	Unit 6.5: Exploring Poetry English as a Second Language 6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student analyzes how poets express their everyday challenges through their poems. The student reads and writes poems about everyday experiences.
Transversal Themes:	Reflective Thinking, Critical and Creative Thinking, Origin (cultural awareness & ethics)
Integration Ideas:	History, Art, Creative Writing

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do challenges lead to new learning?
  EU1. Challenges are opportunities for new learning.

EQ2. How do poets reflect their experiences in poetry?
  EU2. Poets write poetry about their personal challenges from everyday experiences.

EQ3. What challenges do poems present to readers?
  EU3. Our approach to reading poetry affects our understanding.

EQ4. What makes a poem a great piece of work?
  EU4. The best poetry evokes critical thought and emotion in readers.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to apply his/her knowledge of reading skills to skillfully interpret poetry.

T2. The student will leave the class able to apply his/her knowledge to utilize necessary language and structures to write his/her own poetry.

T3. The student will leave the class able to apply his/her knowledge to employ strategies for determining unknown words and to use a variety of methods in order to interpret and use language in an exact and descriptive manner, particularly with non-literal language often found in poetry.

The student acquires skills to...

A1. Analyze the text structure and content of poems to enhance comprehension.

A2. Use a variety of sentence types and basic organization patterns and to write different styles of poetry.

A3. Apply vocabulary strategies to determine the meaning of descriptive language in poetry (i.e., figurative language, homophones and/or homonyms).

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Puerto Rico Core Standards (PRCS)	
Listening	
6.L.1	Listen and interact with peers during group participation and oral presentations.
6.L.1b	Interact in a socially appropriate manner.
Speaking	
6.S.3	Use appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss experiences and texts with precision and detail.
6.S.6b	Analyze a poem or work of art and compare two or more current events.
Reading	
6.R.2L	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
6.R.4L	Determine the meaning of words and phrases as they are used in a literary text, including figurative language.
6.R.5L	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.R.7L	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Writing	
6.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.W.8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
6.LA.1h	Form and use homophones.
6.LA.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
6.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
6.LA.5a	Identify, interpret, and integrate figurative language, including personification, similes, and metaphors, appropriately into writing and speaking.
6.LA.5b	Recognize, explain, analyze, and apply common idioms, sayings, and proverbs.
6.LA.5c	Apply synonyms, antonyms, homographs appropriately to demonstrate meaning.

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**
PRCS: 6.L.1b 6.S.3 6.S.6b 6.R.2L 6.R.4L 6.R.5L 6.W.7 6.W.8 6.LA.3b **EQ/EU:** EQ2/EU2 EQ3/EU3 **T/A:** T1/A1	• Elements of poetry (structure, language, content, etc.). • Common types of poetry and their specific features.	• Acrostic • Alliteration • Assonance • Ballad • Couplet • Descriptive text • Free verse • Haiku • Imagery • Limerick • Line/stanza • Meter • Poetry • Rhyme (scheme) • Sonnet • Structure	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Integrated Assessment 6.4* • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 6.4"). *Analyzing Poets and Their Poetry* • The student works in a small group and reads Robert Frost's poem, "The Road Not Taken". The student discusses and answers a series of questions with his/her group and rewrites this poem as if he/she was the traveler in Frost's poem, using a real-life experience as the poem's subject matter.	*Types of Poetry Log* • The student tracks his/her learning about different types of poems by recording basic information about each type of poem in his/her poetry log. (See Attachment: 6.5 Other Evidence – Types of Poetry Log). *Reflective Journal* • The student completes a journal entry after finishing the performance task (See Attachment: 6.5 Other Evidence – Reflective Journal).	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Reading and Analyzing Poetry* • The teacher creates a class KWL chart about poetry to build background knowledge (getting a sense of what students' perceptions and misconceptions about poetry may be) and to track what students learn throughout the unit. • The teacher explains the structure, organization and elements commonly used in poetry (i.e., number of stanzas, presence of rhyming, syllable, word length, etc.). The student practices discussing and identifying these components with teacher support. • The teacher introduces different types of poetry (ballad, limerick, haiku, etc.) and explains that the difference between each type is based on the format (including type of language and level of formality), rhyme scheme and subject matter of the poem. Then, the teacher highlights the similarities and differences between common types of poetry and organizes the information in a table (See URL in Resources section – Types of Poetry). • The student works in a group of four and writes a Stereotype Poem responding to the

question, "What do people think about you before they get to know you?" The student starts the poem with the phrase, "People Think…" The teacher combines the one-liners to create a class poem on stereotypes.

