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# A Guide to Teaching With Checklists

This unit is designed to work easily within the framework of Reader's Workshop. The structure of the lessons follows the workshop format, and you will be more successful if your children are already very familiar with the nuts and bolts of workshop. They should already be comfortable with the structure of minilesson, independent work time, partner work, and share, and you should have already established familiarity with how to navigate these transitions. You can certainly still use this unit if you are not a seasoned workshop teacher. However, if this is new to you and your students, you may need to insert or integrate several lessons that focus on management to help them along.

Here is a basic description of the components and vocabulary of reading workshop:

- Minilesson** - This is a short lesson that is presented to the whole class. It should last no longer than five minutes, and the teacher should take the lead (rather than asking for input from the students.) There should be one clear teaching point, and the teacher should do direct teaching and modeling.
- Active Engagement** - This is often part of the minilesson. It is a brief opportunity for students to practice the teaching point. It may involve turning and talking with a partner, or it may involve group practice. This should be quick, but give the students a chance to rehearse what they are expected to do on their own.
- Independent Practice** - Students will then move to independent work. They will be reading on their own or with the teacher. They may be practicing the teaching point, or they may be practicing other skills.
- Partner Work** - Students work with a consistent, long term partner (the partnership should last at least the length of the unit.) They work on reading skills and discussing books together. There will often be specific directions given to students before partner work.
- Conferring** - During independent and partner work times, the teacher circulates throughout the room and meets with individual students or partnerships. The teacher works with students on the skills they are ready for, differentiating instruction with every student. The teacher may or may not focus on the teaching point during a conference, depending on the needs of the student or partnership.
- Share** - This is the conclusion of the day's workshop. It is an opportunity to highlight one or two students that practiced the teaching point, to discuss new learning or a question that came up, or to group problem solve. This is NOT a time for all students to share. It should be an opportunity to reiterate the teaching point and extend learning.
- Shopping** - In reading workshop students will have book bags or bins with a variety of reading material inside. Some books will be at their just right reading level, and others may be genre based. When students have the opportunity to choose books (interest books, genre books, leveled books), they are "shopping." They select several books that will be theirs to keep in their bags for several days.

The pacing guide on the following page will provide you with step by step instructions on how to proceed through the poetry unit.

Finally, it is important to remember that the scripts and suggested poems and books in this packet are meant to be resources. Every teacher must make the language and poems their own to build their students' enthusiasm!

# Pacing Guide

Lesson/Activity Description	Time
<p><b>Immersion Phase 1:</b> Ideally, you have exposed your students to various nursery rhymes and poems all year. I recommend helping each child create a collection of these poems that they can add to all year. These collections will quickly become very popular for the kids during independent reading times, as they will be comfortable with the poems, and they will enjoy reading them repeatedly. Poems that you use for class shared reading activities are wonderful for this type of immersion!</p>	<p>Periodically throughout the year (one new poem every week or two)</p>
<p><b>Immersion Phase 2:</b> This phase will happen much closer to your actual poetry unit. For a few days before you officially kick off the unit, put some poetry books out in a book bin that the kids can access during their free choice or open reading time. Begin reading poems to them at the beginning or end of the day, and consider having some poetry books on CD or ipod available to them at a listening center. The method is not important. The goal is to simply increase their exposure to poems before beginning the unit.</p>	<p>3-5 Days</p>
<p><b>Unit Kickoff:</b> Explain to the children that you will now be focusing even more closely on poetry during reading workshop. Then follow your regular new unit procedures. In my room, this involves getting new reading spots and new partners, as well as “shopping” for books.</p> <p>When shopping for books for this unit, only have poetry books available. The kids can continue to have and practice “just right” books in their bags or bins, but they should not have other storybooks or nonfiction texts in their bags. This ensures that they will be working with poems when practicing minilessons.</p> <p>I usually gather a large assortment of poetry books from the school library for them to choose from. You will want to have enough for every child to have at least two poetry books (three is better.) Reading level does not matter. You can have nursery rhymes, Shel Silverstein, books that carry a poem across pages, silly poem books - anything goes.</p>	<p>1 Day</p>

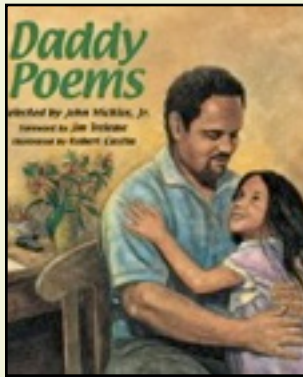
# Pacing Guide

Lesson/Activity Description	Time
<b>Minilessons:</b> The next portion of the unit will involve daily minilessons and experiences. Each minilesson, as well as activities, is outlined within this unit. Typically you will do one lesson per day, although it is fine to repeat a lesson for extra practice if need be.	2 Weeks
<b>Ongoing Experiences:</b> You will have several ongoing experiences that will build the students' knowledge of poetry. These will extend throughout the entire unit. <b>You will want to assign the poetry homework project during the first week of the unit.</b>	2 Weeks
<b>Celebration:</b> Celebrate the poetry reading (and writing) work the children have done, and present them with certificates and poetry anthologies.	1 Day

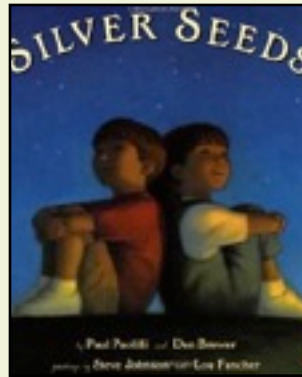
A Note About Mentor Texts: In this unit, having a large selection of mentor texts is critical. It is also wonderful to have multiple copies of several key mentor texts. I will be highlighting some of my favorite mentor texts that I use with my students during this unit. However, all lessons and activities can be done with other poetry books. The key is to find texts that speak to you and your students, that you can gather copies of. I do not have any relationship with any of the authors of the books I recommend - I simply enjoy using their work with my students.

# Suggested Mentor Texts

Please remember that these are only suggestions - there are many possible texts that will work wonderfully with your students! The goal is to have mentor texts for strong feelings, onomatopoeia, acrostic poems, shape poems, a poem across a book, and poems with an interesting "look." You will want multiple copies of those with blue text (five is good.)



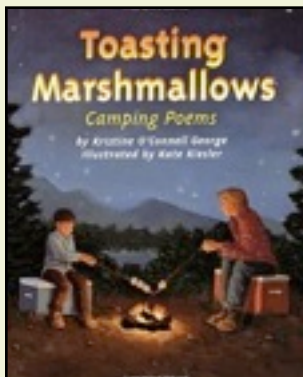
Daddy Poems  
By: John Micklos



Silver Seeds  
By: Paul Paolilli & Dan Brewer



Mama's Bayou  
By: Dianne De Las Casas



Toasting Marshmallows  
Camping Poems  
By: Kristine O'Connell George



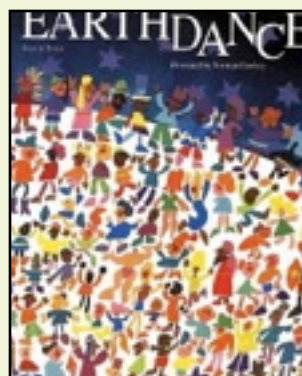
Come To My Party  
And Other Shape Poems  
By: Heidi Roemer



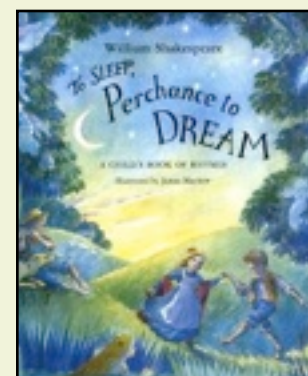
Mural On Second Avenue  
And Other City Poems  
By: Lilian Moore



