Unit Planner

Unit Designer: Roselyn Vazquez

Unit Title: "We are all Poets"

Grade Level: 6th Grade

Content Area(s): Language Arts

Timeframe: Two Weeks (10 Days)

PART I: BACKGROUND

Unit Overview: Students will engage in a two-week poetry exploration mini-unit. This unit serves as part of a larger 4 – 6 week unit in which students will explore the elements of poetry, write poems using all types of poetry forms, read all types of poetry forms poems as poets and understanding the different poetic elements, forms and expressions. Students will further analyze and critique poems during the entirely of the 4-6 week unit. A 4 -6 week Unit allows students to explore further poetic forms, including but not limited to, Cinquian, Haiku, Odes, Apology, Invitation, Comparison, Color Poems, Concrete Poems, Poems for Two Voices, etc.

Throughout this two week mini-unit, students will students will be introduced to "What is Poetry?" and will participate in reading different forms of poetry conveying different emotions/feelings. They will respond to poetry individually and in groups. Students will brainstorm and write poetry using 5 – 6 different poetic forms and structure. They will learn about nine different types of poetic forms, Narrative, Bio Poems, Funny, Free Verse, Rhymed, I AM, Concrete, Rhymed, Acrostic, Limericks and Diamante. They will write poems using the rules and formulas that apply to the specific poetic form. Students will present and published their poems. During the first two days of this unit, students will build on their background knowledge as they get an opportunity to enjoy and appreciate poetry they listen to and read.

Rationale: In connection with the Common Core Standards, this Unit gives students an opportunity to explore poetry by reading, writing and responding to poetry while expressing their creativity, feelings and emotions. Poetry allows students an opportunity to express their feelings and emotions as well as make connections to other people and situations. Poetry is a great way in enhancing students' reading, oral and writing skills.

Accommodations:

1. **What specific accommodations must be in place for any student(s) with an IEP?** The curriculum/lessons will be modified in accordance to the student(s) IEP to ensure that the student(s) goal(s) are being met. The modifications in lessons will vary depending on the lesson/activity of the day. Students will be divided into proper (pre-determined) groups that will allow a group of students, with a modified curriculum, to engage in different activities that allow them to learn/understand the same topic as other students. Throughout this Unit students will be introduced to many different poems (both short and long) at many different levels that will incorporate and accommodate students' individual needs.

2. **What differentiated practices should be in place? Why?** Students will work based on learning preferences, readiness, interests, content, cooperative groups and multiple intelligences. They will work in differentiating statins throughout the unit. Please see below for description of the multiple intelligences and differentiating stations:

Multiple Intelligences

Visual/Linguistic: Students will use the Reading and Writing process to engage in reading, listening to and writing poetry.

Spatial/Visual: Students will use visualization to visualize their poems based on poetic form and formula. Students will view videos of poetry and see pictures that correspond to poetry. Students will engage in visualizing a poem for their Concrete Poem Project.

Kinesthetic: Students will move around to different stations and to locate poems and read poems aloud. Students will engage in movement while participating in the activity, "Poetry Pass."

Logic/Numeric: Students will use numeric order, formulas and format when analyzing and writing their different poems using specific poetic formats.

Interpersonal: Students will interact with each other and learn through their interactions as they make connections from poetry read to their own lives.

Intrapersonal: Students will learn through their own interests and goals.

Differentiating Stations

Throughout this unit, students will work in different stations, individually, with a buddy or with a group as follows:

Teacher Directed Station: In this station teacher works with students and guide them in reading and writing poetry. Students will use graphic organizers and write down their ideas for their pre-writing process. They will be provided with guided instruction according to assignment/task/lesson for the day.

Word Paly Station: In this station students work with laminated word sheets and words as well as poetry form template forms that will assist them in following poetic form formulas while creating their poetry.

Reading Station: In this station students will read and analyze poetry based on their preference and choice. They will work together and write down quotes and questions they may have about certain poems. They will use a reading log with instructions on providing the poem title, author, poetic form, a description of the poem and whether they liked the poem or not.

Writing Station: In this station students will use graphic organizers where they will write down ideas and thoughts as they plan and pre-write different poems using specific poetic forms. Students will create and write different Poetic Forms for publishing.

Challenge Station: Students in the challenge station will use different graphic organizers and strategies to braining storm, read and write poetry. Students will choose their own topics for their poems. They use poems they have read as resources and conduct their own research. They will work together to edit and revise their poems with one another, draft and publish their poems.

Topic: What overarching theme or topic gives focus to this unit? Exploring poetry and poetic forms through Reading and Writing

Enduring Understandings		Essential Questions
1. Students will recognize and understand poetry has a form of artistic expression and that different types of poetry have different structures.		1. What is Poetry? What are the different types of poetic forms?
2. Students will recognize and understand that poetry expresses and evokes different emotions by using sensory images, movement, sound, voice, etc.		2. How do you read a poem? How do you make sense of poetry?
3. Students will recognize and understand that poetry is written in specific structure, every aspect of a poem has a purpose.		3. How do you write a poem? What are the rules that apply to the different forms of poetry?

