

Bay-Arenac ISD Genre Unit

Grade 2: Poetry

Definition	Poetry is a type of literature in which imagery, sounds, rhythm, and form are used to invoke emotions in the reader.
Overview	When students explore the genre of poetry, they will see that poetry creates an emotional intensity. They will experience varieties of poetry including rhyming poetry, free verse, ballad, narrative, informational, haiku, traditional Native American, acrostic, and concrete. In the lessons, the students will use rhythmic language, imagery, compactness, and shape/form to write poetry both in teacher-facilitated, shared experiences and independently. Students will choose self-authored poems to be included in an end-of-the-unit class anthology, which will be taken home to be shared.
Purpose	The purpose of these lessons is to help second graders understand that poetry is a writing form with specific characteristics that convey the author's message in a poet-determined manner and with specific language, is a writing form found in all cultures and various historical periods, and that it is more than the nursery rhymes with which they are familiar. The unit-long student poetry collections and the culminating activity, a class poetry book, will provide the children with models of various styles and forms, allowing them to appropriately "approximate" poetry writing to meet the state and district benchmarks. Each of the lessons is designed for approximately 30-35 minutes per day.
Timeline	<p>Day 1: Introduction to poetry, rhymed and free verse Poems: "April Rain Song" by Langston Hughes "Summer Rain" by Eve Merriam</p> <p>Day 2: Visual language/imagery Poem: "September" by John Updike</p> <p>Day 3: Emotional language Poem: "Dreams" by Langston Hughes</p> <p>Day 4: Ballad/story poem Poem: "Back-to-School-Blues" by Bobbie Katz</p> <p>Day 5: Informational poetry Poem: "Winter Burrows" by Douglas Florian</p> <p>Day 6: Nonsense poems Poems: "Jabberwocky" by Lewis Carroll "Spaghetti" by Shel Silverstein</p> <p>Day 7: Shared poetry writing activity</p> <p>Day 8: Concrete poetry Poem: "A Kick in the Head" by Joan Bransfield Graham</p>

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Day 9:	Multicultural poetry, Native American poem Poem: "I Watched an Eagle Soar" by Virginia Driving Hawk Sneve
Day 10:	Multicultural poetry, haiku Poem: "A bantam rooster . . ." by Basho
Day 11:	Acrostic poetry Poems: "Trees" by Paul Padilli and Dan Brewer "Leaf" by Paul Padilli and Dan Brewer
Day 12:	Personal student assessments, shared poetry writing
Day 13:	Shared reading, independent student writing Poem: "Stopping by Woods on a Snowy Evening" by Robert Frost
Day 14:	Shared reading of model poem, independent student writing Poem: "earthworms" by Valerie Worth
Day 15:	Shared reading, independent student writing Poem: "Milky Way" by Myra Cohn Livingston
Day 16:	Shared reading, independent student writing. Poem: "The Sailboat Race" by Eloise Greenfield
Day 17:	Shared reading, independent student writing Poem: "Banners" by James Stevenson
Day 18:	Shared reading, independent student writing Poem: "School's in Session" by Charles Smith, Jr.
Day 19:	Shared reading, independent student writing Poem: "The Dragonfly" by Douglas Florian
Day 20:	Student-authored poetry reading Publication of class anthology.

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Day 1

<p>READING Narrative R.NT.02.02 Comprehension R.CM.02.01 R.CM.02.04</p> <p>LISTENING and VIEWING Conventions L.CN.02.05</p>	<p>Introduction to Poetry and Its Characteristics</p> <p>Focus question:</p> <ul style="list-style-type: none">• What is poetry? <p>Materials:</p> <ul style="list-style-type: none">• Chart paper, marker• Removable highlighting tape (optional)• Poems 1 and 2 ("April Rain Song" and "Summer Rain" from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• One copy each of 3-4 teacher-chosen poems for additional reading throughout the day <p>Vocabulary:</p> <ul style="list-style-type: none">• rhymed poetry• free form/free verse• rhythm/beat <p>Lesson:</p> <ul style="list-style-type: none">• Ask the class what they think the definition of poetry is.• Write their responses on chart paper (the resulting "facts chart" will be amended and referred to throughout the unit's lessons).• Read the student responses out loud. • Display and read poem 1 aloud.• Refer to chart and check off or highlight (with removable tape) the student responses that "fit" poem 1, and model locating and identifying the facts in the poem (e.g. "When I see a poem, I can usually tell it is a poem because it looks different from a story. The poems I have read in the past have been shorter than stories. I am looking at this poem and it sure looks different than the stories we've been reading. So I'm going to check [or highlight] this fact on our chart: <i>Poems look different.</i>"). Continue as appropriate, asking for student suggestions.• Adjust statements if necessary (e.g. Change "All poetry rhymes" to "Some poetry rhymes."). • Display and read poem 2 aloud.
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- Refer to the chart and check off or highlight (in a color different than that used for poem) the student responses that "fit" poem two.
- Adjust charted statements if necessary.
- Reread both poems to help students "hear" the rhythm if necessary.
- Review/reread the chart, making final necessary adjustments, and reinforcing the "facts/truths"

Sample charted "essential facts"—

What is Poetry?

- *Some poems rhyme.
- *Poems look different. (form)
- *Poems are shorter than stories or journal writing.
- *Some poems do not rhyme. (free form or free verse)
- *Poems have rhythm. (the beat)

- Read 3-4 other poems aloud to the class throughout the day.
- Following each reading, verbally highlight the facts from the chart that "fit" the read poem.

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Day 2

<p>READING Fluency R.FL.02.01 Narrative R.NT.02.04 Metacognition R.MT.02.05</p> <p>WRITING Writing Process W.PR.02.08</p> <p>SPEAKING Conventions S.CN.02.05 Spoken Discourse S.DS.02.01</p> <p>LISTENING and VIEWING Conventions S.CN.02.05</p>	<p>Visual Language and Student Poetry Collections</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• A poem can "paint a picture" with words. <p>Materials:</p> <ul style="list-style-type: none">• Prepared facts chart from day 1, marker• Student copies of poems 1 and 2• Poem 3 ("September" from Appendix A or other teacher-chosen poem) written on chart or copied on overhead film• Student copies of poem 3• Student highlighters or crayons• Student pencils and crayons• Prepared folders or envelopes (directions and patterns found in Appendix C) or other teacher-chosen poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• visual language• word choice <p>Lesson:</p> <ul style="list-style-type: none">• Display and read poem 3 aloud to the class.• Display and review the facts chart from day 1 with the class, encouraging the students to orally read along.• Call attention to the facts from the chart that "fit" poem 3.• Reread the poem.• Verbally retell the poem using non-poetic language (e.g.: for the poem "September" you could say <i>What this poet is saying is that it is fall and the apples are ripe and we go back to school, the flowers are dying, and the mornings are kind of gray. Why didn't he just say that?</i>)• Acknowledge the student responses and point out that the poet's word choice makes the poem not only sound better, but "look better" in our heads as we read the words.• Ask the students to close their eyes and picture what the poet is saying as you read the poem aloud.• Allow 2-3 minutes for the students to turn to their partner (or assign partners if necessary) and share what they saw in their minds when they heard the poem.• Ask for student volunteers to share their visual images.
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- Remind the students that poems look different from other kinds of writings.
- Call their attention to the shape and size of the poem.
- Point out the indentations of every other line.
- Point out that every line begins with an uppercase letter, even though sometimes the beginnings of the lines do not follow periods.
- Tell the students that poets make deliberate choices about how they make their poems look and that one of the best things about poetry is that the author gets to say exactly what he or she wants in exactly *the way* he or she wants, without having to worry about the same rules as with other kinds of writing.
- Add the learned information (highlighted in the example that follows) to the facts chart.
- Encourage the children to read along as you read the amended chart aloud to reinforce the information.

Sample facts chart--

What is Poetry?

- *Some poems rhyme.
- *Poems look different.
- *Poems are shorter than stories or journal writing.
- *Some poems do not rhyme.
- *Poems have rhythm.
- *Poems can use words to paint pictures.** (visual language)

- Tell the students that they are going to be reading and writing poetry for the next few weeks and that they are going to "collect" a lot of poetry.
- Distribute the prepared poetry envelopes or folders.
- Distribute student copies of poems 1 and 2 and instruct the students to use them to begin their poem collections.
- Distribute student copies of poem 3.
- Reread poem 3, encouraging the students to read along.
- Instruct the students to draw and color illustrations of what they "saw" when their eyes were closed.
- Remind them that illustrations need to match the author's words.
- Instruct the students to add their illustrated poems to their collections when they have finished.

