

Unit 2.4: Poetry
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student studies poetry in order to improve fluency and phonemic awareness and to be able to understand different types of poems and write original poetry in English.
Transversal Themes:	Values, Attitudes, and Human Virtues, Skills and Competencies, Cultural Diversity
Integration Ideas:	Music, Art, Reading, Writing, Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** What does it mean to be bilingual?
EU1. Being bilingual allows a person to move between different cultures and have more opportunities in life.
- EQ2.** Why write poetry?
EU2. Poetry is a way to celebrate life and give rise to feelings in the reader.
- EQ3.** How can you capture a moment in writing?
EU3. Poetry is a way of capturing time.
- EQ4.** What is a poem?
EU4. Poets can use a variety of poetic devices within a poem to emphasize an experience.
- EQ5.** How can we play with language?
EU5. Poetry gives us “poetic license” to play with the sounds, rhythms, and meanings of words.
- EQ6.** How is an author’s culture reflected in their poetry?
EU6. Language expression in poetry and other writings are influenced by one’s cultural experience and background.

Transfer (T) and Acquisition (A) Goals

- T1.** Students will leave the class able to use their knowledge about poetic devices to express their feelings and ideas in a more creative way when speaking and writing in English.

The student acquires skills to...

- A1.** Listen, interact, and respond to interactions, instructions, discussions, and questions as well as express ideas with ever expanding language and to recite poems.
- A2.** Describe text elements, identify words or phrases that appeal to the senses, and read with fluency.
- A3.** Write and publish work digitally that is grammatically correct and has been peer edited.
- A4.** Show expanded language capacity by using proper grammar when writing, speaking, or reading and to use reference materials when needed.

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Puerto Rico Core Standards (PRCS)	
Listening	
2.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
2.L.1a	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
2.L.1c	Listen and respond to increasingly complex instructions, commands, and directions.
2.L.1e	Listen and participate in rhymes, songs, chants, etc.
2.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
2.L.1g	Listen and respond to simple 5W questions.
Speaking	
2.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.
2.S.2b	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).
2.S.6b	Recite, memorize, or present more complex rhymes, poems, or songs.
Reading	
2.R.1	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.
2.R.4L	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Reading Foundational Skills	
2.R.FS.11a	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
2.R.FS.12a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.R.FS.12b	Decode regularly spelled two-syllable words with long vowels.
2.R.FS.13	Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation).
Writing	

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2.W.1	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.2	Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.4	Respond to questions and suggestions from peers and add details to strengthen writing as needed.
2.W.5	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Writing Foundational Skills	
2.W.FS.9	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).
Language	
2.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
2.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
2.LA.2a	Capitalize holidays, product names, and geographic names.
2.LA.2g	Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.
2.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
2.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
2.LA.5	Recognize word relationships and differences in word meanings.
2.LA.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1a 2.L.1e 2.L.1g 2.S.2b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 T1</p>	<ul style="list-style-type: none"> That poetry can be used as a celebration of language and life. 	<ul style="list-style-type: none"> Capture Moment 			<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Poetry</i></p> <ul style="list-style-type: none"> The teacher asks the student, “What is a poem?” The student begins to share and create a classroom vocabulary chart for poetry. The teacher creates a word web (brainstorming web of words) with the word “poetry” in the center. The teacher asks, “What do we think of when we hear the word poetry?” The teacher solicits responses using the 5Ws: “When do people write poetry?” (To remember a moment? To celebrate? To share their feelings?) “What is a poem?” “Who writes poetry?” and lastly, the essential question, “Why write poetry?” The teacher keeps this word web on “What is a poem?” up in class so the student can add to it or change his/her ideas as the unit progresses. The teacher invites students to bring in favorite poems from home (in Spanish) or song lyrics and discusses “How can you capture a moment in writing?” If there are family members who recite poetry, the teacher has them come to class, recite