Content Standards: What Connecticut Framework standards are assessed in the unit? How do they link to the EU and EQ?

CC.6.R.L.10 (READING) Range of Reading and Level of Text Complexity: By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6 – 8 text complexity band proficiently. With scaffolding as needed at the end of the range. *(Connection to EU and EQ – students will engage in range of reading poetry by using sensory images, movement, sound, voice, etc. This will allow for students to become more proficient in reading and reach the goals of this standard).*

CC.6.W.2.a. (WRITING) Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics useful to aiding comprehension. *(Connection to EU and EQ – Students will be introduced to a topic (poetic form), they will organize their ideas concepts and information learned about poetic forms and their formulas to write their own poems).*

CC.6.L.3 (KNOWLEDGE OF LANGUAGE) Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Connection to EU and EQ – Students will use their writing, reading, listening and oral skills when listening to, writing and reading poetry).*

Integrated Connections: how you will integrate this unit with another-content?

Social Studies: Standard 2 – History/Social Studies Literacy – *Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information. (Students will research, read and present historical poems such as Paul Revere's Ride by Henry Wadsworth Longfellow, Being Frank with Anne by Phyllis Johnson, Standing Tall – In Honor of Martin Luther King, Jr. by Jamie McKenzie, etc.)*

Science: Scientific Literacy: *Scientific literacy includes speaking, listening, presenting and interpreting, reading and writing about science. (Students will write acrostic and concrete poems using the Seasons and the*

environment – i.e., trees, plants, flowers, leaves, sky, etc.)

Content Knowledge:	Skills
Students will understand:	Students will be able to:
• **How to identify of poetry and its many different forms.** • **How to read poetry using different expressions, voice and emotions.** • **How to write poetry using different poetic formulas and forms.**	• **Recognize, understand, analyze and identify poetry and its many poetic forms.** • **Read different forms of poetry using voice, expression and emotions.** • **Write different forms of poetry using specific poetic forms and formulas.** • **Identify as a writer/poet.**

PART II: ASSESSMENT

What is the end-of-unit summative performance task(s) for students?	Which EU and EQ will this task assess? How/why? How does the performance assessment task link to the unit standards?
At the end of this unit students would have explored many different types of poetic forms. They would have learned to read poetry using voice, expression and emotions. Students would have a selection of poetry chosen from the ones they have read throughout the unit that they identify with or have chosen as a favorite. By the end of this unit students would have written at least 8 poems using the poetic forms narrative, free verse, rhyme, I AM, Diamante, Limerick, Funny, Acrostic and Concrete. Students will have a self-check rubric for each poem which they will check to ensure their poems follow the correct poetic formula. Students will publish their work and present it in different manners that will include choral reading, gallery walk, publishing and book premiere.	By the end of the unit, students would have understanding and knowledge in recognizing poetry has a form of artistic expression and that different types of poetry have different structures. Students would recognize and understand that poetry expresses and evokes different emotions. Students would have created their own poems using the different poetic forms and expressions they explored through this unit. They will use their experience to write their own poems, publish them and present them.

Create the Rubric for the End-of-unit Performance Task

Define Criteria	Distinguished	Proficient	Practicing	Beginning
Criteria 1 (Reading)	Students read a variety of poems (short, long, funny, narrative, rhyming, free verse, Limericks, Diamante, Concrete, Acrostic). When reading aloud student uses and conveys *excellent* combination of voice, expression, feelings and gestures when reading.	Students read a variety of poems (short, long, funny, narrative, rhyming, free verse, Limericks, Diamante, Concrete, Acrostic). When reading aloud students uses and conveys *good* voice,	Students read a variety of poems (short, long, funny, narrative, rhyming, free verse, Limericks, Diamante, Concrete, Acrostic). When reading aloud students uses and conveys *some*	Students read a variety of poems (short, long, funny, narrative, rhyming, free verse, Limericks, Diamante, Concrete, Acrostic). When reading aloud student is *unable* to use and convey expression,