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Day 3

<p>READING</p> <p>Word Study R.WS.02.11</p> <p>Fluency R.FL.02.01</p> <p>Narrative Text R.NT.02.05</p> <p>Metacognition R.MT.02.03</p> <p>Comprehension R.CM.02.01</p> <p>SPEAKING and LISTENING</p> <p>Discourse S.DS.02.01 S.DS.02.03 L.RP.02.01</p>	<p>Language That Evokes Emotion</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• Poems can make us feel. <p>Materials:</p> <ul style="list-style-type: none">• Prepared facts chart, marker• Highlighting tape, highlighter, or overhead marker• Poem 4 ("Dreams" by Langston Hughes from Appendix A or other teacher-chosen poem) written on chart or copied on overhead film• Student copies of poem 4• Student highlighters, pencils, and crayons• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• word choice• author's purpose <p>Lesson:</p> <ul style="list-style-type: none">• Display and read poem 4 aloud to the class.• Display and review the facts chart aloud, encouraging the students to orally read along.• Call attention to the facts from the chart that fit poem 4.• Highlight words or phrases from the poem that evoke emotion (e.g. from "Dreams" the phrase <i>if dreams die/life is a broken-winged bird/that cannot fly</i> might be highlighted), using a think-aloud to model the selections (e.g. "When I read this part—<i>if dreams die/life is a broken-winged bird/that cannot fly</i>, I thought those were very interesting, and quite beautiful, words for Langston Hughes to use").• Verbally restate the highlighted phrase using non-poetic language (e.g. "But really what he is saying here is that when you loose your dreams you get sad. Why didn't he just say that?").• Acknowledge the student responses and point out that the poet wanted the reader to feel more than sad, so he choose words purposely for that to happen.• Reread the poem aloud, encouraging the students to read along.
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- If time allows, ask the students to turn to their partners (or assign partners if necessary) and share what they felt when they heard the poem.
- Ask the students to share what they felt when they read the poem and ask for student volunteers to share their feelings with the class
- Add the learned information (sample highlighted in the example that follows) to the facts chart.
- Encourage the students to read along as you read the amended chart aloud to reinforce the information learned.

Sample facts chart—

What is Poetry?

- *Some poems rhyme.
- *Poems look different.
- *Poems are shorter than stories or journal writing.
- *Some poems do not rhyme.
- *Poems have rhythm.
- *Poems can use words to paint pictures.
- *Poems can make us feel.**

- Distribute student copies of poem 4.
- Reread the poem aloud, encouraging the students to read along.
- Instruct the students to use highlighter or crayon to highlight the words/phrase used for the example on their poem copies.
- Instruct the students to draw and color illustrations that match the author's words and their feelings when they read the poem.
- Instruct the students to add their illustrated poems to their collections when they have finished.
- While the students are working, check to assure that their illustrations are appropriate for the poem.

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Day 4

<p>READING</p> <p>Fluency R.FL.02.01</p> <p>Narrative Text RNT.02.05</p> <p>Informational Text R.IT.02.01 R.IT.02.04</p> <p>Comprehension R.CM.02.01</p> <p>LISTENING and SPEAKING</p> <p>Conventions L.CN.02.05</p> <p>Response L.RP.02.01 L.RP.02.03</p>	<p>Ballad/Story Poem</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• A poem can tell a story. <p>Materials:</p> <ul style="list-style-type: none">• Prepared facts chart, marker• Poem 5 ("Back-to-School Blues" by Bobbie Katz from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• Poem 4 ("Dreams" from previous lesson) written on chart paper or copied on overhead film• Student copies of poem 5• Student pencils and crayons• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• ballad/story poem• sequence• organization <p>Lesson:</p> <ul style="list-style-type: none">• Display and read poem 5 aloud to the class.• Display and review the facts chart with the class, encouraging the students to orally read along.• Call attention to the facts from the chart that fit poem 5.• Display and read poem 4 aloud, encouraging the students to read along.• Ask the class how today's poem is different from yesterday's poem (the students should notice that this poem is fast and "jazzy" and yesterday's poem was slower and sadder).• Acknowledge student responses and point out that just as Langston Hughes chose words and organized his poem to make the reader feel sadness, Bobbi Katz deliberately chose words and organized this poem to make the reader feel the beat just like in a piece of music, and that is why the poem's title contains the word "blues," which is a kind of music.
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- Tell the students poems that tell stories are often called ballads and that a ballad is a poem that has a beginning, middle and ending just like a story.
- Reread poem 5 aloud, encouraging the students to read along using their voices like an instrument to make the words sound "jazzy."
- Repeat the choral reading to assure that the students use the correct voice inflection for the poem.

- Add the learned information (sample highlighted in the example that follows) to the facts chart.
- Encourage the students to read along as you read the amended chart aloud to reinforce the information learned.

Sample facts chart—

What is Poetry?

- *Some poems rhyme.
- *Poems look different.
- *Poems are shorter than stories or journal writing.
- *Some poems do not rhyme.
- *Poems have rhythm.
- *Poems can use words to paint pictures.
- *Poems can make us feel.
- *Some poems tell a story (ballad)**

- Distribute the student copies of poem 5 and instruct the students to illustrate the poem and add it to their poem collections, while you check to assure that the illustrations are appropriate for the poem.

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Day 5

<p>READING</p> <p>Fluency R.FL.02.01</p> <p>Narrative R.NT.02.02 R.NT.02.04 R.NT.02.05</p> <p>Informational Text R.IT.02.01 R.IT.02.02 R.IT.02.03 R.IT.02.04</p> <p>Comprehension R.CM.02.01 R.CM.02.04</p> <p>Metacognition R.MT.02.02 R.MT.02.06</p> <p>SPEAKING and LISTENING</p> <p>Conventions S.CN.02.05</p> <p>Discourse S.DS.02.01 S.DS.02.03</p> <p>Conventions L.CN.02.05</p> <p>Response L.RP.02.01</p>	<p>Informational Poetry</p> <p>Focus Statement:</p> <ul style="list-style-type: none">Poems can teach us. <p>Materials:</p> <ul style="list-style-type: none">Prepared facts chart, markerOverhead marker, or removable highlighting tapePoem 6 ("Winter Burrows" by Douglas Florian from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead filmStudent copies of poem 6Student highlighters, pencils, and crayonsStudent poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">informational textauthor's purpose <p>Lesson:</p> <ul style="list-style-type: none">Display and read poem 6 aloud to the class.Display and review the facts chart, encouraging the students to orally read along.Call attention to the facts from the chart that fit poem 6.Ask the students if they notice anything about this poem that is different than the other poems they have read and illustrated.Acknowledge the student answers and reinforce (or "lead" them to the fact) that this poem contains facts/information that are true.Ask the students why they think the poet wrote this poem using facts (the students should include "to teach us" or "give information").Add the learned information (sample highlighted in the example that follows) to the facts chart.Encourage the students to read along as you read the amended chart aloud to reinforce the information learned.
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Sample facts chart—

What is Poetry?

- *Some poems rhyme.
- *Poems look different.
- *Poems are shorter than stories or journal writing.
- *Some poems do not rhyme.
- *Poems have rhythm.
- *Poems can use words to paint pictures.
- *Poems can make us feel.
- *Some poems tell a story.
- *Poems can teach us** (informational).

- Distribute the student copies of poem 6 and encourage the students to read along as you read the poem aloud.
- Model locating and highlighting information included in the poem (e.g. "It says in lines one and two that *a sleeping frog . . . was a polliwog*. That's true. I am going to highlight this piece of information) and highlighting it.
- Instruct the students to highlight the identified fact on their poem copies, using crayons.
- Ask the students to identify additional facts/information in the poem and highlight the suggested facts (if correct) on the charted or overhead copy of the poem, instructing the students to continue highlighting information on their poem copies as it is identified.
- Continue until all the factual information contained in the poem has been identified and highlighted.
- Instruct the students to illustrate the poem and add it to their poem collections, while you check to assure that the illustrations are appropriate for the poem.

