

**Newark Charter School
Units/Lessons**

ELA ~ Grade 6

Newark Charter School Instructional Unit

Unit Title: Oral Poetry Presentation

Content Area: ELA

Grade Level(s): Gr.6

Length of Unit: 10 lessons over approx.4 weeks

Unit Summary:

In this unit students will read, discuss, analyze and present poetry. Through the investigation of a wide variety of poetry, students will gain an appreciation and understanding of poetry, poetic language and how poets can relate their message through this form of literature. As an assessment of this investigation, students will then select a poem, analyze it and present it as an oral presentation to the class. (NOTE: See Appendix I - Information for Teachers.)

Common Core State Standards:

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Big Idea(s):

Students will understand poetry as a form of writing and literature that delivers images, emotions, and information in unique ways.

Students will understand the strength of orally presenting poetry to an audience.

Enduring Understandings:

Poetry elicits feelings and understandings in a different manner than prose, especially when presented orally to an audience.

Essential Question(s):

What characteristics of poetry allow it to produce the responses in the audience that it may produce?

Is poetry received differently by the audience if it is presented orally than if it is read silently?

Knowledge and Skills:

Students will need to know...

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

Make connections between the text of a story or drama and a visual or oral presentation of

the text, identifying where each version reflects specific descriptions and directions in the text.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Students will be able to...

Concept Objectives

1. Students will develop an appreciation of poetry and poetic language.
2. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).

Skill Objectives

1. Establish and adjust purposes for reading.
2. Create readable documents with legible handwriting or word processing at the appropriate time.
3. Use listening skills to understand directions.
4. Determine author's purpose.
5. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
6. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

Assessment Evidence

See appendices

Performance or Transfer Tasks

Greater appreciation and understanding of poetry as a literary form to apply in future studies.

Understanding that poetry can be read aloud, read silently, or presented orally in interpretive ways.

Rubrics:

See appendices

Other Evidence:

See appendices

Student Self-Assessment/Reflection:

See Unit Reflection form in Appendix

Learning Plan

Key Learning Events:

Lesson One: "A Favorite Word" (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH)
 - b. 6th Grade English: Terms (pg.135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. Materials

1. One 3" x 5" index card per student
2. A wide variety of poetry books (see Resource list)
3. A tub of colored markers

C. Key Vocabulary

1. To relate - to connect or have some relation to

D. Procedures/Activities

1. Arrange seats in a U-shape with a desk in the middle.
2. Set a wide variety of poetry books on the desk.
3. Say, "Today, we are going to have some time to just enjoy looking through a variety of books on poetry. How many of you have read poetry? Have you enjoyed it? What and who are some of your favorite poems or poets? Have you ever written any poetry?" Allow time for students to respond and share.
4. Point to the table of poetry books, and select several books to preview to the students. Select books with poems having different shapes, structures and subjects are advisable.
5. Say, "Because the goal of today's lesson is to just "enjoy" looking through poetry books, by the time the lesson is finished, I would like you to find only one word that you can relate to in any of the poems you read today. When you find that one word, take one of these 3" x 5" index cards, and a colored marker and write that word in a large, clear handwriting on the card.
6. Allow students in groups, rather than the whole class at the same time, to go to the table and select a book. Allow 5-10 minutes with the first book.
7. Instruct students to select a different book, and repeat a third time, so each student has had the opportunity to look through at least three books.
8. Teacher should rotate through the class, as students love to share what they are reading.
9. Make sure that each student has found one word to write on the index card.
10. At the end of class, students should be seated quietly. In order to model what students are to do next, teacher should hold up their own index card with the word the teacher has chosen written on it, and explain why they chose that word, and how they relate to it.
11. Allow 10-15 minutes at the end of the class for students to share their words, show their index card, and explain why they chose that word; how they "related" to the word.

12. Collect cards and display on a wall or bulletin board.

E. Assessment/Evaluation

1. Class discussion – responses and participation
2. Poetry "Word Wall"

Lesson Two: "A Favorite Line" (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH)
 - b. 6th Grade English: Terms (pg. 135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. Materials

1. A wide variety of poetry books (see Resource list) - use same books as the previous day
2. One 5" x 8" index card per student

C. Key Vocabulary

1. To relate - to connect or have some relation to

D. Procedures/Activities

1. Arrange seats in a U-shape with a desk in the middle. (same as previous day)
2. Set a wide variety of poetry books on the desk. (same as previous day)
3. Say, "Today's procedure is similar to the one we used yesterday, except instead of finding only one word of poetry that you can relate to, I'm going to ask you to find a line of poetry and write it on an index card. I will select a small group to go to the table and select a book, but it must be different than the books you looked through yesterday."
4. Have groups select their books, and have them change books two or three times, allowing about 10 minutes with each book.
5. Remind students to find a line of poetry they want to share with the class.
6. Have students, round-robin style, read their line of poetry and share why they chose that line, and what they liked about it.
7. Ask, "How do some of these words, or lines of poetry make you feel?" Allow time for students to share their feelings.
8. Say, "OK, today you guys found some incredible lines of poetry. Tomorrow we are going to look at some whole poems and how the poets put words, and lines together to create something extraordinary."
9. Have students turn in their index cards, and add to display.