	Student recognizes and identifies all different poetic forms of poems they read. Student is able to analyze, visualize, ask questions, inference and make connections before, during and after reading.	expression, feelings and gestures when reading. Student recognizes and identifies all different poetic forms of poems they read. Student is able to analyze, visualize, ask questions, inference and make connections before, during and after reading.	expression, feelings and gestures when reading. Student recognizes and identifies all *some of* the different poetic forms of poems they read. Student is able to analyze, visualize, ask *some* questions, inference and make *few* connections before, during and after reading.	feelings and gestures when reading. Student is *unable* to recognize and identify different poetic forms of poems they read. Student is *unable* to analyze, visualize, ask some questions, inference and make connections before, during and after reading.
Criteria 2 (Writing)	Students' poems follow the correct Poetic Form (i.e., rules/formula). Their Poems have *excellent* word choice, comparisons, expression, topic and display clear understanding of the poetic forms.	Students' poems follow correct Poetic Form. Their Poems have *good* word choice and comparisons. Poems show some understanding of poetic forms.	Poems follow correct format with most lines completed. Poems have adequate word choice and somewhat vivid comparison. Show little understanding of poetic forms.	Poems do not utilize correct format. Poems have poor word choice with few comparisons. Shows no understanding of poetic forms.
Criteria 3 (Poetry Collection Presentation)	Poetry collection includes all required elements. All poems have a title and follow the requirements of the type of poetic form. The Poetry collection is exceptionally attractive in terms of design, layout and neatness. There are no grammatical/mechanical mistakes in the poetry collection.	Poetry collection includes all required elements. All poems have a title and follow the requirements of the type of poetic form. The Poetry collection is attractive in terms of design, layout and neatness. There are 3-4 grammatical/mechanical mistakes in the poetry collection.	Poetry collection includes all but two of the required elements. Many of the poems have titles and follow the requirements of the type of poetic form. The Poetry collection is acceptably attractive though it may be a bit messy. There are 5 – 7 grammatical/mechanical mistakes in the poetry collection.	Poetry collection has several required elements were missing. The poems do not have titles and do not follow the poem requirements. The poetry collection is distractingly messy or very poorly designed. There are more than 8 grammatical/mechanical mistakes in the poetry collection.

Part III: Unit Lesson Map

Introduction Motivation/Preview task	Day2 Continuation from Day 1	Day 3 Poetic Forms (Narrative & Bio Form Poems)	Day 4 Poetic Forms (Free Verse vs. Rhymed)	Day 5 Poetic Forms (Diamante Poem)
EQ: What is Poetry?	**EQ:** What is Poetry?	**EQ:** What is Poetry? What are the different types of Poetic Forms? What is a Narrative Form Poem? What is a Bio Poem Form?	**EQ:** What is Poetry? What is the difference between the Free Verse Poem form and the Rhymed Form Poem? How do you write a free verse poem? How do you write a rhyme poem?	**EQ:** What is Poetry? What is a Diamante Form Poem? How do you write a Diamante Poem?"
Objective: Teacher will introduce a variety of different poems as students explore poetry and define what poetry is based on their own feelings and opinions.	**Objective:** Teacher will continue to introduce a variety of different poems to students and begin to categorize poems based on similarities/differences.	**Objective:** Students will identify and understand the Narrative Poetic and Bio Poetic Form and identify its elements.	**Objective:** Students will identify and understand the	**Objective:** Students will identify and understand the Diamante Form Formula use the writing process to create a Diamante form poem.
Key Learning Activities: Students will listen to	**Key Learning Activities:** Students will engage in			**Key Learning Activities:** Students will analyze. Learn

poetry through video clips from YouTube and as teacher reads aloud. (The poem selection will include different poems including, but not limited to, narrative poems, free verse poems, rhyming poems, funny poems, etc.) Teacher will ask students, "What did they notice?" "How did the poetry make them feel?" "What do they think the topic of the poem was?" They did notice any patterns in the poems we read; any similarities or differences?" Students will work in groups and pairs as they explore poetry (students will be given a selection of poems) and keeping in mind the question, "What is Poetry?' Students will use the questions above as a guide in discussing their poems. **Assessment:** Students will share with the class, "What is Poetry?" They will share their "What is Poetry? Charts.	reading different poems; students will categorize poems according to any similarities and differences; topics and structure. (This will lead into introduction of different poetic forms) Teacher will provide students with a selection of poems. Each student will be provided with at least 2 – 4 poems. (This selection of poems will include different forms we will be focusing on throughout the next 5 – 6 days of this unit). Students will play, "Poetry Pass." Teacher will give students at least 3 poems and place them on the student's desk. Students will have appx. 15 minutes to read the poems (the key is to read them more than once). Students will then write one sentence describing what they thought the poem was about. They will then select their favorite poem out of the 3 and pass the poem to another classmate. This activity will continue for a few rounds until students have passed along different poetry to classmates. (After each pass, students will write a sentence describing the poem after each pass. (Students may also work in groups and	**Key Learning Activities:** Teacher will model and teach the narrative poem form. Teacher will explain the narrative form to students and read narrative forms as well as show them narrative form poems on YouTube. Students will listen to, respond to and write a narrative form poem. *Narrative Poems for this lesson will include:* • *"Annabel Lee" by Edgar Allen Poe* • *Casey at the Bat by Ernest Lawrence Thayer* • *The Giving Tree by Shel Silversteen* *These will be provided by print and YouTube* • *Paul Revere's Ride by Henry Wadsworth Longfellow* • *Being Frank with Anne by Phyllis Johnson* • *Standing Tall by Jamie McKenize* Students will reflect on the poems and identify the poetic form/formula. They will write their own narrative poems on a subject of their choice and a Bio Poem on an important figure in history, i.e. MLK, Anne Frank, Paul Revere, etc.	Free verse and rhymed poetic forms and identify similarities and differences. ***Key Learning Activities:*** Teacher will explain, model and show different examples of rhyming and free form poems. Students will be given copies of the poems in print and they will listen to some of them on YouTube. Students will read and listen to rhymed vs. free form poetry. They will compare the two. They will then write a free verse and rhymed poetry. Students will use the "I AM" poem template to write their own free form poem. Teacher will have students write a rhyming poem using their five senses as a topic. *Poems for this lesson will include:* **Free Verse:** • *Fog by Carl Sandburg* • *This is Just to Say by William Carlos Williams* • *I, Too, Sing America by Langston Hughes* • *A Sphinx by Carl Sandburg* • *The First Dandelion by Walt Whitman* **Rhyming Poems:** • *The Road Not Taken by Robert Frost*	and understand the Diamante Form Formula. Teacher will model using different examples. Students will work in four different stations (1) Teacher Directed Station (2) Word Play Station (3) Writing Station and (4) Challenge Station and create their Diamante Poems. **Assessment:** Teacher will evaluate using a Poetry Evaluation Rubric. Teacher will also assess as she words with students in different stations based on their engagement and response to their assigned stations. Students will be given their own rubric in the form of a checklist that they will use to check off themselves as self-assessment.