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					<p>poetry and discuss why poetry is meant to be read aloud.</p> <ul style="list-style-type: none">• The teacher connects to Unit 2.1, Bilingual and Proud and the student discusses how he/she wrote poems using English and Spanish. In this unit, poems are in English but, the teacher explains, if there is a sentiment or feeling in Spanish, the student can code-switch because part of being bilingual means you are comfortable in both languages. The student shares, “What does it mean to be bilingual when it comes to reading and writing poetry?”
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1 2.L.1a 2.L.1e 2.LA.2g 2.LA.3 2.LA.4 2.LA.5 2.R.FS.12a 2.R.FS.12b 2.S.1 2.W.1</p> <p>EQ/EU: EQ4/EU4 EQ5/EU5</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> Poetic devices (alliteration, simile, rhyming, figurative language, onomatopoeia, concrete poems). That poems can be written in a variety of ways for a variety of purposes. 	<ul style="list-style-type: none"> Poetic devices (figurative language, alliteration, simile, rhyming, onomatopoeia, concrete poems) 		<p><i>Social Language Observation</i></p> <ul style="list-style-type: none"> During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions and to participate during read alouds. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Poetic Devices: Introduction</i></p> <ul style="list-style-type: none"> The teacher asks, “What can we learn from poetry?” to teach about a variety of poetic devices. For each poetic device, the teacher develops the following routine: after the morning message; the teacher models the technique by describing the device, reads a poem that uses the device, and models how to find examples from the device in the poem. The teacher goes through the poems, reads some aloud and pulls out vocabulary that can be used for the class word wall, defining the vocabulary with pictures. The teacher has a variety of poetry books available where the student selects a book that interests him/her and reads with a partner to find examples of the device. The teacher brings the students back together in a group and has them share examples, which are then written on a class chart by the teacher. Afterwards, the teacher has ten minutes daily for the student to read poetry silently or quietly to themselves so that he/she



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					<p>independently enjoys poems he/she chooses to read. Reading poetry in pairs and by themselves is very important because this is when the students can be exposed to a variety of poems. The student writes down unknown words and uses the picture dictionary or checks with a partner or the teacher for the meaning of the word. These words can be part of the individual word list for the student.</p> <ul style="list-style-type: none">• During poetry reading, the teacher checks if the student is distinguishing between long and short vowels in regularly spelled one-syllable words and regularly spelled two-syllable words with long vowels by listening to the student read.• On the third or fourth day of poetic device, the student practices writing poems that use the device. The teacher models how to write a poem using the device and thinks aloud the process of how to use the device in the poem and for what reasons. When the student is writing, the teacher encourages him/her to feel comfortable by asking, “How can we play with language?” and sharing that poetry is meant to celebrate words and language. These are used as drafts for the student poetry book that is revised and edited with peers before being published.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1a 2.L.1f 2.LA.3a 2.LA.5 2.LA.6 2.R.1 2.R.4L 2.R.FS.11a 2.W.1 2.W.4 2.W.5</p> <p>EQ/EU: EQ5/EU5 EQ6/EU6</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> Poetic devices (alliteration, simile, rhyming, figurative language, onomatopoeia, concrete poems). That poems can be written in a variety of ways for a variety of purposes. That poetry can be used as a celebration of language and life. 	<ul style="list-style-type: none"> Line Poetic devices (figurative language, alliteration, simile, rhyming, onomatopoeia, concrete poems) Rhythm Stanza 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Poetry Holidays Card</p> <ul style="list-style-type: none"> Step 1: The student creates a card for the holidays before the break. He/she writes a poem for a family member he/she appreciates to give thanks for his/her role in the student’s life. Step 2: The student selects a poetic device to include in the poem. Step 3: The student writes a draft, has it peer edited for capitalization, punctuation (if needed), and vocabulary. Step 4: Then the student types the poem in a word processing program or 		<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Poetic Devices</p> <ul style="list-style-type: none"> Line and stanza: The teacher shows a poem and a paragraph from a book to the class. The teacher asks students if they notice any differences. The teacher shares how poetry is different from stories or non-fiction writing because it is organized into lines and stanzas. Kids love poetry because they also don’t have to worry about writing a complete sentence! A good way to reinforce lines is by having the student create a “list poem” on items found in a place: http://ettcweb.lr.k12.nj.us/forms/listpoem.htm or likes and dislikes: http://www.educationworld.com/a_tsl/archives/02-1/lesson026.shtml. The teacher shares how poetry is organized into stanzas, or groups of lines. The teacher selects a poem with two stanzas and writes it out on sentence strips. The student arranges the poem into two stanzas and then compares his/her work to the actual poem. When reading aloud poetry during the mini lesson, the teacher asks, “Why did the author separate the line here?” The teacher explains that a line is typically separated to create a pause and the students notice how the lines and stanzas help create rhythm through pauses. Repetition is used by poets to create rhythm. Langston Hughes is an excellent poet who was influenced by jazz music during the Harlem Renaissance and integrated these sounds into his