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Day 6

<p>READING</p> <p>Fluency R.FL.02.01</p> <p>Narrative R.NT.02.02 R.NT.02.04 R.NT.02.05</p> <p>Informational Text R.IT.02.01 R.IT.02.02 R.IT.02.03 R.IT.02.04</p> <p>Comprehension R.CM.02.01 R.CM.02.04</p> <p>Metacognition R.MT.02.02 R.MT.02.06</p> <p>SPEAKING and LISTENING</p> <p>Conventions S.CN.02.05</p> <p>Discourse S.DS.02.01 S.DS.02.03</p> <p>Conventions L.CN.02.05</p> <p>Response L.RP.02.01</p>	<p>Nonsense Poems</p> <p>Focus Statement:</p> <ul style="list-style-type: none">Poems can entertain us (or be funny). <p>Materials:</p> <ul style="list-style-type: none">Prepared facts chart, markerStudent copies of poems 7 and 8Teacher copies of Poems 7 and 8 ("Spaghetti" by Shel Silverstein and "Jabberwocky" by Lewis Carroll from Appendix A or other teacher-chosen poems) <p style="text-align: center;">or</p> <ul style="list-style-type: none">CD player, CD's <u>Where the Sidewalk Ends</u> featuring "Spaghetti" and <u>Poetry Speaks to Children</u> featuring "Jabberwocky" (optional, see Appendix F)Student pencils and crayonsStudent poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">nonsense poemsauthor's purpose <p>Lesson:</p> <ul style="list-style-type: none">Ask the students what they know about poetry.Acknowledge the student answers and continue until there are no more volunteers.Display the facts chart and call attention to the facts from the chart that were mentioned by the students.Call attention to the facts from the chart that were not mentioned by the students.Read the charted information aloud, encouraging the students to read along. <ul style="list-style-type: none">Tell the students that poetry looks good and can be enjoyable and informative to read silently, but that poetry is really meant to be heard, so today they won't be reading the poems from chart paper or the overhead, but will listen to them being read aloud.Read poem 7 aloud 2-3 times or have the class listen to the CD of Shel Silverstein reading the poem.
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	<ul style="list-style-type: none">• Ask the class if the poem they just heard was an informational poem (they should answer no). Tell them that sometimes poets write poems to make us laugh and that Shel Silverstein loved to write funny poetry and that funny poems like this are often called nonsense poems.• Read poem 8 aloud 2-3 times or have the class listen to the CD of Emma Fielding reading the poem.• Tell the students that "Jabberwocky" is a famous nonsense poem and that the poet, Lewis Carroll, made a lot of the words up just because he liked the way they sounded, and that some of his made-up words, like "galumphing," have been used by other writers and are now considered real words.• Distribute the student copies of poems 7 and 8, and if time allows, read them or play the recordings again, encouraging the students to read along.• Instruct the students to illustrate the poems and add them to their poem collections, while you check to assure that the illustrations are appropriate for the poem.
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Day 7

<p>WRITING</p> <p>Writing Genre W.GN.02.02</p> <p>Writing Process W.PR.02.01 W.PR.02.02 W.PR.02.05</p> <p>Personal Style W.PS.02.01</p> <p>Grammar and Usage W.GR.02.01</p>	<p>Whole-group Poetry Writing</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• We can write poetry. <p>Materials:</p> <ul style="list-style-type: none">• Graphic organizer (from Appendix) reproduced on chart paper.• 2 blank chart papers (one for teacher modeling, one for the class writing activity), marker• Apples, one for each student, and napkins• Prepared facts chart (optional) <p>Vocabulary:</p> <ul style="list-style-type: none">• word choice• organization• line breaks <p>Lesson:</p> <p><i>This day's activities can be split into two lessons:</i></p> <p>(1) <i>completing the graphic organizer and teacher-modeled poem writing</i></p> <p>(2) <i>class-authored poem writing</i></p> <p>Part 1--</p> <ul style="list-style-type: none">• Display the graphic organizer and read each section's title aloud to the class.• Tell the students that they are going to use the organizer and write a poem today.• Distribute the apples, one per student.• Ask the students what they think the topic or title of the poem they write will be and write "Apples" (or another, appropriate student-suggested title) in the title section of the graphic organizer.• Instruct the students to look carefully at their apples and think of words that they would use to describe it. Model thinking aloud (e.g. you might say "My apple is not really round, but kind of egg-shaped so I am going to write <i>oval</i> on the organizer.").• Acknowledge and write the student suggestions on the chart as time and/or space allows.
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- Continue the process for the next two spaces (touch and smell).
- Instruct the students to take bites of their apples and to pay special attention to how it sounds and tastes.
- Complete the next two spaces (sound and taste).
- When the apples have been eaten, ask the students how eating their apples made them feel. Model thinking aloud (e.g. you might say, "When I was little, every fall my grandma would take me on a walk through the apple orchard on her farm, so when I ate my apple it made me think of those cool, fall days. I am going to write *like a fresh, cool breeze*").
- When the organizer is complete, read each section aloud, pointing to the words/phrases and encouraging the students to read along.
- Tell the students that when writing a poem, a poet chooses words very carefully so the reader's senses are affected (e.g. "When I read the descriptive words from our organizer, I can almost taste my apple again. That's exactly what we want our poem to do—we want the reader to *be there* in the moment we're describing.>").
- Model choosing words from the organizer to describe your apple. Write them on the chart paper or overhead film, while saying them aloud.

Sample word list--

red oval crisp and juicy a little sour like
a fresh cool breeze

- Read the words you have chosen aloud.
- Tell the students that you think you have chosen words that really say what you want to say, but that it does not look like a poem. In order to make it sound and look right, you will have to edit and make a few changes.
- Think aloud as you decide where the line breaks should be (e.g. "I think I should go to the next line here. Poets call that a *line break* and they show it when they are editing with a slash like this. And here, I think I need to go to the next line here, too . . .").

Sample word list after adding line breaks--

red oval/crisp and juicy/a little sour/like
a fresh cool breeze

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- Read the words aloud, emphasizing the line breaks.
- Think aloud as you model rewriting the words with the breaks (e.g. "Now I'm going to write it so it *looks like* a poem.").

Sample, rewritten with line breaks--

red oval
crisp and juicy
a little sour
like a fresh cool breeze

- Read the poem aloud, encouraging the students to read along.
- Model editing, revising, and adding a title (e.g. "I think my poem needs a little something more. Let me see—I think I am going to add *a little sweet* here above the sour line [write it in] and I feel like I am left hanging, so how about if I write *on an autumn day* at the end? I'm going to change the first letter of every line to uppercase, because I've noticed that many of the poets we've read have started every line with an uppercase letter and I like how that looks. But no period. That's what's so great about poetry; you kind of get to do it your way instead of following all the rules. And a title. How about *Ida Red*, because that is the kind of apple we were eating? Yes, I think I'm done.").
- If you choose to emphasize the use of punctuation in poetry at this time, you can also model using commas and a period (see alternate sample).
- Rewrite the poem with the indicated revisions.

Sample finished poem--

Ida Red

Red oval
Crisp and juicy
A little sweet
A little sour
Like a fresh cool breeze
On an autumn day

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Sample finished poem, centered and with punctuation--

Ida Red
Red oval,
Crisp and juicy.
A little sweet,
A little sour.
Like a fresh cool breeze
On an autumn day.

- Encourage the students to read along as you read the completed poem aloud, stressing inflection to emphasize the rhythm and line breaks.
- If time allows, display the facts chart, read it aloud with the class, and call attention to the facts that fit the teacher-authored poem.

Part 2--

- Tell the students that it's their turn to write a poem, but they don't have to worry that they're not quite ready, because the class will work on it together.
- Repeat the modeled steps, using class-suggested descriptions, edits, and revisions.
- Read the completed poem with the class a few times.
- Display the completed organizer and poems for reference during the students' independent writing.
- Make student copies of the graphic organizer and make them available to the students during their independent writing.
- Encourage the students to begin to write poems during their independent writing.

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Day 8

<p>READING</p> <p>Narrative Text R.NT.02.02</p> <p>Comprehension R.CM.02.01 R.CM.02.04</p> <p>Metacognition R.MT.02.03 R.MT.02.05</p> <p>WRITING</p> <p>Writing Genre W.GN.02.02</p> <p>Spelling W.SP.02.01</p> <p>Handwriting W.HW.02.01</p> <p>Grammar and Usage W.GR.02.01</p>	<p>Concrete (shape) Poems</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• Sometimes a poem looks like what it is describing. <p>Materials:</p> <ul style="list-style-type: none">• Prepared facts chart• Poem 9 ("A Kick in the Head" by Joan Bransfield Graham from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• Student copies of poem 9• Plain chart paper, pencil and marker• Plain paper, student pencils and crayons• Student copies of class-authored poem from Day 7• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• concrete poetry• organization• line breaks• white space <p>Lesson:</p> <ul style="list-style-type: none">• Display the facts chart and call attention to the fact that addresses how poems look (<i>Poetry looks different on the sample chart</i>).• Remind the class how they had to edit their apple poems to make sure the words were not written out like a sentence, but were in the right form for a poem. Tell them that how a poem looks is often as important as what it says and that poets make deliberate choices about how to organize the words, where to put the line breaks, and how much white space to have around the words.• Display and read Poem 9 aloud.• Ask the students how this poem is like the poem that was written in the previous lesson (the students should mention items from the chart like <i>it does not rhyme</i> and/or <i>it looks different than a story</i>).• Acknowledge the student responses and refer to the facts chart when appropriate.
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Grade 2: Poetry