Train Song  
By: Diane Siebert



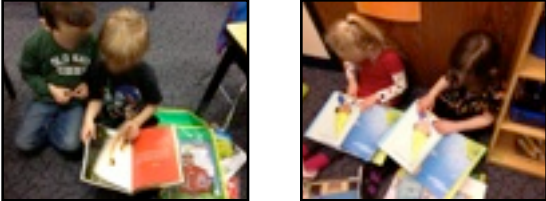


Earthdance  
By: Joanne Ryder


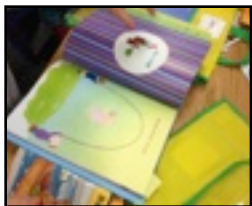



To Sleep Perchance To Dream  
By: William Shakespeare

## Lesson One - We Are Starting A Poetry Unit!


<p><b>Setup</b></p>	<p>Have a large selection of poetry books available for the students to choose from. If you have multiple copies of some titles, organize those titles into piles. Consider how many books you have available, and decide how many poetry books your students should choose to keep in their book bags/bins. (at least two)</p>	
		
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is a simple introduction, as well as to ensure that students have poetry books in their book bags/bins.</p> <p><i>"We have been enjoying reading and listening to poems for a while now. In fact, we started loving poems way at the beginning of the year! Now we are going to spend some time learning even more about poems. Today you will be able to choose _____ poetry books to keep in your book bag. Once you have chosen your books, have fun looking through them and enjoying brand new poems!"</i></p> <p>If necessary, clarify the shopping procedure, or add any additional instructions your students will need for following the process.</p>	<p style="text-align: center;">2 Minutes</p>
<p><b>Shopping/ Independent Reading</b></p>	<p>Some students will be reading "just right" books independently as they wait for their turn to shop. Once a child shops for their books, they can begin to read and explore their new poetry books.</p>	<p style="text-align: center;">20 Minutes</p>
		
<p><b>Partner Reading</b></p>	<p>Give students some time to read and explore their new books with their reading partners. There is no specific directive on this day - they should just have fun looking at their new books!</p>	<p style="text-align: center;">10 Minutes</p>
		
<p><b>Share Time</b></p>	<p>Gather together as a group. Choose either two students or a pair of students that you noticed were really enjoying their reading, and have them tell the class what they discovered in their poetry books. For a different option, you could simply state several things you, the teacher, noticed. For example, <i>"I noticed Sam and Alex were laughing really hard at one of their poems, and Jenna and Katie seemed to be studying the illustrations of their poems carefully. It looks like we are really going to enjoy learning more about poetry!"</i></p>	<p style="text-align: center;">2 Minutes</p>

## Lesson Two - Poems Are Meant To Be Heard

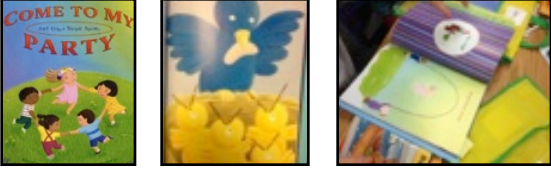

<b>Setup</b>	<p>Make sure that you have enough small sticky notes for each student. Choose one poem ahead of time that you want to read aloud to the class. Make sure it is a poem that you can read with expression to add interest.</p>	
<b>Minilesson and Possible Script</b>	<p>The point of this lesson is to help children understand that poetry is very much a spoken art. Poems are meant to be heard.</p> <p><i>“Yesterday we had a wonderful time choosing some new poetry books and getting ready to learn more about poems. Today I am going to show you that poems are meant to be heard. They are written, yes, but they really come to life when they are read aloud. Listen to what I mean.”</i> (Read aloud previously selected poem, ensuring that you are using expression.)</p> <p><i>“Today each of you will choose one poem from your new poetry books that you would like me to read aloud to you. You can only choose one, so you will need to consider carefully. When you have chosen your poem, you will mark the page with a sticky note. Then you can continue reading until I come to you. During that time, if you change your mind about the poem you want to hear, simply move the sticky note! After I have read your poem aloud, you can continue reading independently while others have their turns.”</i> (Teacher should model how to place the sticky note carefully to mark a page.)</p>	<p style="text-align: center;">3-4 Minutes</p>
<b>Independent Reading</b>	<p>Students will begin by looking through their poetry books and marking one poem they want to hear aloud. They will then read independently while they wait.</p> <p>During this time, the teacher circulates through the classroom, reading the selected poems aloud to the students, one on one. Some students may have poems that cross the entire book. If this happens, simply read the page they selected. Ensure that you are using expression to make the poems come alive.</p> <p>Students may need a reminder that they can move on to reading their “just right” books at some point as well. Independent reading will continue until all students have heard their chosen poem read to them.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;">20 - 25 Minutes</p>
<b>Partner Reading</b>	<p>Give students some time to read with partners. Encourage them to show their partner the poem they chose to hear, and tell them what it was about.</p>	<p style="text-align: center;">10 Minutes</p>
<b>Share Time</b>	<p>Gather together as a group. Choose one or two poems that students selected that were particularly fun to read aloud, and read them to the whole class. Those students will <i>love</i> having their selections shared with the group!</p>	<p style="text-align: center;">2 - 5 Minutes</p>



## Lesson Three - Poems Have a Special "Look" or Shape

<b>Setup</b>	<p>Choose several poems ahead of time that you want to show to the class. They should all have a different look. For example, choose one poem that has stanzas, another that has a shape, and a third that has a unique look. Here are some examples:</p> 	
<b>Minilesson and Possible Script</b>	<p>The point of this lesson is to help children understand that poems look different on the page. Many poems have interesting shapes and "looks" that do not follow standard rules. Today is not about hearing poems, but looking at them.</p> <p><i>"Yesterday we learned that poems are meant to be heard. Today we are going to notice how poems look. Poems have a special look to them, and often have interesting shapes. I am going to show you some examples."</i> (Show the kids two of your previously selected poems, and call their attention to certain features. This is a great time to teach them what a stanza is as well!)</p>	<b>3-4 Minutes</b>
<b>Active Engagement and Possible Script</b>	<p><i>"Now I am going to give you a chance to notice how some poems look. I am going to show you a poem, and I want you to turn and talk with your neighbor about what you notice."</i> (Hold up a poem, wait a moment, and then prompt kids to turn and talk.)</p> <p>Listen carefully to their discussions, listening for something you want to highlight. When you call their attention back, call on specific kids to share their ideas in order to share good thinking.</p> <p>Repeat this process once more with a different poem before sending the kids off to read on their own.</p> <p><i>"Now you will have time to notice the look of poems in your poetry books. See what you can discover!"</i></p>	<b>5 Minutes</b>
<b>Independent Reading</b>	<p>Students will look through their books, noticing the look of poems.</p> <p>During this time, the teacher circulates through the classroom, discussing the look of certain poems. Take note of several you would like to share with the class, and even take photos of interesting finds!</p> <p>Remind students to spend some time reading "just right" books as well.</p>	<b>20 Minutes</b>
<b>Partner Reading</b>	<p>Give students some time to read with partners. Encourage them to talk with their partner about the things they notice when looking carefully at the shape and structure of poems.</p>	<b>10 Minutes</b>
<b>Share Time</b>	<p>Gather together as a group. Call up the students you previously selected and have them show the poems they found to the group. Have them describe how the poem they noticed had a special shape or look.</p>	<b>2 - 5 Minutes</b>

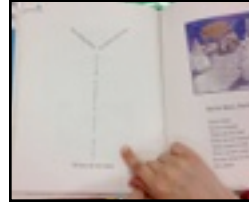
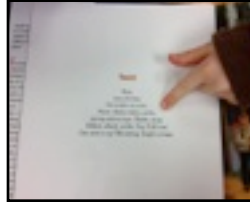
## Lesson Four - Some Poems Are "Shape Poems"