- The student reads about Robert Frost (See Attachment: 6.5 Resource – Robert Frost Facts) and then makes predictions about the topics and themes that Frost's poetry might cover, making the connection between a poet's life and his work.
- The teacher reads aloud the poem, "The Pasture," by Robert Frost (See Attachment: 6.5 Text – The Pasture). The teacher leads a discussion about the poem with students asking the following questions:
    o What do you see when listening to this poem?
    o Who is Frost talking to in the poem?
    o Why does he invite the listener to come out to the pasture with him?
    o What things does he want the listener to see?
    o Are there any words in the poem that are unfamiliar?
- The student reads the poem, "Speak," by Janet Wong and "Harriet Tubman," by Eloise Greenfield and discusses the challenge that the subjects of the poems experienced. The teacher then discusses how these challenges have shaped who they are (See Attachments: 6.5 Learning Activity – Speak and 6.5 Learning Activity – Harriet Tubman).
- The teacher hosts a Poetry Slam event for students to share their poetry with others.

					The teacher first works with students to discuss and practice proper poetry-slam etiquette. Then, the teacher sets up the classroom like a coffee house and makes it a community event.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**
PRCS: 6.L.1 6.W.7 6.W.8 6.LA.1h 6.LA.3b 6.LA.5c 6.LA.5a **EQ/EU:** EQ1/EU1 EQ4/EU4 **T/A:** T2/A2	• How to write different types of poems according to their particular conventions. • Prewriting strategies to generate ideas for writing poetry (such as brainstorming ideas for poems that connect to life experiences).	• Acrostic • Alliteration • Assonance • Ballad • Couplet • Free verse • Haiku • Imagery • Limerick • Line/stanza • Meter • Rhyme (scheme) • Sonnet • Structure	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Creating a Community of Poets: Poetry Journal (Types of Poetry)* • After practicing writing a particular type of poetry with the class and recording important information about a type of poem in his/her Types of Poetry Log, the student writes an original poem individually in his/her poetry journal (See Attachment: 6.5 Performance Task – Poetry Journal).	*Reflective Journal* • The student completes a journal entry after finishing the performance task (See Attachment: 6.5 Other Evidence – Reflective Journal).	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Writing Poetry* • The teacher reads several types of poetry to continue demonstrating different structures poetry can take. After seeing examples of a particular type of poetry, the teacher leads the class in writing an original poem of the same type. The teacher posts these poems around the room as anchor charts for reference throughout the unit. • The teacher arranges students in small groups to brainstorms ideas for poetry prompts. • The teacher discusses with students that poets often write about what they know and what they have experienced in their own lives. The student then creates writing prompts that connect to experiences from his/her life. • The student evaluates his/her prompts (See Attachment: 6.5 Writing Tool – Poetry Prompt List).

Unit 6.5: Exploring Poetry

English as a Second Language

6 weeks of instruction

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**
PRCS: 6.L.1 6.S.3 6.R.7L 6.W.7 6.W.8 6.LA.1h 6.LA.5 6.LA.5a 6.LA.5b 6.LA.5c **EQ/EU:** EQ4/EU4 **T/A:** T3/A3	• Homophones (morning, mourning, night, knight, week, weak, door and adore). • Figurative language (similes, metaphors, and the differences between). • How to use context clues to help make meaning with the challenging and/or non-literal vocabulary found in poetry.	• Context clue • Figurative language • Homonym • Homophone • Imagery • Metaphor • Sensory language • Simile	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Creating a Community of Poets: Poetry Journal (Simile Poem and Homophone Poem)* • After learning about figurative language and homophones and using his/her Vocabulary Inference Chart as a reference, the student writes an original poem individually in his/her poetry journal (See Attachment: 6.5 Performance Task – Poetry Journal).	*Vocabulary Inference Chart* • The student completes an inference chart for vocabulary from the unit poetry using context clues and other strategies (See Attachment: 6.5 Other Evidence – Vocabulary Inference Chart). *Reflective Journal* • The student completes a journal entry after finishing the performance task (See Attachment: 6.5 Other Evidence – Reflective Journal).	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Vocabulary Strategies: Homophones and Figurative Language* • The teacher reads a poem to the class and lists homophones and homonyms mentioned in the text (focusing on what makes words homophones or homonyms). The teacher records each homophone and homonym in a t-chart and discusses with the class how to differentiate and distinguish the meaning of each. • The teacher introduces the idea of figurative language by comparing it to literal language. The teacher gives examples of sentences that use either literal or figurative language, and the student selects which is correct. • The teacher provides students with a list of similes and metaphors. The student works with a partner to identify the two things that are being compared and underlines them on a paper or on the board. • The teacher selects a theme and the student works with a small group to create poems with similes based on that theme. The theme of snow is the sample theme, but the teacher may select another theme using the same structure/format (See Attachment: 6.5

					Learning Activity – Snow Similes). • The teacher reads poems that use complex language (i.e., figurative language and homophones), but then presents visual support (photos, computer, etc.) to build comprehension. The teacher leads a discussion to analyze these poems before and after the visual support has been provided.