	<ul style="list-style-type: none">• Ask the students how this poem is different from any of the other poems they have read or written (they should mention that it is shaped differently).• Tell them that some poems are written in the shapes of the things they describe. Today's poem is about kicking, and the poem is in the shape of a person kicking. A shape poem is called a concrete poem. Sometimes the poem is written like a picture and sometimes it is more like an outline.• Distribute plain papers and tell the students that they will be writing the class poem from yesterday in the shape of an apple.• Instruct them to each lightly draw the outline of an apple on the paper. Model using the chart paper.• Tell them to lightly write the words around the outside of the outline they drew. They can either include the title in the outline or draw a leaf later and write it in the leaf. Tell them that it might be necessary for them to erase to fit the words in well, and remind them to write lightly with pencil. After they have written the words in pencil and are sure they are evenly spaced and that the shape is the way they want it, they can write over them in crayon before adding the poem, along with Poem 9, to their poem collections.• Distribute the student copies of the class-authored poem from day 7 to be added to the poetry collections.
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Grade 2: Poetry

Day 9

<p>LISTENING and VIEWING Comprehension L.CN.02.04 L.CN.02.05 Response L.RP.02.01 L.RP.02.02 L.RP.02.03</p> <p>READING Fluency R.FL.02.01</p> <p>WRITING Genre W.GN.02.02</p>	<p>Multicultural Poetry: Native American poem</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• Poetry is found in all cultures. <p>Materials:</p> <ul style="list-style-type: none">• Poem 10 ("I Watched an Eagle Soar" by Virginia Driving Hawk Sneve [rhymes with navy] from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• Student copies of poem 10• Student pencils and crayons• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• Native American poetry <p>Lesson:</p> <ul style="list-style-type: none">• Tell the class that poetry is a form of writing that is found in all cultures. Like folk tales, each culture has its own special version of poetry, and sometimes a poem can be identified as being written from or about a specific culture because of its form or rhythm, even if it is in English.• Display and read Poem 10 aloud.• Explain that Native American poems, stories, prayers, songs, and chants were passed down from generation to generation orally, a practice called the oral tradition, and that those words reflected a deep respect for tradition and nature.• Call the students' attention to the fact that this poem was written by a contemporary Native American poet, but that it shows a respect for both nature and the poet's ancestors.• Reread the poem, encouraging the students to read along. • Distribute the student copies of Poem 10 and instruct the students to illustrate the poem and add it to their poem collections, while you check to assure that the illustrations are appropriate for the poem. • Encourage the students to read and write poetry during their independent work periods.
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Grade 2: Poetry

Day 10

<p>LISTENING and VIEWING Comprehension L.CN.02.04 L.CN.02.05</p> <p>Response L.PR.02.01 L.PR.02.03</p> <p>READING Fluency R.FL.02.01</p> <p>Narrative Text R.NT.02.05</p> <p>Comprehension R.CM.02.04</p> <p>Metacognition R.MT.02.05 R.MT.02.06</p> <p>WRITING Writing Process W.PR.02.01 W.PR.02.02</p>	<p>Multicultural Poetry: Haiku</p> <p>Focus Statements:</p> <ul style="list-style-type: none">• Poetry is found in all cultures. (review)• There are special forms and rules for some poetry. <p>Materials:</p> <ul style="list-style-type: none">• Poem 11 ("A bantam rooster . . ." by Kikaku from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• Blank chart paper and marker• Student copies of poem 11• Student pencils and crayons• Student poetry folders• Student copies of the haiku writing organizer (from Appendix A) <p>Vocabulary:</p> <ul style="list-style-type: none">• haiku <p>Lesson:</p> <ul style="list-style-type: none">• Remind the class that poetry is a writing form found in all cultures. Explain that different cultures have different types of poetry written in different forms and with different rules.• Display Poem 12 and tell them that it is the translation of a kind of poem called haiku. Haiku is a Japanese word that means "beginning verse" because it is so short—traditionally just seventeen syllables in three lines.• Encourage the students to read along as you read Poem 12 aloud.• Draw the students' attention to the fact that the haiku doesn't have a title—the main idea/topic is usually stated in the first line, often in one or two words and that most often, haiku is about a part of nature. Explain that because haiku poems are so short, poets don't have the space to write about feelings, but write short descriptions that kind of "point to" something and leave it up to the readers or listeners to figure out the feelings for themselves.• Reread the poem aloud and ask for student volunteers to share what they felt when they heard it.• Acknowledge the student responses. Ask which feeling is "the right" feeling for this poem. Tell them that a reader's or listener's reaction to haiku is individual and that there is no
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Grade 2: Poetry

right or wrong way to feel about haiku--the poet intends for the reader or listener to continue to think and feel long after the poem ends.

- Tell the students that haiku traditionally contains just seventeen syllables for the entire poem—five in the first line, seven in the second, and five in the third—but that haiku written in English often contains five *words* in the first line, seven in the second, and five in the third.
- Count the number of syllables in the lines of the poem.
- Encourage the students to read along as you reread the poem aloud.
- Think aloud and model writing a haiku on the chart paper (e.g. "I think I will write a haiku about a cat. Hmmm—how about *My fluffy white pet cat* for the first line? That's five words, and it tells the reader what the poem is about without having a title. What next? What would a fluffy pet cat do? [use student suggestions if appropriate] *Snuggles up to me on winter days*. I think it needs a dash at the end, kind of like warning the reader that there is more to come. That looks and sounds good. Now for an ending. I need five words. *My own little purring heater!* I really like the picture and feelings these words paint, so I am going to end with an exclamation mark.").

Sample teacher-authored haiku—

My fluffy white pet cat
snuggles up to me on winter days—
my own little purring heater!

- Read the haiku aloud, encouraging the students to read along. If you wish to reinforce revision and/or editing, you can think aloud as you make changes to your original poem (e.g. change the last line to *My furry little purring heater!* or change the exclamation point to a period).
- Show the students one of the student haiku graphic organizers and explain that they can use them to help when writing their own haikus. Make the organizers available to the students during their independent writing.

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Day 11

<p>READING</p> <p>Comprehension R.CM.02.02 R.CM.02.04</p> <p>Fluency R.FL.02.01</p> <p>SPEAKING</p> <p>Discourse S.DS.02.01 S.DS.02.03</p> <p>LISTENING</p> <p>Comprehension L.CN.02.05</p> <p>Response L.RP.02.01 L.RP.02.03</p> <p>WRITING</p> <p>Genre W.GN.02.02</p> <p>Writing Process W.PR.02.05 W.PR.02.06</p>	<p>Acrostic Poetry</p> <p>Focus Statement:</p> <ul style="list-style-type: none">• There are many different forms and rules for poetry. <p>Materials:</p> <ul style="list-style-type: none">• Poems 12 and 13 ("Trees" and "Leaf" by Paul Padilli and Dan Brewer from Appendix A or other teacher-chosen poem) written on chart paper or copied on overhead film• Blank chart paper and marker• Student copies of poems 12 and 13• Student pencils and crayons• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• acrostic poem <p>Lesson:</p> <ul style="list-style-type: none">• Display Poem 12 and read it aloud.• Ask the students how poem 12 is the same as the haiku from the previous lesson (students should remember that haiku is about nature and notice this poem is about nature, that they don't have titles, and should mention that they both have shapes or forms different from other poetry) and how the two poems are different (they should notice that the first letter in each line of poem 12 spells what the poem is describing).• Tell the students that poems that "spell out" their titles/topics like this one are called acrostic poems.• Display Poem 13 and read it aloud.• Reread both poems, encouraging the students to read along.• Tell them that although both of these poems are about nature, acrostic poems can be about anything, as long as the first letters in the poems' lines spell the title/topic.• Tell them that although both poem 12 and poem 13 are short, acrostic poems can be any length. The poet determines the length of the poem with the title/topic choice, since the number of lines in the poem will be the number of letters in the title/topic.
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- Tell the students that one favorite topic for acrostic poets is their own names. Suggest that they might want to write their own acrostic poetry.
- Think aloud as you write an acrostic poem using the letters from your own first or last name (e.g. "My name is Susan, so I will have to use s-u-s-a-n as the first letters of my lines [write vertically on the chart paper]. Can anyone think of a line that begins with s that would describe me? [use student suggestions if appropriate] *So happy to be a teacher*. Now what about the u? [continue until the poem is complete]).