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			<p>card maker software/ online if available.</p>		<p>poetry. The teacher reads aloud “April Rain Song” http://thepoetryplace.wordpress.com/2008/07/09/april-rain-song/. The student finds examples of repetition and talks about how it creates a rhythm. Another device Langston Hughes uses is having the last line break the rhythm. It makes it really stand out that way. The teacher asks students why he chose not to repeat “Let the rain” for the last line.</p> <ul style="list-style-type: none"> • The teacher uses the senses as a way of creating a poem using repetition. The student selects a holiday that is coming up (Tres Reyes, Navidad, New Years) and describes the experience on that day using the senses (see attachment: 2.4 Learning Activity – Brainstorming Using the Senses). • Simile is comparing two items with “like” or “as”, “As pretty as a picture” “soft as a puppy”. The teacher uses “Dreams” by Langston Hughes to analyze how he compares dreams to broken winged birds or barren fields. http://www.poets.org/viewmedia.php/prmMID/16075 • The teacher uses similes to help the student recognize word relationships and differences in word meaning. The adjective should enhance the noun and that saying “cool like an ice cube” and “cool like the popular kid in class” have different meanings. • The student creates a poem of four similes to describe friends or family members, “_____ is as kind as a kitten, sweet as an apple.” • Alliteration is the repetition of first letters (crazy cats). Many poets use alliteration to create rhythm to influence the sound of the poem when read aloud. The student finds examples of alliteration in poems. • The teacher uses tongue twisters as a way of getting the point of alliteration across and to practice fluency. http://k6educators.about.com/cs/languagearts/a/tonguetwisters.htm • The student creates illustrations of words that use alliteration in the tongue twister. An accordion style book is the perfect
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					<p>format for a long list of words (see attachment: 2.4 Learning Activity – Accordion foldable).</p> <ul style="list-style-type: none"> • Silly Poetry and Rhyming Poetry In the United States there is a genre of poetry geared towards children that engages them through humor. Jack Prelutsky and Shel Silverstein are two authors that use rhyming in silly ways or write about funny events in poetry. The student reads these authors to get a feel for ways that poetry is not just about romance or feelings. • The student brainstorms topics that he/she would want to write a silly poem about. It could be something as simple as school, homework or his/her walk home. Since writing poetry that rhymes can be difficult, the teacher has word families used last year in 1st grade available to the student for rhyming. The teacher also has the student work with a partner to help each other with rhyming words. • The teacher talks about how to substitute an individual sound in one-syllable words to make them into new words that can rhyme (rat-cat, man-pan) or be used in alliteration (mat, map, man). • Concrete poetry is simply taking a poem and making it into a shape of what the poem is about. It is a visual poem that reinforces meaning through the image. The teacher reads aloud and shows poems from “A Poke in the Eye” as examples. • The student brainstorms his/her favorite animal or favorite food and does a word web in his/her notebook of words he/she associates with this animal or food. From those words, the student creates a shape poem in the basic outline of the object. • The teacher uses the Poetry term print out and lesson: http://betterlesson.com/lesson/13839/concrete-poems • Onomatopoeia (pronounced ona-mona-pea-ah) means “word making” or making a word for a sound. The teacher asks students if they know any words that mean sounds (brainstorm in Spanish) or asks, “What sound does a car make? Dogs? A cat? Water? When you throw a ball? Hit the floor?” The teacher
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					<p>shares how these words are examples of onomatopoeia. Poets can use it as a poetic device to make the reader hear the sounds in their poems.</p> <ul style="list-style-type: none">• Lesson: http://betterlesson.com/community/lesson/13841/onomatopoeia• Name Poem (Acrostic Poem) The teacher shares how there is a type of poetry that spells out a word with the first letters of each line.• The teacher models how the student writes his/her own acrostic poem using his/her name to describe him/herself.
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1 2.L.1a 2.L.1e 2.LA.1 2.LA.3 2.R.FS.13 2.S.1 2.S.6b</p> <p>EQ/EU: EQ2/EU2 EQ5/EU5</p> <p>T/A: A1 A2 A4 T1</p>	<ul style="list-style-type: none"> That reading with fluency is reading smoothly, with rhythm, and not skipping or adding any words or letters. That reading with intonation is reading with rhythm and expression. 	<ul style="list-style-type: none"> Fluency Intonation/expression Movement Pause 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Poetry Café</p> <ul style="list-style-type: none"> Step 1: The teacher has a class celebration of the student’s work by having a “Poetry Café”. Families are invited and snacks and beverages (hot cocoa, juice) are served to have a café atmosphere. Step 2: The teacher models how to read poetry aloud with movements (or invites a community member who reads poetry to come in and give a workshop on presenting poems aloud). Step 3: The student 	<p>Fluency Check</p> <ul style="list-style-type: none"> The student reads aloud a poem and the teacher listens to check for fluency: any words that the student has difficulty in, intonation and rhythm, skipped words, and missed endings (see attachment: Resource 8 – Paired Reading Fluency Check as an evaluation). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Fluency and Phonemic Awareness through Poetry</p> <ul style="list-style-type: none"> Poetry is a great way to improve student fluency because it is short, uses many rhymes (a natural way to teach about phonemic awareness through word families), and is meant to be read aloud to give it “life”. The teacher models how to read poetry aloud using fluency and intonation. The teacher gives a lesson on “What is fluency?” by sharing how fluency is reading smoothly with rhythm, and not skipping or adding any words or letters. For each point, the teacher reads aloud and shows what fluency is and what fluency is not. The teacher shares how the class is a team that works together to help each other build fluency. The teacher gives an example of how if you interrupted another student reading aloud, would that make him/her want to read aloud again? The teacher models how to use the attachment Resource 8 – Paired Reading Fluency Check, where the students work in partners to check each other’s fluency when reading poetry (the student being checked will read a poem twice and receive specific feedback each time from a partner). The teacher gives time each day in class for the student to read poetry silently, and does a fluency check every three days or so as to not overwhelm the student.