	pairs for this activity). Students will be asked to select 1 – 2 of their favorite poems to add to their poetry portfolio. **Assessment:** We will revisit our question, "What is a Poem?" and add students, responses to our chart. Teacher will analyze students' work describing the different poems they described in their one sentence during the poetry pass.	**Assessment:** Students will use a self check rubric to analyze their Narrative poem. Students will share their poem. Teacher will make notations as to the entirety of student's narrative poem presentation.	• *Alone by Maya Angelou* • *A World is Dead by Emily Dickison* • *The Land of Nod by Robert Louis Stevenson* • *Who Has Seen The Wind by Christina Georgina Rosetti.* (A list of rhyming words will be provided to groups of students who require more of guided instructions) **Assessment:** Students will use a self-check rubric to analyze their I AM poem. They will work in pairs for peer review. Teacher will make notations as to the entirety of student's free verse and rhyming poem presentation.	
Day 6 **Poetic Forms** **(Limericks and Funny Poems)** **EQ:** What is Poetry? What is a Limerick? What is a Funny/Humorous Poem? How do you read and write Limericks and Humor Poems? **Objective:** Students will identify and understand the Poetic Forms of Funny Poems and Limericks. Students will learn and	**Day 7** **Poetic Forms** **(Concrete Poems and Acrostic Poems)** **EQ:** What is Poetry? What is a Concrete Poem? What is an Acrostic Poem? How do you read and write Concrete and Acrostic Poems? **Objective:** Students will identify and understand the Poetic Forms of Concrete Poems and Acrostic Poems. Students will learn and understand the poetic	**Day 8** **Writing/Publishing Poetry** **EQ:** What is Poetry? How do we write poetry? **Objective**: Students will identify, understand and analyze different forms of poetry. Students will write and publish different forms of poetry. **Key Learning Activities:** Students will continue reading and writing poetry using the forms	**Day 9** **Writing/Publishing Poetry** **EQ:** What is Poetry? How do we write poetry? **Objective**: Students will identify, understand and analyze different forms of poetry. Students will write and publish different forms of poetry. **Key Learning Activities**: Students will continue	**Closure** **Meta-cognition and Reflection: Poetry Exploration** **EQ:** What is Poetry? How do we read poetry? How do we write poetry? **Objective**: Students will identify, understand and analyze different forms of poetry. Students will write and publish different forms of poetry. Students will read different forms of poetry. Students will reflect on their exploration of poetry. **Key Learning Activities:**

understand the poetic formulas for Limericks and Funny Poems.

Key Learning Activities:
Teacher will explain, model and show different examples of Funny Poems and Limericks. Students will learn about Edward Lear who has written a lot of Limericks. Students will be given copies of Funny poems and Limericks and to add to their Poetry Portfolio.

Students will participate in a Choral Reading of Limericks and Funny Poems.

Students will then work in groups to write their own funny poems and their own Limericks.

Students may use the Limerick Factory on line
At Learner.org to create Limericks.

Poem Selection will include poems by Shel Silversteen and Limericks by Edward Lear

Assessment:
Teacher will evaluate using a Poetry Evaluation Rubric. Teacher will also assess as she words with students in different stations based on their engagement and

formulas for Concrete and Acrostic Poems.

Key Learning Activities:
Teacher will show two YouTube Videos that contain examples of concrete poetry.
Teacher will show pictures of both Concrete and Acrostic Poetry.

Teacher will explain, model and show different examples of Concrete Poems and Acrostic Poems.
Students will be given copies of Funny poems and Limericks and to add to their Poetry Portfolio.

Students will create Acrostic Poems and Concrete Poems using the following subjects: using the following topics: (The Seasons; the environments; The days of the week, their names, their favorite subject and their favorite foods/deserts/sports).

Students will share their Acrostic and Concrete Poems by creating a Gallery Walk.