Sample teacher-authored acrostic—

So happy to be a teacher,
Unusually interested in reading,
She loves books
And
Nature.

- Read the completed poem aloud, encouraging the students to read along. If you wish to reinforce revision and/or editing, you can think aloud as you make changes to your original poem (e.g. change the poem to read . . . **U**nbelievably . . ./**S**he loves reading/**A**bout/**N**ature).
- Distribute the student copies of Poems 12 and 13 and instruct the students to illustrate the poems and add them to their poem collections, while you check to assure that the illustrations are appropriate for the poems.
- Encourage the students to read and write acrostic and other poetry during their independent work periods.

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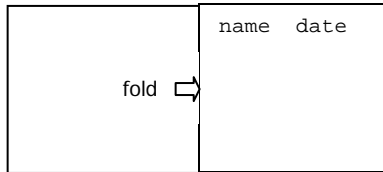
Day 12

<p>Part 1— LISTENING Comprehension L.CN.02.05 Writing Process L.RP.02.01 L.RP.02.02 L.RP.02.03</p> <p>READING Narrative Text R.NT.02.02</p> <p>WRITING Genre W.GN.02.02</p> <p>PART 2— READING Narrative Text R.NT.02.04</p> <p>WRITING Genre W.GN.02.02 Writing Process W.PR.02.03 Grammar W.GR.02.01 Spelling W.SP.02.01 Handwriting W.HW.02.01</p>	<p>Student Assessments, Preparation for Student Poems</p> <p>Lesson Focus:</p> <ul style="list-style-type: none">• Student assessment• Preparation for student poetry writing <p>Materials:</p> <ul style="list-style-type: none">• Blank paper, student pencils• Prepared facts chart• Poetry writing checklist/rubric written on chart paper or copied on overhead film• Teacher-chosen poem from past lesson written on chart paper or copied on overhead film, markers• Student copies of poetry writing checklist/rubric• Student poetry folders <p>Vocabulary:</p> <ul style="list-style-type: none">• anthology• checklist/rubric <p>Lesson:</p> <p><i>This day's activities can be split into two lessons:</i></p> <p><i>(1) personal student assessments</i></p> <p><i>(2) introduction of writing rubric, preparation for independent student writing</i></p> <p>Part 1--</p> <ul style="list-style-type: none">• Tell the students that they have spent the past couple of weeks reading, illustrating, and collecting different types of poetry, and writing some of their own poems.• Tell the students that they are going to write what they know about poetry, kind of like personal learning checklists, but they don't have to worry if they've forgotten anything because everyone will end up with all the information they need and that this is not a test and will not be sent home or used for a grade, so they can relax, listen carefully, and follow directions.• Distribute the blank papers and instruct the students to fold their papers in half, open them up, and write their names and the date on the top right.
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Sample prepared paper—



- Tell the students that they will have five minutes to write down, as a list, as many facts as they can about poetry on the left side of their papers only. Instruct them to not worry about spelling—they should do their best to spell correctly, but if a word is unknown, they should just “sound it out”—and focus on the facts.
- After 5 minutes, tell them to stop. Instruct them to not make any corrections to what they have written, but tell them that they will have a chance in a few minutes to make sure that they have all the facts on their papers.
- Display the facts chart.
- Read the first fact from the chart. Instruct the students to check over their lists and make a check mark next to this fact if they have it. If they do not have it, they should write the fact on the right half of their papers. Remind them again not to make changes to what they have written, but to follow directions. Reinforce the fact that this is a self-assessment and not a “test” and will not be sent home or used for a grade, but that you will return them after looking them over and the students can add them to their poetry folders for future reference.
- Continue until all the facts have been read and checked or written.
- Collect the papers.

Sample completed student assessment—

	name	date
-poetry rhymes	-poems are short	
-poetry looks different	-poems have feeling	
-poems use picture words	-some don't rhyme	
-poems teach	-poems have rhythm	
-some are funny		

- Tell the students that for the next seven days/poetry lessons they will continue to read and illustrate poems for

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	<p>their poetry collections, but should also begin to write more of their own original poems, and that on the eighth day they will have an opportunity to share what they have written with their classmates.</p> <ul style="list-style-type: none">• Teacher note: if poetry is being written by the students during a regularly scheduled writing workshop period, they will also have opportunities to share their work and receive critique daily as part of the workshop procedures.• Tell the students that they will be expected to choose at least one poem (the maximum allowed will be determined by you) to be included in a class collection, or anthology, that will be published and sent home to share.• Tell them that a publishable piece of poetry needs to be prepared neatly, and all revisions and/or editing needs to be done by the students (your level of assistance or editing will be determined by your knowledge of your students' abilities, as well as the time of year this unit is used). They can use their facts lists for assistance when writing. They can also use a writing rubric, which is like a checklist of rules for good writing.• Display the prepared rubric. Read each section aloud, explaining/discussing for understanding if necessary.• Display the chosen poem and model using it as the poet would (e.g. if using poem 1, "April Rain Song," you might say "A rubric is kind of like a checklist. Most rubrics list different levels, so I can read a piece of writing, check it for the things listed in a writing rubric, and know if that writing needs to be rewritten or edited to improve it. [If the students have used rubrics, particularly 6-Traits-based rubrics, in the past, you could also compare/contrast the poetry rubric to known rubrics at this time.] Under <i>Organization</i> on this rubric, it says <i>If my poem has a title it matches my topic</i>. If Langston Hughes were using the rubric, he would read the title, <i>April Rain Song</i>, and then read over the poem to make sure the title fits. [read poem aloud] Yes, it fits very well, so he would put a check mark next to that part of the rubric. When you write your own poems, you can use your rubric to make sure your poem has everything a poem needs.").• Tell the students that some poems aren't titled, so it's possible that they could use the rubric to check over their poetry and not have every part checked.• Continue modeling the use of the rubric until you feel the students understand its use fully.• Distribute the student rubrics and instruct the students to add the rubrics to their poetry files for reference when writing their own poetry.
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Days 13-19

<p>LISTENING Comprehension L.CN.02.05</p> <p>Writing Process L.RP.02.01 L.RP.02.02 L.RP.02.03</p> <p>READING Narrative Text R.NT.02.02</p> <p>WRITING Genre W.GN.02.02</p>	<ul style="list-style-type: none">• On days 13-20, one poem per day can be read, illustrated, and added to the students' poetry collections. Following each suggested poem's title below (display and student copies can be found in Appendix A), you will find a suggestion for further investigation and/or reinforcement that can easily be included in the days' activities in the form of mini-lessons (optional). If there is not already a classroom writing period or writing workshop in place, the remainder of the lesson time should be used for independent student writing in preparation for the end-of-the unit poetry reading and poetry anthology publication. <p>Day 13—</p> <ul style="list-style-type: none">• Poem 14: "Stopping by Woods on a Snowy Evening" by Robert Frost• Focus/Lesson Suggestion: rhyming words <p>Day 14—</p> <ul style="list-style-type: none">• Poem 15: "earthworm" by Valerie Worth• Focus/Lesson Suggestion: word choice, vivid descriptions <p>Day 15—</p> <ul style="list-style-type: none">• Poem 16: "Milky Way" by Myra Cohn Livingston• Focus/Lesson Suggestion: informational poetry, form <p>Day 16—</p> <ul style="list-style-type: none">• Poem 17: "The Sailboat Race" by Eloise Greenfield• Focus/Lesson Suggestion: organization, rhyme patterns <p>Day 17—</p> <ul style="list-style-type: none">• Poem 18: "Banners" by James Stevenson• Focus/Lesson Suggestion: personification <p>Day 18—</p> <ul style="list-style-type: none">• Poem 19: "School's in Session" by Charles Smith, Jr.• Focus/Lesson Suggestion: organization, oral reading for fluency and inflection <p>Day 19—</p> <ul style="list-style-type: none">• Poem 20: "The Dragonfly"• Focus/Lesson Suggestion: oral reading for fluency and inflection
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	<ul style="list-style-type: none">• Have the students continue to work on original poems, if necessary, but the class anthology should be published and distributed within two weeks.• The following day's lesson can be completed either before the anthology has been printed (and the students will share their drafts) or after the anthology is completed and distributed (and the students will read their poems from the book).
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Day 20