<p><b>Setup</b></p>	<p>Choose several poems ahead of time that you want to show to the class that are examples of "shape poems." The book <u><a href="#">Come To My Party And Other Shape Poems</a></u> is excellent for this lesson. If possible, gather at least five copies of this, or another shape poems book.</p> <div style="text-align: center;">  </div>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to show children that some poems actually play with their shape. Some poems are shape poems, in that they use the words to form the pictures as well.</p> <p><i>"Yesterday we learned that poems have a special look, or shape. Today we are going to continue to look at poems. Today we will see that some poems are actually <b>shape</b> poems, which means the words form part of the pictures."</i> (Show the kids two of your previously selected poems, and show them how the poet used the words in an interesting way to create a picture.)</p>	<p>3-4 Minutes</p>
<p><b>Active Engagement and Possible Script</b></p>	<p><i>"Now I am going to give you a chance to notice some shape poems. I am going to show you a poem, and I want to you to turn and talk with your neighbor about what you notice."</i> (Hold up a poem, wait a moment, and then prompt kids to turn and talk.)</p> <p>Listen carefully to their discussions, listening for something you want to highlight. When you call their attention back, call on specific kids to share their ideas in order to share good thinking. Do this with only one poem.</p> <p><i>"Today I am going to give you some time to explore shape poems in groups! I am going to give each group a copy of this book. Together you will look at each poem and discuss how the poet used the words to build a picture."</i></p> <p>You may want to have a small group model this work. The book should stay in the middle, with the kids gathered around. They will turn page by page, discussing and noticing things as they go.</p>	<p>5 Minutes</p>
<p><b>Small Group Reading (before Independent Reading for this lesson)</b></p>	<p>Teams will spread out around the classroom and explore the book. The teacher will circulate and ensure that the groups are on topic and noticing how the poems are also pictures.</p> <div style="text-align: center;">  </div>	<p>10 - 15 Minutes</p>

## Lesson Four Continued

### Independent Reading (After Partner Reading for this lesson)

Send students back to their independent reading spots, and encourage them to see if there are any shape poems in their poetry books. Take note of any students that *do* find shape poems, and plan to highlight them during share time. Perhaps take photos of what they notice.



10  
Minutes



### Share Time

Gather together as a group. Call up the students you previously selected and have them show the poems they found to the group. Have them describe how the poem they noticed was a shape poem.


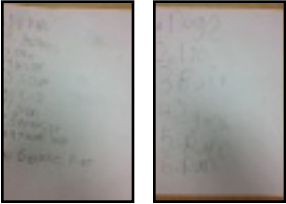




2 - 5  
Minutes

## Lesson Four Extension - Making Word Clouds

(This is an optional exploration of word clouds as another form of shape poems using technology.)

<p><b>Setup</b></p>	<p>You will need to practice using an online word cloud making program. This lesson focuses on using Tagxedo, but there are other options available, such as Wordle. For the time being Tagxedo is free to use. I have no affiliation with this program.</p> <p>You will need to open up tagxedo.com on either an interactive whiteboard or a projector in a computer lab. You will need to download Silverlight to make the program work (available at tagxedo.com) and restart your computer. A step by step guide to using tagxedo is included in this unit.</p>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to use technology to explore another form of shape poetry - word clouds. This is very engaging for students and allows you to integrate writing into your poetry study in a developmentally appropriate way.</p> <p><i>"We have been learning all about shape poems, and how the look of a poem can enhance its meaning. Today we are going to practice making our own version of shape poems, called word clouds."</i></p>	<p>2 Minutes</p>
<p><b>Direct Modeling</b></p>	<p>Begin by demonstrating (on the whiteboard or projected computer screen) how to build a shape poem using tagxedo.com. You will need to model the following things:</p> <ul style="list-style-type: none"> <li>• How to begin creating a word cloud</li> <li>• How to enter text</li> <li>• How to refer to a website to gather text</li> <li>• How to choose and change shapes</li> <li>• How to choose and change themes</li> <li>• How to choose and change colors</li> <li>• How to save a word cloud (optional - The teacher could do this.)</li> <li>• How to print a word cloud (optional - The teacher could do this.)</li> </ul> <p>Instructions for all of these things are included in this unit.</p>	<p>5 Minutes</p>
<p><b>Shared Practice</b></p>	<p>Work together as a class to create a word cloud. Have the students choose a topic (probably driven by the shape of the cloud they want.) A clear, familiar topic with lots of descriptive words is best. For example: kindergarten. Have the kids come up with descriptive words (learning, playground, teacher, fun, reading, etc) and type them in. Then work together as a class, giving students turns manipulating the software to change the shape, color, and theme. It is important that the kids begin to manage the buttons and keys so they are familiar with how the program works.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>10 Minutes</p>

## Lesson Four Extension Continued

<p><b>Small Group Work</b></p>	<p>Explain to the kids that they will now have the opportunity to create their own word cloud - in a team. Divide kids into groups (about 4-5 students per group), and assign each group a topic. Topics should be familiar and easy for the kids to come up with descriptive words. For example: dogs, dinosaurs, swimming, etc)</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;">10 - 15 Minutes</p>
<p><b>Large Group Work</b></p>	<p>Once the teams have created their lists of words, regather as a large group. Begin by having each team share the list of words they came up with.</p> <p>Then, the class will collectively create the word clouds. The teacher will type their words into the program. The entire class can participate in the creation of each team's word cloud by giving input and watching the process, but the members of a given team will make the final decisions regarding their word cloud's shape, color, and theme.</p> <p>As each cloud is finished, be sure to save and print if desired. This will allow each team member to have a copy of their work.</p> <p>I recommend making two versions of each team's word cloud. One should have the words input exactly as the students wrote them - with invented, perhaps incorrect, spelling. The second version should have the correct spelling of all of the words. This values their work, while also highlighting the importance of editing before publishing.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; justify-content: space-around;">   </div> <div style="margin-top: 20px; text-align: center;">   </div> </div>	<p style="text-align: center;">25 Minutes</p>
<p><b>Share</b></p>	<p>Share will happen later in the day or the following day, once you have printed the finished word clouds. Hold up or project the finished, printed word clouds for all to see!</p>	<p style="text-align: center;">5 Minutes</p>

# A Guide To Making Word Clouds With Tagxedo

The website tagxedo.com is online software that allows you to quickly and simply create word clouds from text that you input. It is not the only option available (Wordle is another popular site). This is a simple guide to basic usage of tagxedo to align with the activities included in this packet. It is by no means a comprehensive guide. For further exploration of the features of tagxedo, please navigate the user resources provided on their website.

Type [www.tagxedo.com](http://www.tagxedo.com) into your web browser. You will come to a screen that look like this:



In order to get started, you will need to click on the “Create” tab. If this is your first time using the site, you will be prompted to download Silverlight. You will need to download Silverlight and restart your computer before the word cloud creator will launch. Go back to the main page and click “Create.”



You will then access the word cloud creator. The main page looks like this:



In order to load your text, you need to click on the “Load” button in the menu.



You will have several options regarding the text the program utilizes to build your word cloud. You can enter a website (for example pbskids.org). The program will then access that website and pull frequently used words to include in the cloud. You can also enter your own text. For the purposes of the activities outlined in this packet, you will be entering your own text. If you encounter difficulty typing text directly in the box, you can type the text into a word processing program such as Word, copy the text, and paste it into the box. This system is often more reliable. Once you have entered your desired text, click “submit.” This will enter your words into the cloud image.

This is the screen you will come to when you click on "Load."



The place where you can enter a website.

Submit buttons

The place where you can enter your own text.