E. Assessment/Evaluation

1. Class discussion

Lesson Three: "Ted the Dog" and Rhyme Pattern (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH)
 - b. 6th Grade English: Terms (pg.135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. Materials

1. One copy of "6th Grade Poetry Unit" student packet" (Appendices A-H) per student
2. Appendix H - "Roger the Dog" (transparency for teacher)
3. Three 5" x 8" index cards (one for each poetic term for wall display)

C. Key Vocabulary

1. Stanza - lines of poetry which are related and grouped together
2. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
3. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
4. Couplet - two lines of poetry which form a unit through rhyme or rhythm
5. Free verse - lines of poetry that do not rhyme
6. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. Distribute one copy of "6th Grade Poetry Unit" student packet to each student.
2. Have all students look at page 1 (Appendix A - Cover Sheet) and have them write their names in the appropriate place.
3. Have all students look at page 2 (Appendix B) and go over the contents with the students.
4. Then have all students look at page 3 (Appendix C) and explain that they will be learning about the six poetic terms on the page.
5. At this point, I would examine a page of poetry with the students. Have students turn to page 4 "Roger the Dog" by Ted Hughes (Appendix H) Ask, "What is the title of this poem? Do you have a dog? What is their name? What kinds of behavior does your dog have? [Read the poem to the students] What do you see when you look at this page?" Students will notice the breaks in the page. Ask, "How many 'poetry paragraphs' do you see? These breaks or 'poetry paragraphs' are called stanzas." [Write the word stanza on a 5" x 8" index card or piece of colored paper and put it up on a display of poetic terms.] Have students look at #6 on page 3 in their packets and read the definition together.
6. Ask students, "How many lines are in each of these stanzas? [2]. What do we call 'two of something'? I want you to look on page 3 in your poetry packet, and see if any of the definitions match the kind of stanzas we see in this poem?" Give students several minutes to skim the page, and then ask students for their answers. Students will most likely give you the answer - couplet.
7. Write the word couplet on an index card and add it to the display.

8. Say, "Now, I would like you to quietly read this poem to yourself, and tell me something you notice about the poem." Allow 5 minutes for students to read the poem.
9. Ask, "Does this poem remind you of your dog, or a dog you know? What else did you notice about this poem?" [rhyme] Say, "Let's look in your packet again, and read the definition for the poetic term, rhyme. [write rhyme on an index card and add to your display]
10. Say, "Now, let's look at the way we can write down or note the rhyme pattern in a poem. The very last word in the first line, 'ease' we will call A. Write the letter A at the end of the first line. Since the second word is 'fleas', we'll call this word A also because they rhyme by both having the '-ease' sound. Write the letter A next to the word 'fleas' at the end of line 2. Now let's look at the last word on the next line, the first line of the next couplet. Does this word, 'head' rhyme with 'ease' or 'fleas'? Since it doesn't, we will use the next letter of the alphabet B for this '-ead' sound. What letter do you think we should write to show the rhyme for the last word on the next line 'bread' at the end of line 4?" [B].
11. Follow the same procedure for the next stanza.
12. If you believe that the students understand how to figure out the rhyme scheme of the poem, have them finish the poem on their own. If not, finish this as a whole-class assignment.
13. Check the rhyme scheme with your class when you are finished with the first stanza.
14. Bring students' attention to the three poetic terms of the day: stanza, rhyme, and couplet.
15. Review the definitions, collect packets and store for the next day.
16. NOTE: Draw students' attention to the fact that a line of poetry MUST be duplicated exactly the way the poet wrote it. For this particular poem, the rhyme scheme would not be preserved if written any other way. Explain how this is different than a line from a story, a textbook or a magazine article.

E. Assessment/Evaluation

1. Correct rhyme pattern for "Roger the Dog" by Ted Hughes - "6thGrade Poetry Unit" student packet pg. 4 (Appendix H)
2. Student discussion and questions
3. Beginning "poetic terms" wall display

Lesson Four: "Woman Work" - Analyzing poetry (45-50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH) -"Woman Work"
 - b. 6th Grade English: Terms (pg.135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.