<p>READING Narrative Text R.NT.02.04</p> <p>Fluency R.FL.02.01</p> <p>SPEAKING and LISTENING Conventions S.CN.02.05</p> <p>Discourse S.DS.02.01 S.DS.02.03</p> <p>Conventions L.CN.02.05</p> <p>Response L.RP.02.01</p>	<p>Lesson Focus:</p> <ul style="list-style-type: none">• Student poetry reading <p>Activity:</p> <ul style="list-style-type: none">• Student volunteers read their original poetry to the class.• Following each reading, the poets can receive affirmation/feedback/critique if you choose. If so, it is helpful if the teacher begins the activity by reading a piece of his/her original poetry and then models appropriate comments for the critique (e.g. "The words you chose to describe ____ really helped me see a picture of what you are describing in my mind." or "Your poem's rhythm works so well with your words—the way the poem seems to go faster as the bike goes down hill is very effective." and so on.).
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Appendix A

Poems, copies on following pages

1. *April Rain Song*—Langston Hughes
2. *Summer Rain*—Even Merriam
3. *September*—John Updike
4. *Dreams*—Langston Hughes
5. *Back-to-School Blues*—Bobbie Katz
6. *Winter Burrows*—Douglas Florian
7. *Spaghetti*—Shel Silverstein
8. *Jabberwocky*—Lewis Carroll
9. *A Kick in the Head*—Joan Bransfield Graham
10. *I Watched an Eagle Soar*—Virginia Driving Hawk Sneve
11. *A bantam rooster . . .* --Kikaku
12. *Trees*—Paul Paolilli and Dan Brewer
13. *Leaf*—Paul Paolilli and Dan Brewer
14. *Stopping by Woods on a Snowy Evening*—Robert Frost
15. *earthworms*—Valerie Worth
16. *Milky Way*—Myra Cohn Livingston
17. *The Sailboat Race*—Eloise Greenfield
18. *Banners*—James Stevenson
19. *School's in Session*—Charles Smith, Jr.
20. *The Dragonfly*—Douglas Florian

April Rain Song

Let the rain kiss you.

Let the rain beat upon your head with silver liquid drops.

Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.

The rain makes running pools in the gutter.

The rain plays a little sleep-song on our roof at night—

And I love the rain.

~Langston Hughes

Summer Rain

A shower, a sprinkle,
A tangle, a tinkle,
Greensilver runs the rain.

Like salt on your nose,
Like stars on your toes,
Tingles the tangy rain.

A tickle, a trickle,
A million-dot freckle
Speckles the spotted rain.

Like a cinnamon
Geranium
Smells the rainingest rain!

~Eve Merriam

September

The breezes taste
Of apple peel.
The air is full
Of smells to feel—

Ripe fruit, old footballs,
Drying grass,
New books and blackboard
Chalk in class.

The bee, his hive
Well-honeyed, hums
While mother cuts
Chrysanthemums.

Like plates washed clean
With suds, the days
Are polished with
A morning haze.

~John Updike

name:

Draw and color an illustration for the poem here:

September

The breezes taste
Of apple peel.
The air is full
Of smells to feel—

Ripe fruit, old footballs,
Drying grass,
New books and blackboard
Chalk in class.

The bee, his hive
Well-honeyed, hums
While mother cuts
Chrysanthemums.

Like plates washed clean
With suds, the days
Are polished with
A morning haze.

~John Updike

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

~Langston Hughes

name:

Draw and color an illustration for the poem here:

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

~Langston Hughes

Back-to-School Blues

Just wiggling my toes
 in my brand new shoes.
Guess I've got a case
 of the back-to-school blues.
Shiny new notebook
 with nothing inside it.
Feeling kind of scared—
 trying to hide it.
What's waiting for me
 behind a classroom door?
A brand new teacher
 I've never seen before!
Maybe she's a good one.
 Maybe she's bad news.
I'm just a-wiggling,
 just a jiggling—
got those back-to-school blues.

~Bobbie Katz

name:

Draw and color an illustration for the poem here:

Back-to-School Blues

Just wiggling my toes
 in my brand new shoes.
Guess I've got a case
 of the back-to-school blues.
Shiny new notebook
 with nothing inside it.
Feeling kind of scared—
 trying to hide it.
What's waiting for me
 behind a classroom door?
A brand new teacher
 I've never seen before!
Maybe she's a good one.
 Maybe she's bad news.
I'm just a-wiggling,
 just a jigging—
got those back-to-school blues.

~Bobbie Katz

Winter Burrows

Beneath the pond a sleeping frog
Recalls she was a polliwog,
Once wiggling wild beside a log.

The rusty fox deep in his hole
Dreams of chasing mouse and mole,
Schemes of racing red-backed vole.

The fat-cheeked chipmunk can be found
Inside her burrow underground.
She dreams without a single sound.

And me, I'm burrowed in my bed
with cozy quilt above my head
And dreams of snowman, sleigh, and sled.

~Douglas Florian

name:

Draw and color an illustration for the poem here:

Winter Burrows

Beneath the pond a sleeping frog
Recalls she was a polliwog,
Once wiggling wild beside a log.

The rusty fox deep in his hole
Dreams of chasing mouse and mole,
Schemes of racing red-backed vole.

The fat-cheeked chipmunk can be found
Inside her burrow underground.
She dreams without a single sound.

And me, I'm burrowed in my bed
With cozy quilt above my head
And dreams of snowman, sleigh, and sled.

~Douglas Florian

Spaghetti

Spaghetti, spaghetti, all over the place,
Up to my elbows—up to my face,
Over the carpets and under the chairs,
Into the hammock and wound round the stairs,
Filling the bathtub and covering the desk,
Making the sofa a mad mushy mess.

The party is ruined, I'm terribly worried,
The guests have all left (unless they're all buried),
I told them, "Bring presents." I said, "Throw confetti."
I guess they heard wrong,
'Cause they all threw spaghetti!

~Shel Silverstein

name:

Draw and color an illustration for the poem here:

Spaghetti

Spaghetti, spaghetti, all over the place,
Up to my elbows—up to my face,
Over the carpets and under the chairs,
Into the hammock and wound round the stairs,
Filling the bathtub and covering the desk,
Making the sofa a mad mushy mess.

The party is ruined, I'm terribly worried,
The guests have all left (unless they're all buried),
I told them, "Bring presents." I said, "Throw confetti."
I guess they heard wrong,
'Cause they all threw spaghetti!

~Shel Silverstein

Jabberwocky

"Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast though slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

"Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

~Lewis Carroll

name:

Draw and color an illustration for the poem here:

Jabberwocky

"Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey wood,
And burbled as it came!

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~Lewis Carroll

A Kick in the Head

poetry
 jumpstarts
 my imagin-
 ation
 it
 opens its arms to me, jabs me in the heart
thump
thump
 poetry
 gives
 me
 a
 k p
 i o
 c e
 k t
 r
 i y
 n
 g
 t i
 h v
 e e
 s
 head me a
 K I C K!
 K

name: _____

A Kick in the Head

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i o
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t i
h v
e e
s
head me a
K I C K !

I Watched an Eagle Soar

Grandmother,
I watched an eagle soar
high in the sky
until a cloud covered him up.
Grandmother,
I still saw the eagle
behind my eyes.

~Virginia Driving Hawk Sneve

name:

Draw and color an illustration for the poem here:

I Watched an Eagle Soar

Grandmother,
I watched an eagle soar
high in the sky
until a cloud covered him up.
Grandmother,
I still saw the eagle
behind my eyes.

~Virginia Driving Hawk Sneve

A bantam rooster
spreading his ruff of feathers
thinks he's a lion!

~Kikaku, translated by Harry Behn

name:

Draw and color an illustration for the poem here:

A bantam rooster
spreading his ruff of feathers
thinks he's a lion!

~Kikaku, translated by Harry Behn

Tiny hands
Reaching up from the
Earth, tickling an
Enormous
Sky.

Loose brown parachute
Escaping
And
Floating on puffs of air.

~Paul Paolilli and Dan Brewer

name _____

Tiny hands
Reaching up from the
Earth, tickling an
Enormous
Sky.

Draw and illustrate the poem here:

Draw and illustrate the poem here:

Loose brown parachute
Escaping
And
Floating on puffs of air.