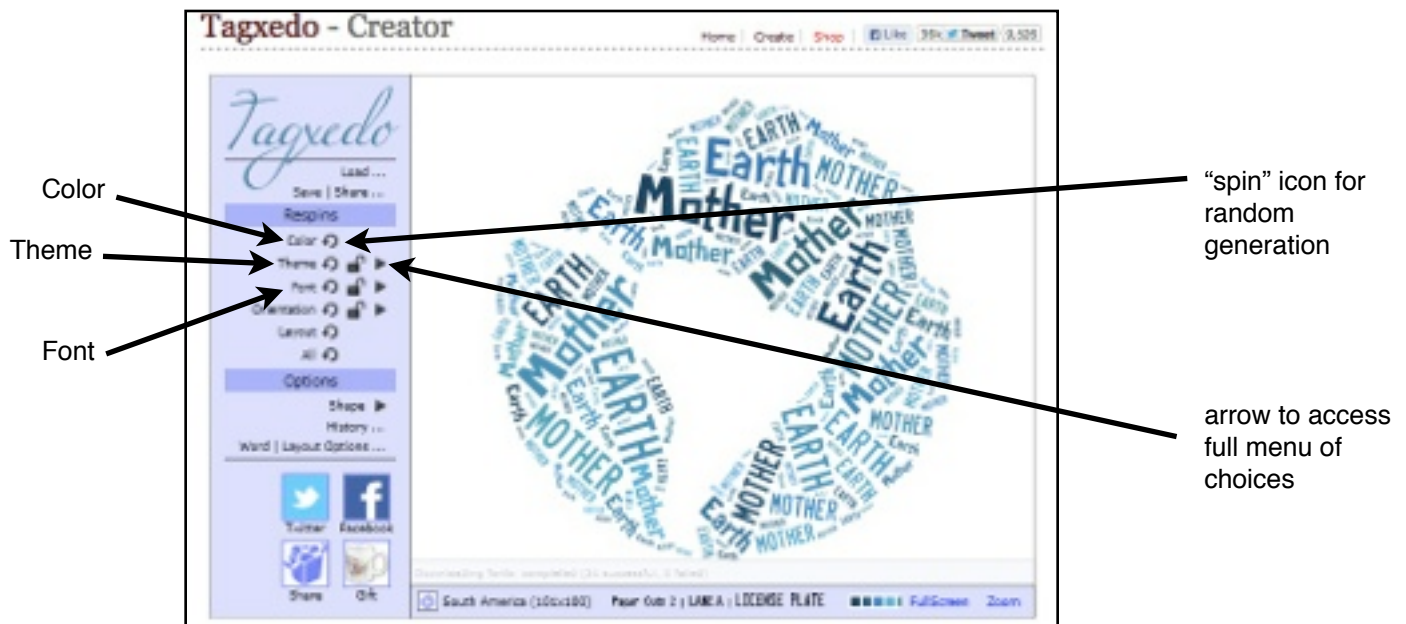




You will then want to select the shape for your word cloud. You will once again look to the left side menu, and click on “Shape.” This will bring up a wide variety of possible shapes. Click on the shape you want and your words will take on this new form.



Once you have selected your shape you can adjust the colors, font, and theme of your word cloud. The “theme” actually adjusts the overall colors of the text. The “color” shifts the same color theme, but adjusts the different word colors. The “font” allows you to change the font of the text. On the menu, you have two options. One option is to click on the “spin” icon. This gives you a random selection. The other option is to click on the small arrow to the right of the label. This will show you all of your options, and you can make deliberate selections.



When selecting your theme, you can choose to have a white background or a colored background. When the menu boxes are surrounded in a specific color, your background will be that color as well.



Once you are satisfied with the look of your word cloud, you have the option to save it. Click on the “Save” option on the left menu. You will be given options about what size you want to save the image, as well as where on your computer.



Once the image is saved on to your computer, you will be able to open it as a jpeg, and you can insert it into word processing programs. In this way you can print and create copies for students and build class books!


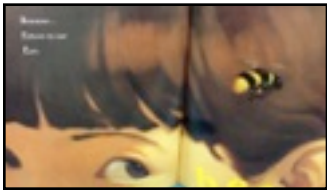

Team Members' Names: \_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

Descriptive Words:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Lesson Five - Some Poems Use Onomatopoeia

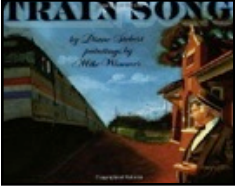
<p><b>Setup</b></p>	<p>Choose several poems or one poem book ahead of time that you want to show to the class that showcases onomatopoeia, or words that sound like specific sounds. The book <u>Mama's Bayou</u> is excellent for this introductory lesson. Of course, there are many other books and poems than can be used to demonstrate the same concept.</p> 	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to teach children what onomatopoeia is, and give them experience listening to sound words in poetry.</p> <p><i>"We spent the past few days looking at poems. Today we are going to focus on some special sounds that some poems have. Some poets use something called onomatopoeia in their poems. This means that they include words that are supposed to sound like a real sound. I am going to read a book to you that is filled with onomatopoeia."</i></p> <p>Read aloud <u>Mama's Bayou</u>, or a different poem book with onomatopoeia.</p>	<p>5 - 7 Minutes</p>
<p><b>Active Engagement and Possible Script</b></p>	<p><i>"Now that we have heard the whole poem/book, turn to your neighbor and tell them what examples of onomatopoeia you heard."</i> (Kids turn and talk.)</p> <p>Then ask the kids to raise their hands and share out what they thought of. Point out that the poet used words that sounded like sounds in the poem.</p>	<p>5 Minutes</p>
<p><b>Independent Reading</b></p>	<p>Students will look through their poetry books, looking for onomatopoeia. They may read and actually find some examples, or they may simply consider what sound words could be included in poems they find, based on the illustrations they see. They will use both the illustrations, the words, and their own understanding of events to help them draw conclusions about what sounds and sound words may be in their poems.</p> <p>During this time, the teacher circulates through the classroom, discussing the sound words in poems. Take note of several you would like to share with the class, and even take photos of interesting finds! For example:</p>   <p>Remind students to spend some time reading "just right" books as well.</p>	<p>20 Minutes</p>

## Lesson Five Continued

<b>Partner Reading</b>	Give students some time to read with partners. Encourage them to talk with their partner about the sound words they found, or the sound words they think would be appropriate in their poems.	<b>10 Minutes</b>
<b>Share Time</b>	Gather together as a group. Call up the students you previously selected and have them show the poems they found to the group. Read one or two of these poems aloud, and have the class identify the examples of onomatopoeia in the poem.	<b>2 - 5 Minutes</b>

## Lesson Five Extension - Changing Sound Words

(This is an optional exploration of onomatopoeia, where students practice coming up with their own sound words by rewriting a classic song.)

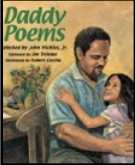





<p><b>Setup</b></p>	<p>Get a poem or poem book that includes onomatopoeia, but is not made up completely of sound words. <u>Train Song</u> is an excellent book for this purpose.</p> 	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is for children to practice identifying onomatopoeia, and to begin to create and use sound words themselves.</p> <p><i>“Yesterday we learned all about onomatopoeia, or words that sound like specific sounds. Today I am going to read a poem to you that has some onomatopoeia, and I want you to try to find it.”</i> (Read the previously selected poem or poem book.)</p>	<p>5 - 7 Minutes</p>
<p><b>Active Engagement</b></p>	<p>Have the children report the sound words they heard by raising their hands and sharing with the group. Then explain that there are different ways to describe the same sound.</p> <p><i>“There are many different ways a poet could describe a specific sound using onomatopoeia. For example, in <u>Train Song</u>, the poet used the words “clickety clack” to describe the sound a train makes on the tracks. Tell your partner another sound that a train makes.”</i></p> <p>After giving the students a minute to talk, have them share out their ideas. You may receive things like, “choo choo,” “chugga chugga, chugga chugga,” “ or “whooh whooh!” Honor these as great examples of onomatopoeia that the author could have chosen to use.</p>	<p>5 Minutes</p>
<p><b>Shared Practice</b></p>	<p>Work together as a class to develop sound words for the song “Old MacDonald Had A Farm.” However, instead of having only animals on the farm, have a wide variety of objects as well. When you get to the part in the song where you sing, “With a _____ here and a _____ there. Here a _____, There a _____, Everywhere a _____” have the kids come up with ideas for onomatopoeia that could be used. Write their ideas down as you go.</p> <p>For example:  <i>“Old MacDonald had a farm, E-I E-I-O. And on his farm he had a robot, E-I E-I-O. With a screech clank here and a screech clank there. Here a screech clank, there a screech clank, everywhere a screech clank, Old MacDonald had a farm, E-I E-I-O.”</i> or  <i>“Old MacDonald had a farm, E-I E-I-O. And on his farm he had some Mountain Dew, E-I E-I-O. With a fizz fizz here and a fizz fizz there. Here a fizz fizz, there a fizz fizz, everywhere a fizz fizz, Old MacDonald had a farm, E-I E-I-O.”</i></p>	<p>10 Minutes</p>