B. Materials

1. "6th Grade Poetry Unit" student packet

2. Transparency of "Women Work" by Maya Angelou (for teacher) Realms of Gold: Vol. I, pg. 2-3
3. One copy per student or one copy per pair of students of Realms of Gold: Vol. I
4. A wide variety of poetry books (see Resource list)

C. Key Vocabulary

1. Stanza - lines of poetry which are related and grouped together
2. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
3. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
4. Couplet - two lines of poetry which form a unit through rhyme or rhythm
5. Free verse - lines of poetry that do not rhyme
6. Meter - an arrangement of words in a pattern so that there is a beat that can be identified
7. Theme - topic or subject

D. Procedures/Activities

1. Say, "What did we do yesterday? What poetic terms did we learn yesterday? [stanza, couplet and rhyme]. I would like you to pair up with a classmate and get a book of poems from the table. Once you have that book, I would like you to find examples of stanzas, couplets, and rhyme in several poems. You will have about 10 minutes to do this, and then you will share with another pair what you have found."
2. Rotate through the room checking for understanding.
3. Say, "Now, I want you to pair up with another group, and share what you have found." Allow 15 minutes for sharing.
4. Say, "You guys did a great job. Put the poetry books back on the table. Now we are going to take a look at one of our Core Knowledge poems."
5. Distribute student packets and one copy per student, or one copy per pair of Realms of Gold: Vol. I.
6. Say, " Now, I want you all to turn to pg. 65 in Realms of Gold. What is the title of the poem? ['Woman Work'] What kind of work do you think women do? Does your mom work inside the home? Outside the home?" [Have a brief discussion with the students on what they think of when they hear 'Woman Work'.]
7. Ask, "What do you see when you look at this page?" Students will notice the breaks in the page. "What do we call these breaks?" [stanzas]
8. Say, "Open your packet and turn to page five. Let's go over this page and see what you will focus on as you read "Woman Work" with a partner. I'm going to give you all 15 minutes to read the poem and fill in number three on page five of your packet, which asks you about rhyme pattern and stanzas."
9. Rotate through the room checking for understanding. If you find students having a difficult time, change your strategy to a whole-class approach to this exercise.
10. Say, "Let's now take a look at this poem. How many stanzas does this poem have? [5] Do all the stanzas have the same number of lines? [No. Stanza one has 14 lines, and stanzas two, three, four and five all have four lines each] Do you see something familiar about the rhyming for stanza one? [14 pairs of couplets] What do we call two lines that rhyme? [couplet] What about the rhyme pattern for the other four stanzas? [stanza two, three and four have the same rhyme pattern - A, B, C, A. Draw students' attention to the word 'again' in stanza two and three. The pronunciation for the word is different to rhyme with different words in each stanza to maintain the rhyme pattern. In stanza five, the rhyme pattern is A, B, C, B.]
11. Ask, "What do you think is her theme or subject or topic in the first stanza? [WORK, responsibility, giving to everyone, being a slave to her chores, notice the last word in each line of stanza one is a 'work' word or active verb] Now I would like you to read the remaining four stanzas. [give students five minutes to do this] Is this the same theme? Why do you think the author has a different theme, or image in stanza one than in the other four stanzas?"

[Discussion can focus on her obligation, her chores, her responsibility, her duties, her continues responsibility to GIVE, compared with the last four stanzas which focuses on what she can RECEIVE, and that nature is free and a great equalizer, etc.]

12. Say, "I would like you now to complete the "Poetry Analysis" sheet (Appendix p g. 1) in your packet for 'Woman Work' ". Allow students about ten minutes to finish their work, and allow time for sharing their feelings and observations about this poem.

E. Assessment/Evaluation

1. Class discussion
2. Completed "Poetry Analysis" sheet (Appendix F, pg. 1)

Lesson Five: "The Walloping Window-blind" (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH) - "The Walloping Window-blind"
 - b. 6th Grade English: Terms (pg.135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. Materials

1. "6th Grade Poetry Unit" student packet
2. One copy per student or one copy per pair of students of Realms of Gold: Vol. I
3. A transparency of "the Walloping Window-blind" by Charles E. Carryl. Realms of Gold: Vol. I (pg. 4-5)
4. Two 5" x 8" index cards

C. Key Vocabulary

1. Stanza - lines of poetry which are related and grouped together
2. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
3. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
4. Couplet - two lines of poetry which form a unit through rhyme or rhythm
5. Free verse - lines of poetry that do not rhyme
6. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. NOTE: I found by singing this poem, the rhyme, and iambic rhythm are emphasized and therefore more easily understandable to the students.
2. Review the previous day's activities and what the students learned.
3. Distribute "6th Grade Poetry Unit" student packets, and one copy per student, or one copy per pair of students of Realms of Gold: Vol. I.