Stopping By Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

~Robert Frost

name:

Draw and color an illustration for the poem here:

Stopping By Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
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The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

~Robert Frost

earthworms

Garden soil,
Spaded up,
Gleams with
Gravel-glints,
Mica-sparks, and
Bright wet
Glimpses of
Earthworms
Stirring beneath:

Put on the palm,
Still rough
With crumbs,
They roll and
Glisten in the sun
As fresh
As new rubies
Dug out of
Deepest earth

~Valerie Worth

name:

Draw and color an illustration for the poem here:

earthworms

Garden soil,
Spaded up,
Gleams with
Gravel-glints,
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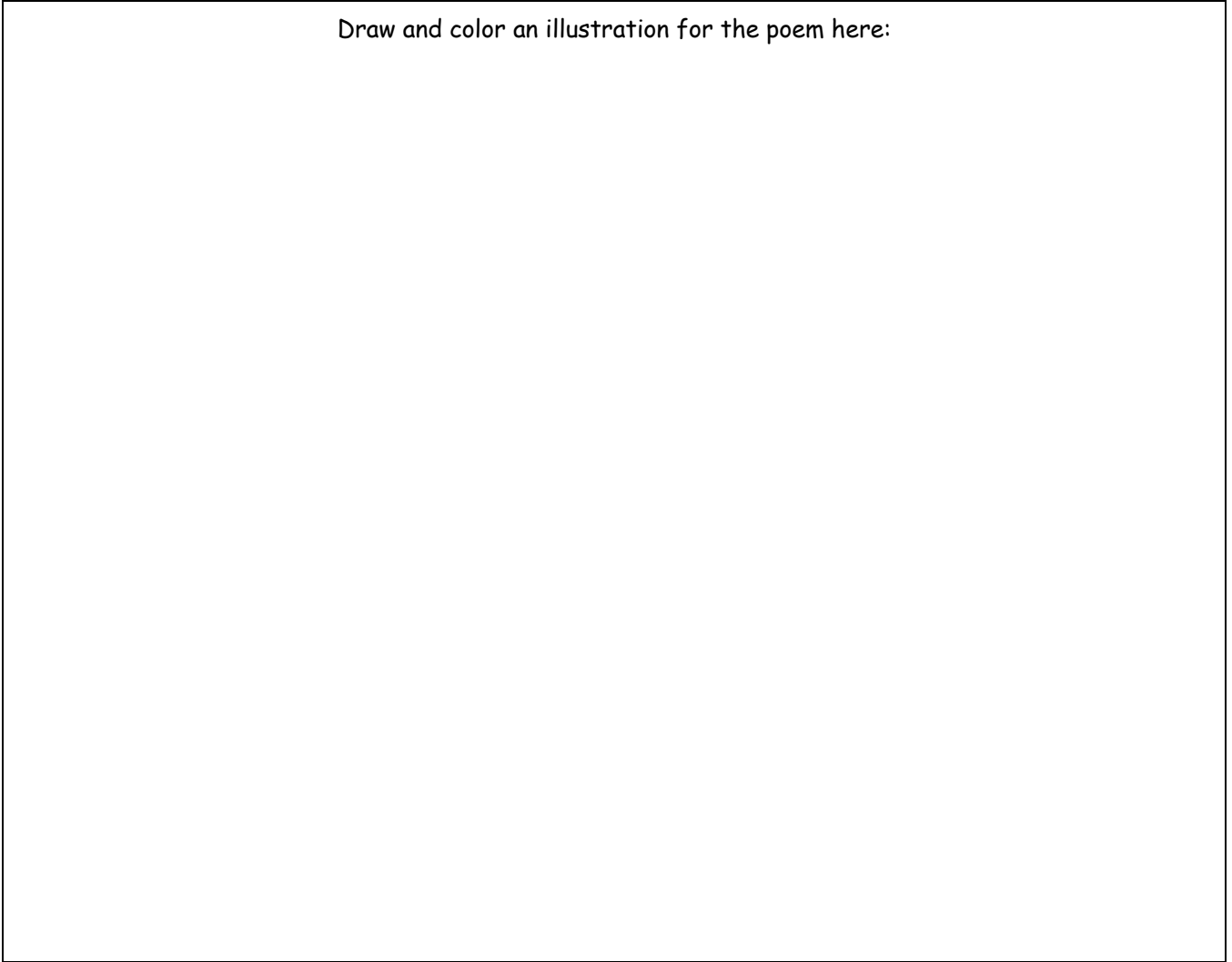
Milky Way

Here, where old halo stars and sun were birthed,
Here, where stars huddle together in interstellar clouds,
Here, where hot new stars are born and supernovae die;
Nourished on dust and gas, shining on earth,
Two hundred billion stars move here in teeming crowds.
Here is the Milky Way, our galaxy, our dusky road in the sky.

~Myra Cohn Livingston

name:

Draw and color an illustration for the poem here:



Milky Way

Here, where old halo stars and sun were birthed,
Here, where stars huddle together in interstellar clouds,
Here, where hot new stars are born and supernovae die;
Nourished on dust and gas, shining on earth,
Two hundred billion stars move here in teeming crowds.
Here is the Milky Way, our galaxy, our dusky road in the sky.

~Myra Cohn Livingston

The Sailboat Race

The boats are ready
to race
each wants to sail
at the fastest pace
they're ready to ride
the water's wings
and listen as the wind sings
a tale of those who have
sailed before
the boats are ready
to soar
to turn their sails
against the air
that pushes them
from here to there
they hear the signal
to start the chase
to see who will win
in the sailboat race
and they're off!

~Eloise Greenfield

name:

Draw and color an illustration for the poem here:

The Sailboat Race

The boats are ready
to race
each wants to sail
at the fastest pace
they're ready to ride
the water's wings
and listen as the wind sings
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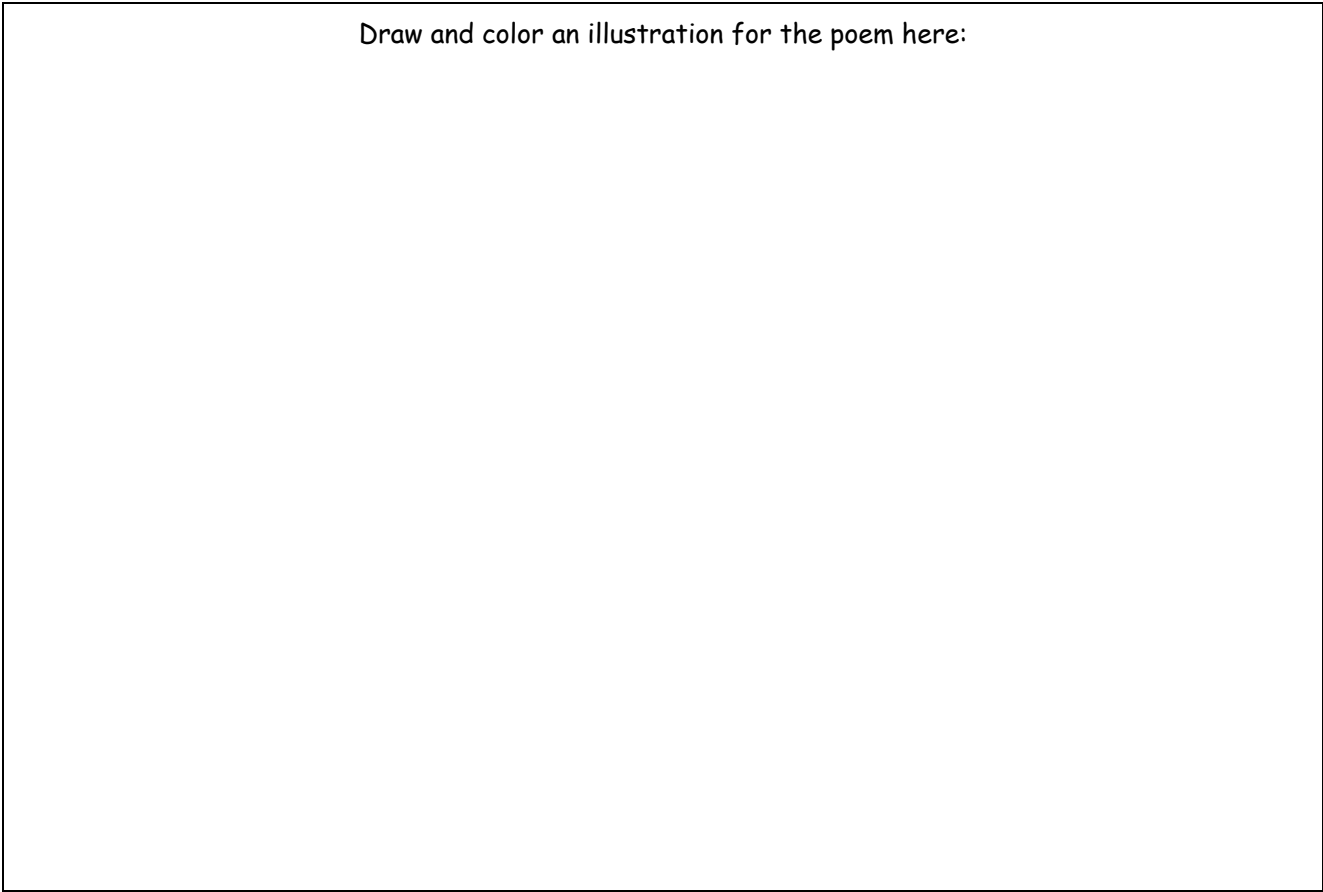
Banners

The old dry branches
Gather around the trunk
Of the big oak tree
And talk about
When they were up above,
Riding the wind,
Waving banners of green.