## Lesson Five Extension Continued

<b>Follow Up Share</b>	After the completion of the lesson, type up the students' version of Old MacDonald with all of the onomatopoeia they came up with. Give each student copy of the song to keep in their poetry collection or book bag to reread later on.	<b>2 Minutes</b>
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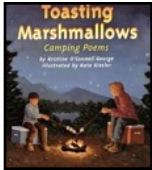
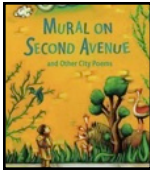
## Lesson Six - Poems Can Express Strong Emotions

<p><b>Setup</b></p>	<p>Choose several poems ahead of time that you want to show to the class that showcase different emotions. The book <u>Daddy Poems</u> is excellent for this lesson. I specifically recommend the poems “Kitchen Waltz” and “My Father.” They are both about fathers, but convey very different feelings. Of course, there are many other books and poems than can be used to demonstrate the same point.</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to help children understand the poems can convey strong emotions. They should also understand that writing poetry and connecting to poetry are good outlets for them when they are experiencing strong emotions.</p> <p><i>“We have been learning a lot about the look and sound of poems. Today we are going to talk about how poems can feel. Many poems can share strong emotions, or feelings. They can be funny, cheerful, heartbreaking, angry, or any other emotion you can think of. Many poets write poems to share how they are feeling, and we can often connect to those feelings.”</i></p>	<p>2 Minutes</p>
<p><b>Active Engagement and Possible Script</b></p>	<p><i>“I am going to read a couple of poems to you, and you will have a chance to discuss the feeling of the poems.”</i> (Read one of your selected poems, wait a moment, and then prompt kids to turn and talk.)</p> <p>Listen carefully to their discussions, listening for something you want to highlight. When you call their attention back, call on specific kids to share their ideas in order to share good thinking.</p> <p>Repeat this process with the second poem you selected. Then highlight for the kids how very different the emotions were in the two poems.</p>	<p>5 Minutes</p>
<p><b>Independent Reading</b></p>	<p>Students will look through their poetry books, considering the feelings they notice in the poems. They will use both the illustrations, the words, and their own understanding of events to help them draw conclusions about what feelings may be being conveyed in their poems.</p> <p>During this time, the teacher circulates through the classroom, discussing the feeling of certain poems. Take note of several you would like to share with the class, and even take photos of interesting finds! For example:</p> <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="text-align: center;"> <p>Silly</p>  </div> <div style="text-align: center;"> <p>Heartbroken</p>  </div> <div style="text-align: center;"> <p>Nervous</p>  </div> </div> <p>Remind students to spend some time reading “just right” books as well.</p>	<p>20 Minutes</p>

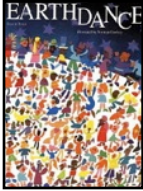

## Lesson Six Continued

<b>Partner Reading</b>	Give students some time to read with partners. Encourage them to talk with their partner about the feelings they think their poems are conveying, or the feelings they experienced when reading certain poems.	<b>10 Minutes</b>
<b>Share Time</b>	Gather together as a group. Call up the students you previously selected and have them show the poems they found to the group. Read one or two of these poems aloud, and have the selected students discuss the feelings they noticed or experienced.	<b>2 - 5 Minutes</b>

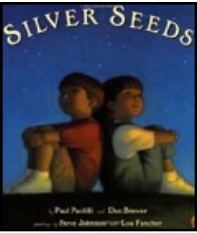



## Lesson Seven - Some Poems Rhyme, Some Do Not

<p><b>Setup</b></p>	<p>Choose two poems ahead of time that you want to show to the class. One should be a poem with rhyme, while the other should not. The books <u>Toasting Marshmallows</u> and <u>Mural on Second Avenue</u> have many wonderful poems that do not rhyme. Depending on their life experiences (city or country life), choose poems that they may be able to relate to. Shel Silverstein writes many rhyming poems, or you could use a nursery rhyme.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to help children understand that rhyme is a tool that many poets use, but that poems do not <b>have</b> to rhyme.</p> <p><i>“We have read quite a few poems already, and I am wondering if you noticed rhyming in any of them. Many poets use rhyme as a tool in their work, but many do not. Poems do not have to rhyme. In fact, some poets might use rhyme in some of their poems, but not in others! Let’s listen to a couple of poems and notice whether the poet chose to use rhyme.”</i></p>	<p>2 Minutes</p>
<p><b>Active Engagement and Possible Script</b></p>	<p>Read one of your selected poems, wait a moment, and then prompt kids to turn and talk to their neighbor about whether or not they heard rhyme.</p> <p>After a minute or two, have the children regroup, and call on several to share what they decided. Depending on your students’ level of expertise with rhyme, you may or may not need to help them identify rhymes.</p> <p>Repeat this process with the second poem you selected. Then highlight for the kids how some poems have rhymes, while others do not.</p>	<p>5 Minutes</p>
<p><b>Independent Reading</b></p>	<p>Students will look through their poetry books and work on noticing whether or not they rhyme. If they have poetry collections (poems and shared reading samples from throughout the year) this is a great time to encourage them to focus on these poems, as they will be comfortable reading them independently.</p> <p>During this time, the teacher circulates through the classroom, talking to children about whether or not they are noticing rhyme. Take note of several you would like to share with the class.</p>	<p>20 Minutes</p>
<p><b>Partner Reading</b></p>	<p>Give students some time to read with partners. Encourage them to talk with their partner about rhymes. Have them read poems together from their poetry collections if they have them, helping them to notice rhymes (or no rhymes).</p>	<p>10 Minutes</p>
<p><b>Share Time</b></p>	<p>Gather together as a group. Call up the students you previously selected and help them share the poems they found to the group. Read one or two of these poems aloud, and have the selected students discuss whether or not they noticed rhyme.</p>	<p>2 - 5 Minutes</p>

## Lesson Eight - Poems Have Different Lengths

<p><b>Setup</b></p>	<p>Choose one poem book, where the poem travels across all the pages of the book. <u>Earthdance</u> is a wonderful poem book for this purpose, and it is also a great book to use in connection with Earth Day. You could also use <u>Train Song</u> for this lesson if you have not already used it. Choose another poem that is very short, like a nursery rhyme.</p> <div style="text-align: center;">   </div>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to help children understand that poems come in different lengths, and some books are made up entirely of one poem.</p> <p><i>“We have been reading lots and lots of poems, and many of those poems are very quick to read. Today we are going to look at a longer poem that crosses all the pages of a book. Some poems are very short, while others are quite long.”</i></p> <p>Read the previously chosen book, discussing content as needed.</p> <p><i>“Now I am going to read a very short poem, and I want you to notice the difference in length.”</i> (Read the nursery rhyme or short poem.)</p> <p><i>“Today as you read your poems, notice whether you have a poem book where the poem crosses all the pages of the book, or whether your book is a collection of shorter poems.”</i></p>	<p>10 Minutes</p>
<p><b>Independent Reading</b></p>	<p>Students will look through their poetry books and work on noticing their length.</p> <p>During this time, the teacher circulates through the classroom, talking to children about the length of their poems. Take note of at least two (one poem book and one very short poem) that you would like to share with the class.</p>	<p>20 Minutes</p>
<p><b>Partner Reading</b></p>	<p>Give students some time to read with partners. Encourage them to talk with their partner about the length of the poems they are reading. They should talk about whether they have poem books, or collections of shorter poems.</p>	<p>10 Minutes</p>
<p><b>Share Time</b></p>	<p>Gather together as a group. Call up the students you previously selected and help them share the poems and poem books they found with the group. Call attention to the difference in length that the poems have.</p>	<p>2 - 5 Minutes</p>