Assessment:
Teacher will evaluate using a Poetry Evaluation Rubric. Teacher will also assess as she words with students in different stations based on their engagement and response to their

they have learned the past few days. They will engage in peer and buddy editing, self-reflection to ensure that their poetry portfolio will be complete by the end of the unit.
Teacher will continue to read poetry to students and continue to assist them in their writing.

Students will work in stations and assist one another in writing their poems and getting them ready for publishing.

Assessment:
Teacher will continue to evaluate students using a Poetry Evaluation Rubric. Teacher will also assess as she words with students in different stations based on their engagement and response to their assigned stations.
Students will be given their own rubric in the form of a checklist that they will use to check off themselves as self-assessment.

Students will use the "My Poetry Collection" requirements form to ensure their poetry portfolio is complete.

reading and writing poetry using the forms they have learned the past few days. They will engage in peer and buddy editing, self-reflection to ensure that their poetry portfolio will be complete by the end of the unit.
Teacher will continue to read poetry to students and continue to assist them in their writing.

Students will work in stations and assist one another in writing their poems and getting them ready for publishing.

Assessment:
Teacher will continue to evaluate students using a Poetry Evaluation Rubric. Teacher will also assess as she words with students in different stations based on their engagement and response to their assigned stations.
Students will be given their own rubric in the form of a checklist that they will use to check off themselves as self-assessment.

Students will use the "My Poetry Collection" requirements form to ensure their poetry portfolio is complete.

Students will complete writing their poems and publishing them.

Teacher will create a class poetry book using the iBook Software on the MAC or iPad.

Teacher and students will review the unit. They will engage in a discussion about "What is Poetry?" "How Do You Read Poetry?" "How Do You Write Poetry?"

Students/Teacher will host a poetry book premiere for family and friends of students. Students will present their poetry by reading aloud, visual presentation, gallery walk, choral reading, and poetry book display.

Assessment:
Teacher will assess the students overall participation throughout the unit using a rubric that focus on the reading, writing and knowledge of language standards as well as overall presentation.

Students will reflect on this unit by answering a reflection rubric that will address the following questions:
How do I feel as a poet?
What was hard to do?
What was easy to do?
Which poem is my favorite? Why?
Which is my favorite part of one of my poems?
What did I learn?
How do I feel about my Poetry Collection? Why?

Students will use the "My Poetry Collection"

response to their assigned stations. Students will be given their own rubric in the form of a checklist that they will use to check off themselves as self-assessment.	assigned stations. Students will be given their own rubric in the form of a checklist that they will use to check off themselves as self-assessment.			requirements form to ensure their poetry portfolio is complete.

Part IV: Materials for use with Students

Print	Various Poetry Books: "Poetry for Young People" by Carl Sandburg; "They're Poets and They Know It! A Collection of 30 Timeless Poems" by Scholastic; **Narrative Poems:** "Annabel Lee," by Edgar Allen Poe; "Casey at the Bat," by Ernest Lawrence Thayer; The Giving Tree by Shel Silversteen **Rhyming Poems:** "The Road Not Taken," by Robert Frost; "Alone," by Maya Angelou **Limmericks:** "There was an Old Man With a Beard," "There was a Young Lady in White," and "There was a Young Lady of Norway," all by Edward Lear **Free Verse:** "Fog," by Carl Sandburg; "This is Just to Say," by William Carlos Williams; "I, Too, Sing America," by Langston Hughes **Diamante Poems:** Various examples of Diamante Poems **Concrete Poems:** Various examples of Concrete Poems **Acrostic Poems**: Various Examples of Acrostic Poems **I AM** Poem Example. Funny Poems: Poems by Shel Silversteen – "Bear in There," "The Romance," "Hug O'War", "Ickle Me, Pickle me, Tickle Me Too." Tompkins Text: Language Arts: Patterns of Practice, 8th Edition
Audio-Visual	http://youtu.be/U-4JfVU7i9A (Carl Sandburg's "Fog"); http://youtu.be/goc3f77bcXk (Robert Frost, "The Road Not Taken." http://youtu.be/8TB1RAopjSA (Maya Angelou, "Alone.") http://youtu.be/BcTfsG-k_58 (William Carlos Williams, "This is Just to Say.") http://youtu.be/wYMvcm2nwb8 (Langston Hughes, "I, Too, Sing America" told by Ana Monnar); http://youtu.be/eZPNkiQM7II (Edward Lear, "There was on Old Man With a Beard.") http://youtu.be/cxWE5mVi4Sg (Edgar Allan Poe's, "Annabel Lee." Recited by Matthew Grey Gubler) http://youtu.be/JDO5H9HgU08 (The Slow Train - a Concrete Poem Illustration); http://youtu.be/P9qtb_FNxJw (Concrete Poems - Different examples); http://youtu.be/X-2lXQQcXb8 "Casey At the Bat," by Ernest Lawrence Thayer (told by James Earl Jones).
Technology ● **Equipment, peripherals** ● **Software**	Smart Board; Computer; iPad; Mac Book (iBook)
Internet URLs	http://www.wild-about-woods.org.uk/elearning/concretepoetry/ (Concrete Poems); http://www.poemhunter.com/; http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html (Limmerick Factory); http://youtu.be/U-4JfVU7i9A (Carl Sandburg's "Fog"); http://youtu.be/goc3f77bcXk (Robert Frost, "The Road Not Taken." http://youtu.be/8TB1RAopjSA (Maya Angelou, "Alone.") http://youtu.be/BcTfsG-k_58 (William Carlos Williams, "This is Just to Say.") http://youtu.be/wYMvcm2nwb8 (Langston Hughes, "I, Too, Sing America" told by Ana Monnar);