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			<p>is expected to select a poem he/she is proud of and practice memorizing the poem to present at the café with fluency, intonation, and movements.</p>		<ul style="list-style-type: none">• The teacher asks “How can we play with language?” The teacher shows how poets enjoy hearing words that rhyme to create rhythm. The student circles words that rhyme in poems (on a chart paper or on copies of poems) and then underlines the part that rhymes. The teacher discusses if it is a rime (same spelling) or rhyme (different spelling). The teacher uses this time to teach phonemes that are difficult (e.g., <i>-ight</i>, like in night and fight).• The teacher uses poetry as a way of doing poetry theatre so the student acts out poems to practice fluency: http://www.poetryteachers.com/poetrytheater/theater.html• The teacher uses tongue twisters to model phonemic awareness of initial sounds and encourages students to create silly or nonsense poems that use riming or rhymes to make a rhythm.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1c 2.L.A.6 2.LA.2 2.LA.2a 2.LA.3 2.LA.3a 2.W.1 2.W.2 2.W.4 2.W.FS.9</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4 EQ5/EU5</p> <p>T/A: A1 A3 A4 T1</p>	<ul style="list-style-type: none"> Proper nouns capitalize names of people, places, time (months, days). 	<ul style="list-style-type: none"> Capitalize 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Poetry Book</p> <ul style="list-style-type: none"> Overview: This project is built throughout the unit as the teacher teaches different examples of poetry. For each style of poetry, the student creates his/her own poem in this style, so that at the end of the unit, the student has his/her own book with five different poems. Step 1: In the poetry book, the student publishes a: <ul style="list-style-type: none"> Silly poem Rhyming Poem Poem using repetition Concrete poem Poem using simile Poem using alliteration Name poem (Acrostic Poem) Step 2: For each poem, the 	<p>Poetry Unit Reflection</p> <ul style="list-style-type: none"> The student reflects on the unit and what he/she learned and enjoyed about reading and writing poetry (see attachment: 2.4 Other Evidence – Poetry Reflection). The teacher makes an anthology of the students’ poems or a class book with one select poem from each student. Sight Words/ Dolch Words Monitoring Throughout the year the teacher teaches a set of five to seven Dolch Words a week to improve the student’s fluency. The teacher uses attachment 2.4 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words. Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Matching Uppercase and Lowercase through Proper nouns and Poetry Writing</p> <ul style="list-style-type: none"> The teacher shows how poetry capitalizes the first word of each line (normally). As an activity, the teacher gives the student a poem that does not have the first line capitalized and the student replaces the lowercase letters with uppercase letters. During morning message, the teacher models how we capitalize our names and “I” because we are important. The teacher shares how it is also important to capitalize the names of places, other people, and time. With a partner, the student finds examples of words that are capitalized in poems and creates a list of capitalized words. See if they can classify them into names of places, people, time (months, days of the week) or if they find other examples of capital words (e.g., languages are capitalized).