## Lesson Nine - Acrostic Poems

<p><b>Setup</b></p>	<p>Choose one poem book to use to teach children about acrostic poems, or poems that use the title of the poem vertically within the poem. <u>Silver Seeds</u> has a wonderful collection of acrostics that are easy for children to identify with.</p> <div style="text-align: center;">  </div>	
<p><b>Minilesson and Possible Script</b></p>	<p>The point of this lesson is to help children learn about a new structure of poem - the acrostic.</p> <p><i>“We have looked at many different features of poems. Today I am going to teach you about a very special kind of poem, called an acrostic. An acrostic poem starts with a word, and each letter of that word becomes part of that poem. The word is vertical, but the rest of the poem goes left to right.”</i></p> <p>Show several examples of acrostic poems.</p>	<p>2 - 4 Minutes</p>
<p><b>Active Engagement and Possible Script</b></p>	<p><i>“Now I am going to give you a chance to look carefully at some acrostic poems. I am going to show you a poem, and I want to you to turn and talk with your neighbor about what you notice.”</i> (Hold up a poem, wait a moment, and then prompt kids to turn and talk.)</p> <p>Listen carefully to their discussions, listening for something you want to highlight. When you call their attention back, call on specific kids to share their ideas in order to share good thinking. Do this with only one poem.</p> <p><i>“Today I am going to give you some time to explore acrostic poems in groups! I am going to give each group a copy of this book. Together you will look at each poem and discuss how the poet used the words to build a picture.”</i></p> <p>You may want to have a small group model this work. The book should stay in the middle, with the kids gathered around. They will turn page by page, discussing and noticing things as they go.</p>	<p>5 Minutes</p>
<p><b>Small Group Reading (before Independent Reading for this lesson)</b></p>	<p>Teams will spread out around the classroom and explore the book. The teacher will circulate and ensure that the groups are on topic and noticing how the poems work both horizontally and vertically.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>10 - 15 Minutes</p>

## Lesson Four Continued

### Independent Reading (After Partner Reading for this lesson)

Send students back to their independent reading spots, and encourage them to see if there are any acrostic poems in their poetry books. Take note of any students that *do* find acrostic poems, and plan to highlight them during share time. Perhaps take photos of what they notice.



10  
Minutes




### Share Time

Gather together as a group. Call up the students you previously selected and have them show the poems they found to the group. Have them describe how the poem they noticed was an acrostic poem.

2 - 5  
Minutes

## Lesson Nine Extension - Writing Acrostic Poems

(This is an optional exploration of acrostic poems that encourages children to write acrostic poems in teams.)

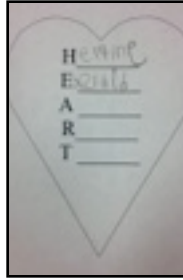
<b>Setup</b>	Make copies of a selection of acrostic poem pages (included in this unit.) Have an example acrostic prepared that you can model writing in front of the class.			
<b>Minilesson and Possible Script</b>	<p>The point of this lesson is to extend students' understanding of acrostic poems through writing.</p> <p><i>"Yesterday we learned all about acrostic poems. Today we are going to take what we learned, and write our own!"</i></p>	2 Minutes		
<b>Direct Modeling</b>	<p>Choose one acrostic poem that you are comfortable with that you want to write in front of the class. Explain that the children should watch how you go about writing an acrostic.</p> <p>Model how you think about the word, and consider other words that connect to the title. Then demonstrate how you use the letters of the word to help inspire your ideas.</p> <p>Write the acrostic, and reread it to the class.</p> <p>If you are so inclined, you could write another completely different acrostic using the same word. This is powerful in showing students that there are many ways to describe the same thing.</p> <p>Here are some examples:</p> <table border="0" data-bbox="544 1155 1185 1281"> <tr> <td style="text-align: center;"> <b>S</b>ilver flakes  <b>N</b>ipping  <b>O</b>n the frosted  <b>W</b>indow             </td> <td style="text-align: center;"> <b>S</b>hivering  <b>N</b>umb fingers  <b>O</b>ceans of white  <b>W</b>inter             </td> </tr> </table>		<b>S</b> ilver flakes <b>N</b> ipping <b>O</b> n the frosted <b>W</b> indow	<b>S</b> hivering <b>N</b> umb fingers <b>O</b> ceans of white <b>W</b> inter
<b>S</b> ilver flakes <b>N</b> ipping <b>O</b> n the frosted <b>W</b> indow	<b>S</b> hivering <b>N</b> umb fingers <b>O</b> ceans of white <b>W</b> inter			
<b>Shared Practice</b>	Work together as a class to write a simple acrostic. Take suggestions from the class to create a shared poem.	10 Minutes		
<b>Partner Work</b>	<p>Explain to the kids that they will now have the opportunity to write their own acrostic poem with a partner. Show the class several different options of topics they could choose (using the forms included in this packet.) Divide kids into pairs. Give them a moment to talk with their partner about which topic they would like to choose.</p> <p>Have the partners take a blank acrostic form and spread out around the room, writing their poems. During this time, the teacher circulates, assisting as needed.</p> <div style="display: flex; justify-content: space-around;">    </div>			

## Lesson Nine Extension Continued

### Share

After the pairs have finished writing their poems, regather as a group. Allow any partnership that wants to share the opportunity to read their poem to the group. Consider making copies of the poems to send home with students, or to compile into a class book.