	http://youtu.be/eZPNkiQM7II (Edward Lear, "There was on Old Man With a Beard.") http://youtu.be/cxWE5mVi4Sg (Edgar Allan Poe's, "Annabel Lee." Recited by Matthew Grey Gubler) http://youtu.be/JDO5H9HgU08 (The Slow Train - a Concrete Poem Illustration); http://youtu.be/P9qtb_FNxJw (Concrete Poems - Different examples); http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf http://fno.org/poetry/standing.html http://jewishmag.com/120mag/poem-anne_frank/poem-anne_frank.htm
People	Students/Teacher/Parents/Guardians/Guests
Supplies	Paper; notebooks; pens; markers; colored pencils; glue; scissors
For identified needs	Teacher will provide guided materials; list of rhyming words and topics to meet the needs of all students.
CMT/CAPT Connection	CMT: Reading Comprehension: Forming a general understanding. CMT: Direct Assessment of Writing (DAW): Expository.

Part V: Teacher Resources and References

Holyoke Public Schools (English Language Development Curriculum Map): Poetry Unit: Using the Literacy Workshop in the Middle School 2008-2009, http://www.hps.holyoke.ma.us/pdf/curriculum/ela/4-8_eld_poetry.pdf

Brown, K., Perusing Poetry: Reading It, Writing It! Fourth Grade. Fourth Grade, Haisley Elementary, http://sitemaker.umich.edu/katharinebrown/files/poetry_unit_plan.doc

Fenske, K., (2008), What is Poetry? Trinity University, Digital Commons @ Trinity (07/02/08), http://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1040&context=educ_understandings&sei-redir=1&referer=http%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3Dkathleen%2520fenske%2520what%2520is%2520poetry%26source%3Dweb%26cd%3D5%26ved%3D0CEEQFjAE%26url%3Dhttp%253A%252F%252Fdigitalcommons.trinity.edu%252Fcgi%252Fviewcontent.cgi%253Farticle%253D1040%2526context%253Deduc_understandings%26ei%3DnzufUOS5KebL0AH-pYCoBA%26usg%3DAFQjCNGSAnd4Y_0eG_VHLkQiLS2jAAiIFA%26sig2%3DkjH7UF2HPRyDdcVj4eKPKw#search=%22kathleen%20fenske%20what%20poetry%22

http://www.poemhunter.com/

http://www.poetryfoundation.org/poem/174665

http://allpoetry.com/poem/8538991-The_Giving_Tree-by-Shel_Silverstein

http://www.google.com/imgres?q=examples+of+acrostic+poems+for+kids&um=1&hl=en&sa=N&tbo=d&rlz=1R2ADFA_enUS460&biw=1093&bih=453&tbm=isch&tbnid=LWe6pwuRkQ4MXM:&imgrefurl=http://www.lovesosocome.com/2012/05/&docid=BjfpajbCSYiRFM&imgurl=http://www.lovesosocome.com/wp-content/uploads/2012/05/Acrostic-Poems.jpg&w=800&h=600&ei=cmChUOGSLqXp0QHJpYH4CA&zoom=1&iact=rc&dur=351&sig=100425962804808824722&page=1&tbnh=144&tbnw=191&start=0&ndsp=12&ved=1t:429,r:8,s:0,i:98&tx=48&ty=57

http://www.google.com/imgres?q=examples+of+acrostic+poems+for+kids&um=1&hl=en&sa=N&tbo=d&rlz=1R2ADFA_enUS460&biw=1093&bih=453&tbm=isch&tbnid=rONvxw17k4Zc2M:&imgrefurl=http://oakdome.com/k5/lesson-plans/word/fall-acrostic.php&docid=C4Cy8SNMXDDHDM&imgurl=http://oakdome.com/k5/lesson-plans/word/images/fall-

acrostic.gif&w=659&h=865&ei=cmChUOGSLqXp0QHJpYH4CA&zoom=1&iact=rc&dur=238&sig=100425962804808824722&page=1&tbnh=144&tbnw=110&start=0&ndsp=12&ved=1t:429,r:11,s:0,i:107&tx=75&ty=94