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STAGE 3 – (Learning Plan)
Suggested Literature Connections

- **Shel Silverstein**
    - *Band-Aids*

- **Eloise Greenfield**
    - *Honey, I love and Other Love Poems*

- **Ralph Fletcher**
    - *Poetry Matters*

- *List of sample poems that use homophones (See Attachment: 6.5 Text – Homophone Poetry)*

- **Robert Frost (See Attachment: 6.5 Text – Robert Frost)**
    - *Poems*

- **Robert Frost**
    - *"Stopping by the Woods on a Snowy Evening"*

- *"I Rise" (See Attachment: 6.5 Text – I Rise)*

- *"Who am I?" (See Attachment: 6.5 Text – Who am I)*

Additional Resources

- Poetry and the Writing Process: **http://teacher.scholastic.com/writeit/poetry/**

- Ideas for writing poetry: **http://teacher.scholastic.com/writeit/poetry/brainstorm/**

- Activities on similes and metaphors: **http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm**

- Writing Bio-Poems: **http://www.canteach.ca//elementary/poetry1.html**

- Types of Poetry: **http://examples.yourdictionary.com/what-are-different-types-of-poems.html**

- Resource on using word walls to improve instruction (See Attachment: 6.5 Resource – Using Word Walls to Improve Instruction)

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Performance Tasks

Analyzing Poets and Their Poetry

- The student works in a small group and reads Robert Frost's poem, "The Road Not Taken." The student discusses and answers a series of questions with his/her group and rewrites this poem as if he/she was the traveler in Frost's poem, using a real-life experience as the poem's subject matter.
- The student reads the poem "The Road Not Taken," by Robert Frost (See Attachment: 6.5 Text – The Road Not Taken). The teacher selects one student facilitator for each group that guides the group to discuss (and record in writing) the following questions related to the poem:
    o What are the challenges presented to the traveler in this poem?
    o What choices does the traveler need to make and how do these choices differ?
    o Which road does the traveler pick?
    o How does he feel about his choice?
    o How would you describe the traveler?
- After the discussion, the student prepares to write an original poem independently. The student imagines he/she is the traveler in Robert Frost poem and is confronted with the challenge of making a choice. The student rewrites the poem from his/her perspective, reflecting on an experience from his/her own life when making a difficult choice. The student may use the Robert Frost poem as a model for his/her own poem.
- The student shares his/her poem with his/her group or the class during the poetry slam.

Creating a Community of Poets: Poetry Journal (Simile Poem and Homophone Poem)

After learning about figurative language and homophones and using his/her Vocabulary Inference Chart as a reference, the student writes an original poem individually in his/her poetry journal (See Attachment: 6.5 Performance Task – Poetry Journal).
    o The student writes one simile poem, one homophone poem or any type of poem (structure), following the directions below:

(1) Simile Poetry

- The student reads the poem, "Willow and Ginkgo," by Eve Merriam (See Attachment: 6.5 Text – Willow and Ginkgo), and identifies the similes the poet uses.
- The teacher reads aloud the poem, "Willow and Ginkgo" and the student listens while re-reading it silently and checking to be sure he/she underlined the correct similes.
- Now the student writes his/her own poem using similes and puts the final version in his/her poetry journal. If the student is struggling and needs more support, he/she may consider using a brainstorming tool (See Attachment: 6.5 Writing Tool – Simile Brainstorm).

(2) Homophone Poetry

- The teacher explains to students that poets like to play with words in their poems. Homophones are words that are pronounced the same but have different meanings; poets often use them to play with words and they are commonly found in poetry. The words may be spelled the same, such as *rose* (flower) and *rose* (past tense of "rise"), or differently, such as *carat*, *caret*, and *carrot*, or *to*, *two*, and *too*.
- The teacher reads aloud the poem "Wishing Well," by Ros Shrapnel (See Attachment: 6.5 Text – Wishing Well). As the teacher reads aloud, the student underlines words that sound alike.
- Now the student writes his/her own poem using homophones and puts the final version in his/her poetry journal. If the student is struggling and needs more support, he/she may consider using a list of homophones as a reference (See Attachment: 6.5 Performance Task – List of Homophones).

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Creating a Community of Poets: Poetry Journal (Types of Poetry)

After practicing writing a particular type of poetry with the class and recording important information about a type of poem in his/her Types of Poetry Log, the student writes an original poem individually in his/her poetry journal (See Attachment: 6.5 Performance Task – Poetry Journal).

- Utilizing the information recorded in his/her Types of Poetry Log, the student writes one of each of the following types of poems and puts the final version in his/her poetry journal:
    - Acrostic
    - Ballad
    - Free verse
    - Haiku
    - Limerick
    - Sonnet

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Suggested Sample Lessons

- Lesson on similes and metaphors (See Attachment: 6.5 Sample Lesson – Similes and Metaphors)
- Lesson analyzing Robert Frost's work: **http://www.readwritethink.org/classroom-resources/lesson-plans/robert-frost-prompts-poet-859.html**
- Lesson on writing poems about everyday objects: **http://www.readwritethink.org/classroom-resources/lesson-plans/shape-poems-writing-extraordinary-798.html?tab=4#tabs**
- Robert Frost poems that use imagery: **http://www.frostfriends.org/imagery.html**
- Robert Frost poems that use figurative language: **http://www.frostfriends.org/figurative.html**
- Robert Frost poems that use sound devices: **http://www.frostfriends.org/sounddevices.html**