10 - 15  
Minutes

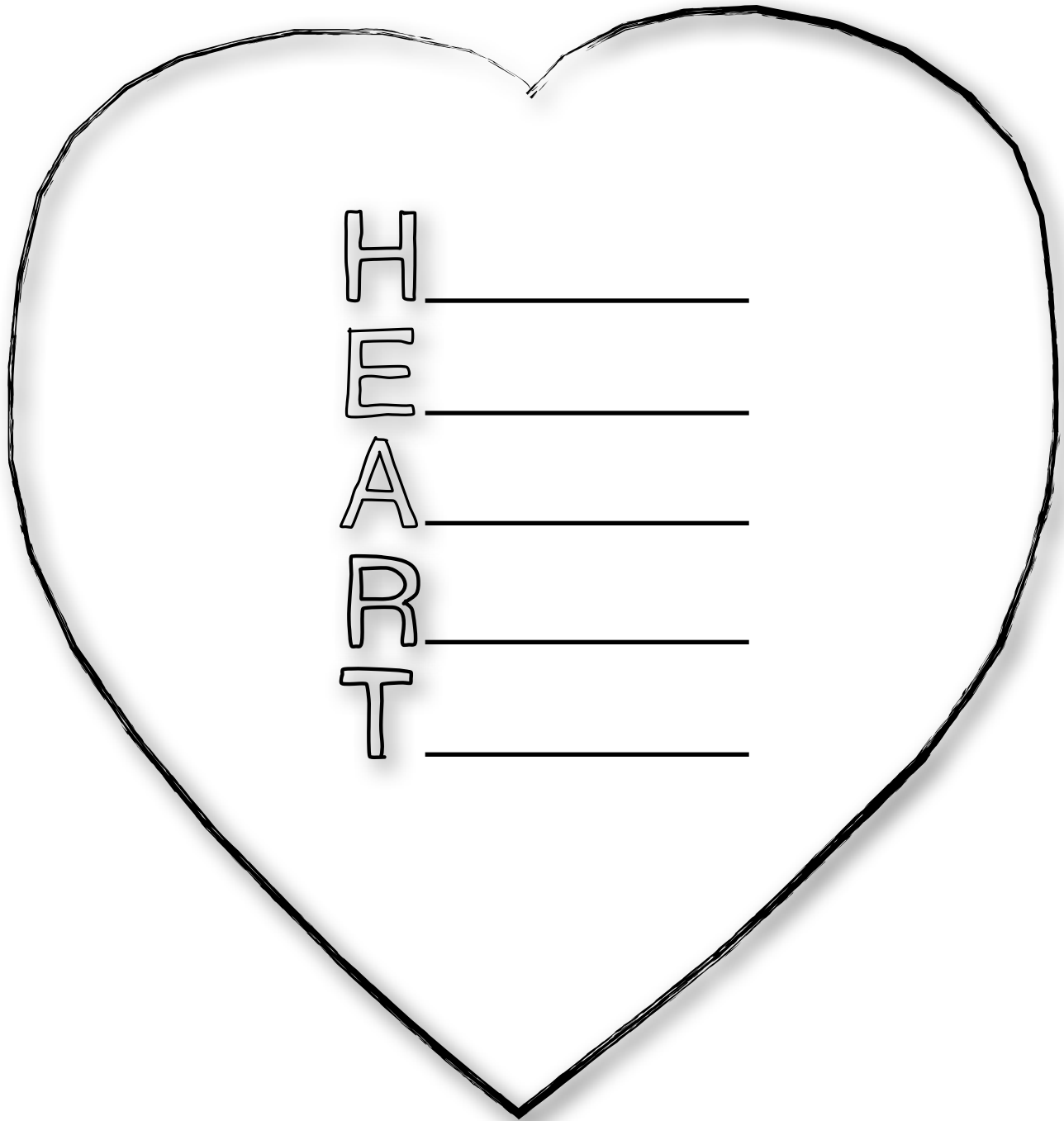




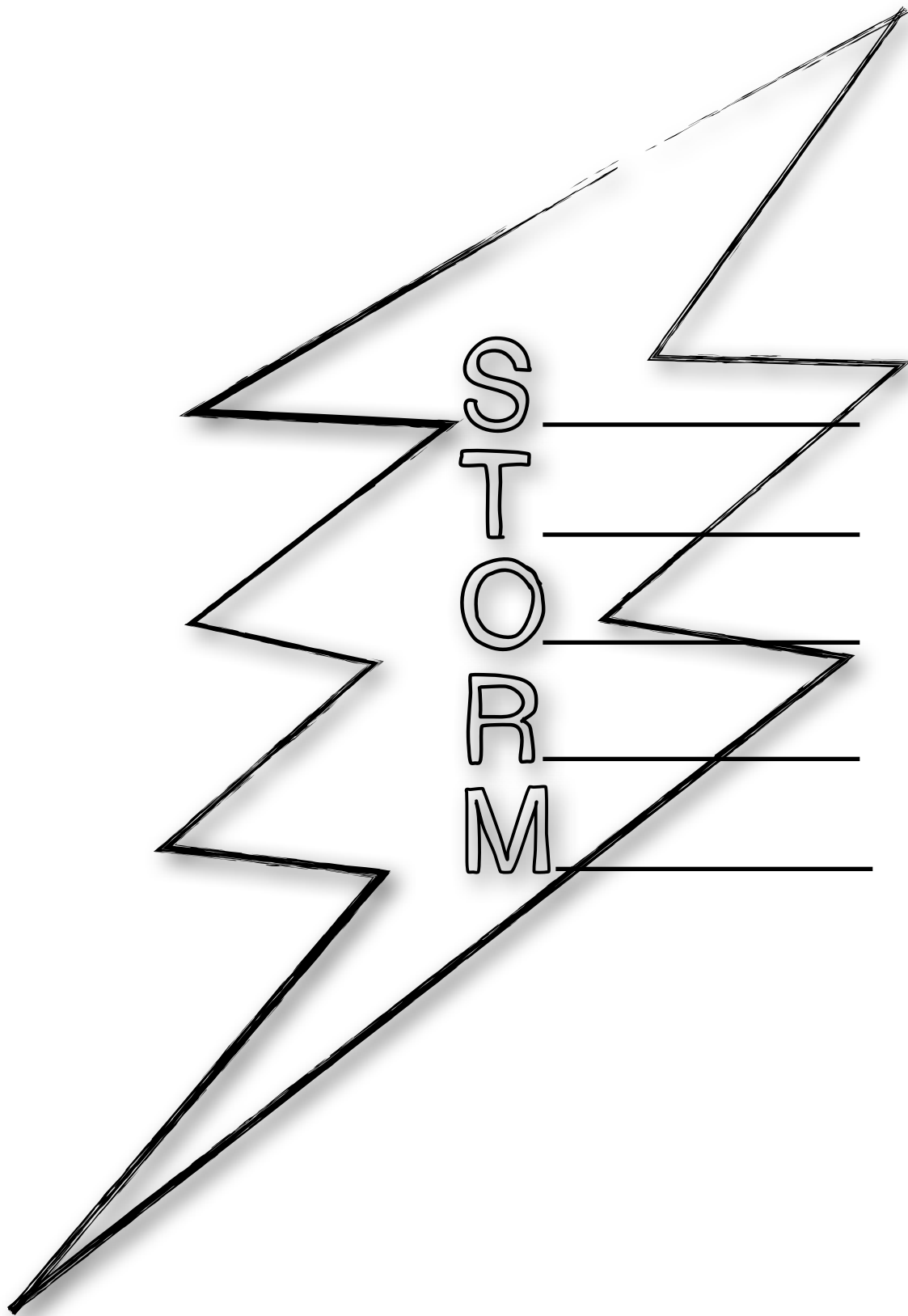
Team Members' Names \_\_\_\_\_




Team Members' Names \_\_\_\_\_



Team Members' Names \_\_\_\_\_



## Lesson Ten - Poems Tell Stories

<b>Setup</b>	<p>Choose one poem book to use to highlight the storytelling nature of poems. Almost any poem book or collection of poems will do. <u>To Sleep Perchance To Dream</u> is a beautiful book for this purpose. It is composed of pieces of Shakespearean verse compiled to tell a story. It is a wonderful way to expose the children to some very complex language and make them aware of Shakespeare as an important writer.</p> <div style="text-align: center;">  </div>	
<b>Minilesson and Possible Script</b>	<p>The point of this lesson is to help children understand that poems tell stories too - just in a different way.</p> <p><i>“You are now wonderful experts at noticing the look, sound, and feelings in poems. We have read short and long poems, poems with rhymes, and poems without. Today we are going to look at how poems tell stories. I am going to read a poem to you, and I want you to pay attention to the story the poet is telling.”</i></p> <p>Read the selected poem or poem book.</p>	<b>10 Minutes</b>
<b>Active Engagement</b>	<p><i>“Turn and talk with your neighbor, and discuss the story that the poet was telling.”</i></p> <p>Listen carefully to their discussions, listening for something you want to highlight. When you call their attention back, call on specific kids to share their discussions in order to highlight good thinking. Discuss the story that the poem or poem book told, noticing that it has characters, setting, and a beginning, middle and end.</p>	<b>5 Minutes</b>
<b>Independent Reading</b>	<p>Students will look through their poetry books and pay attention to the stories that their poems are telling. They will use both the illustrations, the words, and their own understanding of events to help them draw conclusions about what stories may be being conveyed in their poems.</p> <p>During this time, the teacher circulates through the classroom, talking to children about the stories in their poems.</p>	<b>20 Minutes</b>
<b>Partner Reading</b>	<p>Give students some time to read with partners. Encourage them to talk with their partner and imagine the stories that their poems might be telling. They should use vocabulary such as <i>character, setting, beginning, middle, and end</i> in their discussion.</p>	<b>10 Minutes</b>
<b>Share Time</b>	<p>Gather together as a group. Have students partner up with someone that they do not usually turn and talk with. Have them take turns telling each other the stories they discovered in their poems.</p>	<b>2 - 5 Minutes</b>