http://www.google.com/imgres?q=examples+of+acrostic+poems+for+kids&um=1&hl=en&sa=N&tbo=d&rlz=1R2ADFA_enUS460&biw=1093&bih=453&tbm=isch&tbnid=x8NMoyYZ31BzKM:&imgrefurl=http://www.scholastic.com/teachers/classroom-solutions/2012/04/playing-poetry-primary-grades&docid=_dI5YZFHslDmpM&imgurl=http://www.scholastic.com/teachers/sites/default/files/acrostic.jpg&w=400&h=500&ei=92ChUJrhMIe90AHr44CQBA&zoom=1&iact=rc&dur=279&sig=100425962804808824722&page=2&tbnh=143&tbnw=107&start=12&ndsp=19&ved=1t:429,r:6,s:20,i:156&tx=49&ty=103

http://www.shelsilverstein.com/indexSite.html

http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf

http://www.readwritethink.org/files/resources/interactives/diamante;

http://teachers.catskillcsd.org/ces/fourth_grade/Mrs_Kornmeyer/Kornmeyer%20Website/Diamante%20poems.html

http://ettcweb.lr.k12.nj.us/forms/diamondpoem.htm;

Tompkins Text: Language Arts: Patterns of Practice, 8th Edition

http://www.franklinlakes.k12.nj.us/famsweb/curriculum/English/diamantepoems/diamante.html

http://www.writeshop.com/blog/2008/09/10/writing-diamante-poem/
Karlsrud, K., Diamante Poetry by Student of The Hackley School, Tarrytown, New York, USA.

http://www.readwritethink.org/files/resources/lesson_images/lesson1016/rubric.pdf

http://faculty.weber.edu/chansen/humanweb/projects/MeghanUng/poems.htm

http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf

http://fno.org/poetry/standing.html

http://jewishmag.com/120mag/poem-anne_frank/poem-anne_frank.htm

Part VI: Reflection on the Unit

What were the strengths of the unit? Why?

Poetry serves as a form of expression and a unit such as this one allows students an opportunity to be creative and expressive. This poetry unit enhances students' reading, oral and writing skills as they explore poetry and its different forms.

This unit incorporates a constructivist approach activating students' background knowledge from the very beginning as they engage in inquiry and higher order thinking of "What is Poetry?" The unit has a value that definitely expands beyond the classroom, it uses highly relevant materials and meets the instructional goals of all students. Students will work based on different learning styles and preferences, readiness, interests, content, cooperative groups and differentiated stations. The unit allows for the different multiple intelligences throughout the unit as students use their visual and linguistic intelligences while engaging in the reading and writing process as they read, listen to and write poetry. Students will use visual/spatial intelligences as they visualize poems and poetic forms, see videos and illustrations that connect to poetry. One of the poem forms they will be exposed to in this unit is a concrete poem which is a very visual poem. Students will also engage in the Kinesthetic, logic, interpersonal and intrapersonal intelligences as they use music and movement to act out poetry and to connect to poetry. They use numeric order and formulas to create their poetry. Further students will interact with each other and learn through their interactions as they make connections from poetry to their own lives. They will also learn through their own interests and goals. This unit embraces and incorporates differentiating instruction to meet the goals of all students. Students will explore different forms of poetry and different poems from various poets. The poetry forms will include short and long poem and classic rhymes that all students can relate to. Students will work in groups and individually. Differentiating Stations will be a big part of this unit as students work in stations such as: Teacher Directed Station which will provide guided instruction for students; Word Play Station in which students work with some guided yet individual instruction; Reading Station which will serve as a station for atypical students to engage in more in depth reading and analyzing of poetry based on their interests and instructional levels; a Writing Station in which students use different graphic organizers to engage in the pre-writing and planning stage of their writing and the Challenge Station which again will serve as a station for atypical students to engage in more challenging activities and lessons. Students will choose their own topics for their poems and they will engage in research to obtain other resources and learn about other poets and other poetic forms. Students will work together to edit and revise their poetry. Students can then assist in other stations and with other students.

This unit uses highly relevant materials, including poetry books, print, You Tube Videos, interactive websites and many other materials that meet s the instructional goals of all students. The enduring questing and enduring understandings in this unit are aligned with the Reading, Writing and Knowledge of Language Common Core Standards. The goals area clearly defined through the enduring understanding. The unit provides an in depth overview of the content knowledge and skills that students will value beyond their classroom experience as they explore and understand poetry and its forms.

Throughout this unit a number of different informal assessments will be used by both the teacher and the students. The assessments will include self-check lists, rubrics, conferencing, writing and publishing. On the last day of the unit, students will present their poetry portfolio and their own poetry in different forms. Students will present by way of reading poetry, acting out poetry, a gallery walk and choral reading. Students will work together to present their end of unit product. The assessments are aligned with the standards, the objectives, enduring questions and enduring understandings of the unit. The end of unit performance tasks aligns with the end of unit summative performance tasks and the standards aligned in the unit. This unit allows for students to grow as listeners, readers and writers and gain confidence in different forms of presenting poetry. The Unit Lesson

Map details may different activities in which students grow as readers and writers as they are introduced to different forms of poetry and write their own poems using different forms of poetry.