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			<p>student capitalizes the beginning of each line, proper nouns (names of people, places, dates, and holidays).</p> <ul style="list-style-type: none">• Step 3: The student writes a draft, has it peer edited for capitalization, punctuation (if needed), and vocabulary before publishing poem with illustrations.		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Bilingual Poetry Books (contains similes)*
- **Juan Felipe Herrera**
 - *The Upside Down Boy*
- **Francisco X. Alarcon**
 - *Poems to Dream Together*
- **Alma Flor Ada**
 - *Gathering the Sun*
- **Lori Marie Carlson**
 - *Sol a Sol: Original and Selected Bilingual Poems*
- **Jorge Argueta**
 - *Talking with Mother Earth*
- *Poetry with similes, repetition and alliteration:*
- **Langston Hughes**
 - *The Dream Keeper and Other Poems*
- **Eloise Greenfield**
 - *Honey, I Love*
- **Pat Mora**
 - *Confetti: Poems for Children*
- *Concrete Poems:*
- **Paul B. Janeczko**
 - *A Poke in the I: A collection of Concrete Poems*
- **Paul B. Janeczko**
 - *A Kick in the Head*
- *Silly Rhyming Poems:*
- **Jack Prelutsky**
 - *The New Kid on the Block*

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- **Jack Prelutsky**
 - *A Pizza the Size of the Sun*
- **Jack Prelutsky**
 - *My Frog is a Frog*
- **Jack Prelutsky**
 - *I am Shrinking*
- **Jack Prelutsky**
 - *A Remarkable Adventure*
- **Shel Silverstein**
 - *A Light in the Attic*
- **Shel Silverstein**
 - *Where the Sidewalk Ends*
- **Shel Silverstein**
 - *Hug O' War*
- *Acrostic Poems:*
- **Steven Schnur**
 - *Summer: An Alphabet Acrostic*
- **David Hummon**
 - *Animal Acrostics*
- *Poetry with CD for listening centers:*
- **Elise Paschen**
 - *Poetry Speaks to Children*
- **Nikki Giovanni**
 - *Hip Hop Speaks to Children*
- *Scott Foresman Reading – Collection 1.3*
- *Let's Learn Together Book and Practice Book*
- **Kay Winters page 171 (Poem)**
 - *Books, Books, Books*
- *Scott Foresman Reading – Collection 1.4*



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- *Favorite Things Old and New Book and Practice Book*
- **Maryann Hobernan page 101 (Poem)**
 - *Four Generations*

Additional Resources

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

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Performance Tasks

Poetry Book

- Overview: This project is built throughout the unit as the teacher teaches different examples of poetry. For each style of poetry, the student creates his/her own poem in this style, so that at the end of the unit, the student has his/her own book with five different poems.
- Step 1: In the poetry book, the student publishes a:
 - Silly poem
 - Rhyming Poem
 - Poem using repetition
 - Concrete poem
 - Poem using simile
 - Poem using alliteration
 - Name poem (Acrostic Poem)
- Step 2: For each poem, the student capitalizes the beginning of each line, proper nouns (names of people, places, dates, and holidays).
- Step 3: The student writes a draft, has it peer edited for capitalization, punctuation (if needed), and vocabulary, before publishing the poem with illustrations.

Poetry Café

- Step 1: The teacher has a class celebration of the student's work by having a "Poetry Café". Families are invited and snacks and beverages (hot cocoa, juice) are served to have a café atmosphere.
- Step 2: The teacher models how to read poetry aloud with movements (or invites a community member who reads poetry to come in and give a workshop on presenting poems aloud).
- Step 3: The student is expected to select a poem he/she is proud of and practice memorizing the poem to present at the café with fluency, intonation, and movements.

Poetry Holidays Card

- Step 1: The student creates a card for the holidays before the break. He/She writes a poem for a family member that he/she appreciates and wants to give thanks to for their role in this/her life.
- Step 2: The student selects a poetic device to include in the poem.
- Step 3: Then the student types the poem in a word processing program or card maker software/ online if available.



Unit 2.4: Poetry
English as a Second Language
5 weeks of instruction

Suggested Sample Lessons

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