## Celebration - Conclusion of Poetry Unit

<b>Setup</b>	<p>Prepare anything that you plan to present to the students as you finish the unit. Some things to consider are:</p> <ul style="list-style-type: none"> <li>• Poetry unit certificate (included in this packet; to be personalized, signed and dated)</li> <li>• Copy of student written word cloud</li> <li>• Copy of student written acrostic</li> <li>• Copy of class poetry anthology</li> </ul>	
<b>Introduction</b>	<p>Begin with a review of all that the class has learned about poetry. Ask the students to tell you what they have learned, and compile a list together.</p> <p><i>"We are finishing out poetry unit today, and we have learned so much! Think back, and tell me the things that we have learned about poems."</i></p> <p>The students will likely be able to recall most of the lessons, although they may need to be prompted for some. Be sure to include these in the list:</p> <ul style="list-style-type: none"> <li>• Poems are meant to be heard</li> <li>• Poems have a special shape, or "look"</li> <li>• Some poems are shape poems</li> <li>• Word clouds are a special kind of shape poem</li> <li>• Some poems have onomatopoeia, or sound words, in them</li> <li>• Poems convey strong emotions</li> <li>• Poems tell stories</li> <li>• Some poems rhyme, while others do not</li> <li>• Poems can be very different lengths</li> <li>• Acrostic poems are both vertical and horizontal at the same time</li> <li>• We have favorite poems!</li> </ul>	<p><b>10 Minutes</b></p>
<b>Presentation</b>	<p>Gather together in a circle on the floor. Show the students what they will be getting. Read them one of the certificates, or show them the items you will be presenting to them.</p> <p>One by one, call students up. Have them take a bow or curtsy, and have the whole class clap. The teacher should shake that child's hand, show them their own certificate (but do not hand it to them, in order to keep them from messing around with them), and congratulate them.</p> <p>Repeat this for every student.</p>	<p><b>15 Minutes</b></p>
<b>Conclusion</b>	<p>Have students say goodbye to their reading partners with a hug or high five (if they will be getting new partners.)</p> <p>The teacher decides how to distribute the certificates and anthologies before dismissal (folders, mailboxes, etc).</p>	<p><b>2 Minutes</b></p>

## Homework Extension - A Poetry Anthology

### Assignment

During the first week of your poetry unit, send home the poetry homework assignment, included in this packet. This assignment is designed to encourage parents to read poems with their children at home. The assignment asks each child to bring in a copy of their favorite poem. They may have poetry books at home already, or this assignment may encourage them to make a family trip to the library.

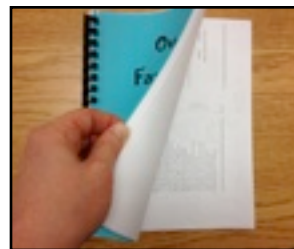
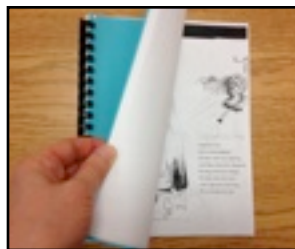
I allow the homework to be turned in in a variety of ways. Students may make a photocopy of a poem, copy the poem by hand, or bring in a book with a poem marked. If a student does not bring in a poem after several days past the due date, I have them select a favorite from one of the poetry books we have in the classroom. It is important that every child is represented.

### Sharing

As the poems are turned in, I have a few children share their poem each day with the class. They may choose to read the poem, or they may choose to have me read it to the class.

### Anthology Creation

Once you have a poem from every student, label each poem with student names. Write, "\_\_\_\_\_’s Favorite Poem" on each page. Try to copy the poems so that each poem fits on to a page. Then make a full copy of all of the poems for each student. Print covers (included in this packet) and bind a poetry book for each student. You may want to make an extra to keep as a class copy.



### Presentation / Celebration

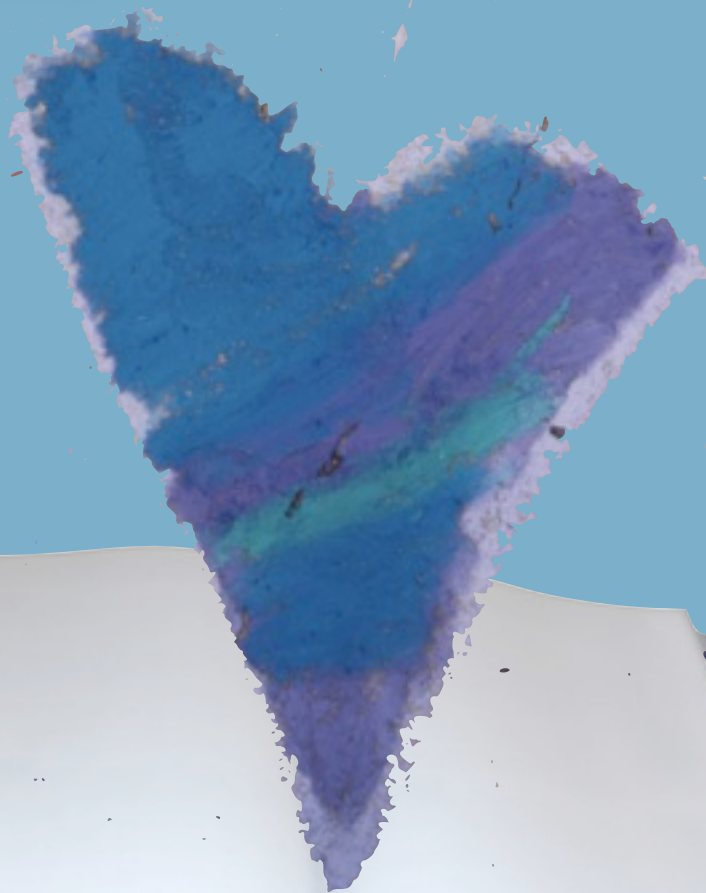
Present the poetry anthologies to the students as part of your end of unit celebration. By that time they will have heard each of the poems read aloud, and they will have made connections to poems that their friends chose. By making a copy for each student, you are sending poetry home with every child, which may be their first poetry book at home. You are also giving them poems that were chosen by their friends, which makes them important and valued by all of the children!

## Find Your Favorite Poem Homework Assignment

Please spend some time reading some poetry with your child. Find a favorite book of poems, nursery rhymes, or verses, and enjoy reading a selection together. This would be a great time to take a trip to the library to find something new, or reread old favorites.

After reading through a variety of poems together, have your child choose one favorite that they would like to share with the class. Please make a copy of their chosen poem and send it in. Please send this in by \_\_\_\_\_ . Enjoy!

# Our Favorite Poems An Anthology



Compiled By:





\_\_\_\_\_ 's Collection  
of Songs and Poems



\_\_\_\_\_ 's Collection  
of Songs and Poems



\_\_\_\_\_ 's Collection  
of Songs and Poems



\_\_\_\_\_ 's Collection  
of Songs and Poems



\_\_\_\_\_ 's Collection  
of Songs and Poems

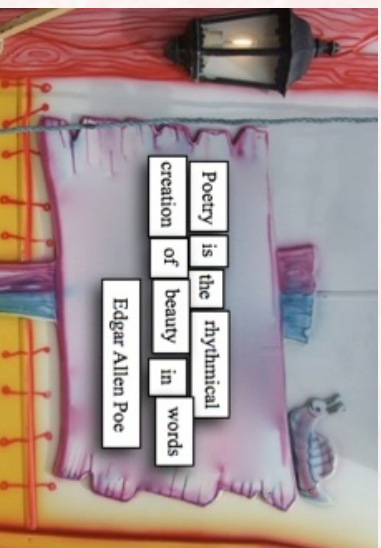


\_\_\_\_\_ 's Collection  
of Songs and Poems

# Certificate of Completion

Reader's Workshop Unit

Readers Read and Enjoy Poetry



This is to recognize this reader, \_\_\_\_\_, who has learned that:

- Poems are fun to listen to and are meant to be heard
- Some poems have shapes, and all poems have a special "look"
- Some poems have special sound words, called onomatopoeia
- Readers can change poems to match their own ideas
- Poems can convey strong feelings
- Poems tell stories
- There are special types of poems, such as acrostic poems
- Poems can be short, long, or in between
- Some poems rhyme, while others do not
- Readers have favorite poems

Signed \_\_\_\_\_

Date \_\_\_\_\_

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