What were the limitations of the unit? Why?

This is a unit that I presented in class but didn't actually teach. Personally, I feel that not having taught this unit limits me in many different ways. It is a unit that I planned carefully and tried to incorporate diversity, multiple intelligences and differentiation. However, not having taught it limits my ability to engage with students and experience their reaction and their engagements in a unit such as this one. Also, this is a two week unit that will probably serve as a mini-unit for a larger one. Having two weeks to present a unit in poetry to students is very limiting in that in only exposes students to certain areas of poetry exploration. For example, in this unit students are exposed to only certain forms of poetry. They explore the question, "What is Poetry?" and engage in activities that include reading, listening to and writing poetry. A unit that allowed more time will further expose students to explore poetry in a deeper level that will include analyzing and interpreting poetry; understanding poetry elements, exploring multi-cultural poetry, etc.

What will you do differently next time? Why?

In reference to this unit, next time I would probably try to incorporate a "community" aspect to it. I would engage in researching about local poets from the community that may serve as guest speakers/readers to the class so that students can get an outside perspective outside of the classroom. I would also plan on the possibility of taking students to a poetry reading of different poets. For example, I know CT has the Free Poets Collective who is a community based organization of local poets. I would definitely make contact with the founder of organizations such as this one and find out if there is a poetry event that will be age appropriate for students to attend so that they can listen to poets recite their poetry live and meet and greet poets. Although this unit exposes to students to many different poets such as Robert Frost, Carl Sandburg and Shel Silversteen, I feel that having exposure to local poets and local organizations would engage students to have a sense of community connection and the possibility of gaining a deeper interest in poetry that will allow them future opportunities to engage in community activities with local poets.

I would also incorporate a multi-cultural component to the poem that will expose students to multi-cultural literature and poets from different countries.

What information do you need to collect to plan the unit more effectively?

I feel that additional information I could collect to plan the unit more effectively would be based on the community as mentioned above. I would research and collect data based on community organizations and local poets that will be amenable to participating in a poetry unit and serve as mentors or guest speakers. I would collect more informational on multi-cultural literature and poetry and invite parents, family and friends to share their experiences and poetry exploration with students. I would also conduct more in depth research of available authors who can either come and speak to the class or be available by way of Skype to talk to students about their poetry experience and their books. I would also research and collect more interactive websites that students could use to work interactively in exploring and creating poetry.

I would also make changes or plan the unit more effectively based on the students' analysis and data. Informal assessments will be continuous throughout this unit. I will plan based on the assessment of students and make necessary changes to my daily lessons or differentiate based on the data collection. If I notice that "something" just isn't working for a student I will plan accordingly to ensure that the student(s) needs are being met. It is very important to use the student work, analysis, suggestions, interaction and results to continue with planning more effectively.

What information do you need to collect to work more effectively with students?
Although this unit encompasses a constructivist approach by activating students' background knowledge, I would probably plan a pre-activity that will allow me to explore the students' individual and unique interests (i.e., what types of movies, music, books, etc.) they prefer. I would probably engage in a "My Favorites" type of activities. As I learn more about my students' favorite I would research poetry, authors or forms of poetry that will incorporate the students' individual and unique interests and incorporate those subjects into my poetry unit. I would also explore what type of poetry or poems students have been exposed to through their families and cultures.

What did you learn about yourself in teaching this unit?
This isn't a unit that I have had an opportunity to actively teach. However, having had an opportunity to present an overview of my unit to my classmates and to further analyze the unit I feel that learning is an ongoing process and I have learned about myself throughout this entire semester. I think of the unit I did in my Instruction and Curriculum class and compare it to this unit and I see a great amount of growth within myself and my confidence to teach a unit such as this one to class full of students. Differentiating instruction is something I have learned to integrate more and more of as I move forward in my education at the University of Saint Joseph. There are so many different ways that instruction could be differentiated so that all students, regardless of disabilities and learning styles, engage in instruction, be active participants and benefit from units and lessons such as this one.

I have learned that there are so many resources that are available. For example, I found so many different resources for this poetry unit. Poetry is something that I can incorporate in many ways throughout my Language Arts curriculum. It is just a matter of finding the right content and the right time frame to make it an interactive part of a curriculum.

What social skills and/or social values were promoted through your unit, your behavior, or students' interaction/behavior?
This unit exposes students to different types of poetry that they can explore and relate to. Throughout this unit students work together with collaborative groups to read, listen to and write poetry. Students become part of a larger community as they become part of the poetry community through their own exploration, writing and publishing. They explore different poets and poetic forms that they can relate to. Students learn to value poetry and the different forms as they listen to poetry being recited in different artistic forms. Students react to poetry and engage in learning more about the poets and different poetic forms. Students analyze poetry individually and as groups. They work together in groups, buddy readings, peer editing and plan their writing, publication and presentation together. Students analyze and plan different forms of introducing and sharing their poetry with friends, families and other classmates. .