engagement and Link
- Read aloud “Arbor Day” for student’s enjoyment. Reread the poem and have students “Turn and Talk” about its meaning. Tell students to close their eyes and create mind pictures during the third reread.
- Following this reread, have students sketch in their response notebooks types of images they “saw” in their mind pictures and/or write thoughts and feelings about the poem.
- Show the book’s illustration. Two or three students discuss similarities and/or differences of their sketch with the illustrator’s.
- During independent reading, students visualize imagery from one poem. Ask them to sketch their images in their reading response notebooks and write brief descriptions of what they sketched and why. Encourage students to continue to collect poems for the anthology read.

Independent and Small Group Time
- Students read independently from poetry books and/or teacher-selected poems.
- Confer with individual students and/or provide small group instruction.

Sharing/Closure
- Two or three students share out their images and descriptions. Ask students to tell how this process helped them better understand the poem.
- Leave students a few minutes to practice reading aloud their chosen poems for the class anthology. Students could practice either independently or with partners.
Book Title
By

*Arbor Day*

j
Lesson 13: Using Literary Elements in Poetry - Similes

Connection
- Remind students’ imagery helps them understand poems’ meaning. Another strategy to use when reading poetry is to look for similes. Today students use similes to compare two different things, looking for signal words, like and as.

Teaching and Active Engagement
- Tell students it is important to constantly visualize and create mind pictures when reading poetry. Poets often use similes to help readers create mind pictures of poems by comparing two different things using the signal words, like and as.
- Chart a list of common, familiar similes with the class (“as smelly as a ____,” “as quiet as a _____,” “as dirty as a ____”). Conduct a shared reading of “Rain.” Discuss how the poet uses “like” to compare rain sounds to a violin. Have students “Turn and Talk” about how this simile helps them create mind pictures of the sounds of violin strings being plucked.
- Conduct a shared reading of “Field Row” and repeat the process.

Link
- During independent reading, students can either practice their poetry selections for the anthology read or continue independent reading to look for similes in their reading.

Independent and Small Group Time
- Students practice their poetry selections or read independently from poetry books.
- Teacher circulates, helping students who are practicing their poetry selections, or conferences with individual students.

Sharing/Closure
- Remind students to prepare for the anthology read by practicing reading their poems out loud.
- Ask for volunteers who want to practice their poems in front of the class.
- Following the readings, allocate peer and teacher feedback time.
Book Title
By

Rain
j

Book Title
By

Field Row
Lesson 14: Performing and Reflecting on Reading Poetry

Connection
- Remind students rereading poems helps them understand poems’ meaning and performing poems entices others to want to read poems meaningful to them. Today students perform their favorite poems for an audience.

Teaching and Active Engagement
- Before performing their favorite poems, students silently read their poems several times, practicing reading aloud without stumbling over words, paying attention to punctuation and line length, and reading with expression.

Link
- Following the reading presentations, students’ complete “Poetry Reflection” sheets. Stress the importance of thoughtfully thinking about the poetry reading process and what they learned about themselves as readers of poetry.
- Think about different structures for the poetry read. Students could read their poems aloud to classmates, to younger students, or to another third grade class also completing this unit.

Independent and Small Group Time
- Students complete their own “Poetry Reflection” sheets and/or read independently.

Sharing/Closure
- In small groups, students share out their “Poetry Reflections.” Other group members discuss their peer’s reflection.