~James Stevenson

name:

Draw and color an illustration for the poem here:



Banners

The old dry branches
Gather around the trunk
Of the big oak tree
And talk about
When they were up above,
Riding the wind,
Waving banners of green.

~James Stevenson

School's in Session

*Hands reach for the peach
as I teach others that I
can't be touched.
Sweet feet spin on con-
crete as I
dribble to the
beat of my own drum,*

Lesson one:

*the pass.
I dash
a no-look
bounce
behind the back
class
that wakes
the students up
fast.*

*Lesson two: I caught
you staring at my shoe— 'cause
I blew right by you.*

~Charles R. Smith, Jr.

School's in Session

*Hands reach for the peach
as I teach others that I
can't be touched.
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you staring at my shoe— 'cause
I blew right by you.*

~Charles R. Smith, Jr.

THE DRAGONFLY

I am the dragon,
The **demon** of the skies.

Behold my bold
Enormous eyes.

I sweep

I swoop

I terrorize.

For lunch I munch
On flies and bees.

Mosquitoes with
My feet I seize.

I am the dragon:

Down on your knees!

~Douglas Florian

name:

Draw and color an illustration for the poem here:

THE DRAGONFLY

I am the dragon,
The **demon** of the skies.
Behold my bold
Enormous eyes.
I sweep
 I swoop
 I terrorize.
For lunch I munch
On flies and bees.
Mosquitoes with
My feet I seize.
I am the dragon:
Down on your knees!

~Douglas Florian

Appendix B

Graphic Organizers

1. Poem writing organizer, to be used on day 7
2. Haiku writing organizer, to be used on day 10

topic/title _____

name _____



What does it look like?



What does it feel like?



What does it smell like?



What does it sound like?



What does it taste like?



How does it make you feel?

name _____

Haiku Organizer

Remember, your haiku needs to have five words in the first line, seven in the second, and five in the last.

Write the words for your haiku on the lines below. Make sure the first line includes either a description or the name of your topic/title. You can use the haiku by Kikaku in your poetry collection as a model.

Appendix C
Student Poetry Writing Rubric/Checklist

STUDENT NAME _____

POEM TITLE _____

IDEAS

	I thought of my own topic/idea.
	My poem has details that match my topic.

ORGANIZATION

	My poem has an order that " makes sense ".
	If my poem has a title, it matches my topic.

VOICE

	My poem " sounds like " me.
	You can tell that I liked writing my poem when you read it.

WORD CHOICE

	I chose " just right " words to make sure I said exactly what I wanted to say.
	My words show " feeling ".

FLUENCY

	You can " feel " my poem's rhythm when you read it.
	My poem " sounds good " when read out loud.

PRESENTATION

	My poem " looks like " a poem.
	My poem is " neat " and clean.

Appendix D

Notebook/Poetry Collections Patterns

1. Envelope or folder label (below)
2. Pocket shaped label (following page)

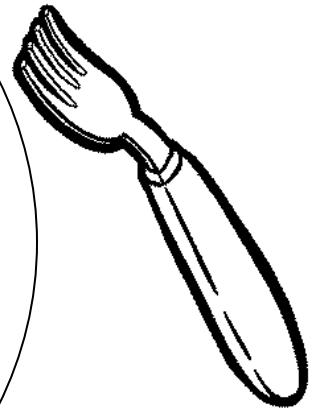
For each student/folder, copy and cut one label and glue it to a large manila envelope or pocket folder's front cover.

Pass the Poems, Please

Pass the poems, please
Pile them on my plate
Put them right in front of me
For I can hardly wait
To take each tangy word
To try each tasty rhyme
And when I've tried them once or twice
I'll try them one more time:
So pass the poems, please
They just won't leave my head
I have to have more poems
Before I go to bed.

~Jane Baskwill

from *Pass the Poems, Please*. Wildthings Press, 1990



For each student, copy one “pocket” with poem. Cut out the pocket shape and glue it to the front of a folder or large manila envelope.

Keep a Poem in Your Pocket

Keep a poem in your pocket
and a picture in your head
and you'll never feel lonely
at night when you're in bed.

The little poem will sing to you,
the little picture bring to you
a dozen dreams to dance to you
at night when you're in bed.

So—
Keep a picture in your pocket
and a poem in your head
and you'll never feel lonely
at night when you're in bed.

~Beatrice Schenk deRegniers
Sing a Song of Popcorn. New York: Greenwillow Books, 1976

Appendix E Websites

www.abclocal.go.com

www.Best4sites.net

www.channels.netscape.com

www.edhelper.com

www.encyclopediaoftheself.com

www.falcon.jmu.edu/~ramseyil/poeform.html

www.thekidlink.org/kidspace.com

www.learn.org/lessons/read/write/think.com

www.pbkids.org/arthur/games/poetry/index.html

www.poets.org

www.poetryalive.com

www.poetryguy.com

www.teacherweb.com

www.teachinglearning.com

Appendix F

Teacher Resources

- Awakening the Heart: Exploring Poetry in Elementary and Middle School.* Heard, Georgia. Heinemann, 1999.
- Explore Poetry.* Graves, Donald H. Heinemann, 1992
- For the Good of the Earth and Sun.* Heard, Georgia. Heinemann, 1989.
- Kid's Poems: Teaching 2nd Graders to Love Poetry.* Routman, Regie. Scholastic, 2000.
- Leap Into Poetry: More ABC's of Poetry.* Honesdale, Arvis Harley. Boyd's Mills Press. 2001.
- Lessons from a Child.* Calkins, Lucy. Heinemann Press, 1986.
- Poetry Everywhere: Teaching Poetry Writing in School and in the Community.* Collom, Jack, and Noethe, Sheryl. Teachers & Writers Collaborative. 2000
- Teaching Poetry in the Elementary School.* Gertrude A. Boyd. Merrill, 1973
- Tigers, Lillies, Toadstools, and Thunderbolts: Engaging K-8 Students With Poetry.* Mclellan Tiedt, Iris. International Reading Association, 2002.
- Wishes, Lies and Dreams: Teaching Children to Write Poetry.* Koch, Kenneth and Padgett, Ron. HarperPerennial, 1980.
- Writing Poetry with Children.* Moore, Jo Ellen. Evan-Moor Educational Materials. 1991.
- Writing Success Through Poetry: Create a Writer's Workshop in Your Classroom.* Lipson, Susan. Prufrock Press, 2006.

Appendix G

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- deRegniers et al. *Sing a Song of Popcorn*. New York: Greenwillow Books, 1976
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- Florian, Douglas. *Insectlopedia*. New York: Harcourt, Brace & Co. 1998
- Florian, Douglas. *Winter Eyes*. New York: Greenwillow Inc., 1999
- Greenfield, Eloise. *Under the Sunday Tree*. New York: Harper Trophy, 1991
- Jenczko, Paul B., ed. *A Kick in the Head: An Everyday Guide to Poetic Forms*. Cambridge, MA: Candlewick Press, 2005
- Kennedy, X.J. and Dorothy M. Kennedy. *Knock at a Star: A Child's Introduction to Poetry*. Boston: Little, Brown & Co., 1985
- Livingston, Myra Cohn. *Space Songs*. New York: Holiday House, 1988
- McGovern, Ann, ed. *Arrow Book of Poetry*. New York: Scholastic, Inc., 1965
- Paschen, Elise. *Poetry Speaks to Children*. Naperville, IL: Sourcebooks, Inc., 2005 (included CD recording of selected poems)
- Schertle, Alice. *A Lucky Thing*. New York: Harcourt, 1999
- Silverstein, Shel. *Where the Sidewalk Ends*. New York: Snake Eyes Music, 1974
- Silverstein, Shel. *Where the Sidewalk Ends*, CD. New York: Sony Music Entertainment, Inc., 1984
- Smith, Charles Jr. *Rimshots: Basketball, Pix, Rolls, and Rhythm*. New York: Puffin Books, 1999
- Sneve, Virginia Driving Hawk, ed. *Dancing Teepees: Poems of American Indian Youth*. New York: Scholastic, Inc., 1989
- Stevenson, James. *Candy Corn*. New York: Greenwillow Press, 1999
- Updike, John. *A Child's Calendar*. New York: Alfred A. Knopf, Inc., 1965
- Worth, Valerie. *All the Small Poems*. New York: Straus & Giroux, 1987