4. Say, "Today, we are going to look at a poem which, to me, sounds like a song. The words and images it paints in my mind are like a cartoon, full of fantastic images and colors. I think it is important to close your eyes, and listen as I sing this poem to you." [SING the poem. The kids will giggle, but they love it]
5. Say, "Now, open your eyes and turn to page four. I would like you to read along with me as I read it to you this time. [Read the poem] Take a look at the lines of poetry. The rhyming word is in the middle of the lines, as well as the end of the lines. Look at the first line, the word 'ship' rhymes with 'trip'. The second line ends with 'blind' and that rhymes with the last word on the fourth line, 'mind'. Let me write the rhyming pattern on the board for the first few lines, as it will look a bit different than what we did the previous days. [WRITE - A-A, B, C-C, B, D-D, E, F -F, E]
6. Have the students finish the rhyme pattern for the rest of the poem, while you rotate through the room, checking for understanding. Allow about 10 minutes.
7. When students have finished, bring the class together and check answers for correctness.
8. Say, "Now that it seems we understand stanzas, rhyme pattern, and couplets, I would like us to take a look at the rhythm or beat of the poem. Let's, once again, look at page three in your packet. What poetic term here defines the 'beat' of a poem? [meter] There are different kinds of meter in poetry. In "The Walloping Window-blind" there is a specific kind of meter that we call iamb. Who would like to read the definition of iamb? Once again, listen as I read the poem for a second time and see if we can hear an unstressed syllable, followed by a stressed syllable. [Read and exaggerate the iamb so the students can easily hear the meter. You can also clap to the beat with the students, as well]
9. Write the word meter and iamb on an index card and add it to the display of poetic terms started in Lesson 3.
10. Have students complete the rest of Appendix F. This poem seems non-sensical to the students, as it is about a fantastic sea journey. It is a fun poem, which is helpful in teaching another rhyming pattern, as well as the poetic terms of meter and iamb.

E. Assessment/Evaluation

1. Class discussion
2. Completed "Poetry Analysis" sheet (Appendix F, pg. 2)
3. Adding to "poetic terms" wall display

Lesson Six: "A Chippewa song" - Free Verse (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Poetry (pg. 135 CKTH) - "A Chippewa song"
 - b. 6th Grade English: Terms (pg.135)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - d. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.

B. Materials

1. "6th Grade Poetry Unit" student packets
2. One copy per student or one copy per pair of students of Realms of Gold: Vol. I
3. One 5" x 8" index card

C. Key Vocabulary

1. Stanza - lines of poetry which are related and grouped together
2. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
3. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
4. Couplet - two lines of poetry which form a unit through rhyme or rhythm
5. Free verse - lines of poetry that do not rhyme
6. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. Bring students attention to the display of poetic terms for review.
2. Distribute copies of Realms of Gold: Vol. I. and "6th Grade Poetry" packets to students.
3. Say, "Now, open your packet to page three. We have covered all the poetic terms, except one. Which one haven't we studied?" [free verse]
4. Say, "Now, let's look at a very different kind of poem on page six of Realms of Gold: Vol. I. Does anyone know what 'Chippewa' is? [Native American tribe] Let's read this poem together. [Read through the poem with the students and discuss "oral tradition" which they have learned through studies in previous years. If not, you may need to do a mini-lesson on how stories were passed down through generations before they were written down] What does the speaker think about stories of heroes? How do these stories make the speaker feel? What does the speaker want to do? [Class discussion on what kind of deeds might be involved?] How many stanzas do you see in this poem? [two]. What about the rhyme pattern? [There is none] What word on page three of your packet best describes having no rhyme pattern? [Free verse] Let's write our final poetic term on an index card and finish our display. We now have learned six poetic terms: stanza, rhyme, couplet, meter, iamb and free verse. Does everyone understand these terms? Tomorrow we will have a quiz on these six poetic terms."

E. Assessment/Evaluation

1. Class discussion – watch for clear understanding of poetic terms and ability to use them correctly and explain.
 2. Completion of "poetic terms" wall display.
 - 3.

Lesson Seven: "Poetic Terms" quiz (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Terms (pg.135 CKTH)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.

B. Materials

1. Appendix J - "Poetic Terms" quiz (one copy per student)
2. Appendix K - "Poetic Terms" quiz - teacher's key

C. Key Vocabulary

1. Stanza - lines of poetry which are related and grouped together
2. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
3. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
4. Couplet - two lines of poetry which form a unit through rhyme or rhythm
5. Free verse - lines of poetry that do not rhyme
6. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. NOTE: Make sure the "poetic terms" display wall is covered.
2. Allow students 5-10 minutes to study the poetic terms to be tested.
3. Have students clear their tables and have a pencil for the test.
4. Distribute one copy of test (Appendix J) to each student.
5. Allow students 40 minutes for the test. Collect the tests when the students are finished.
6. You can go over the test using a transparency or Elmo for immediate feedback.

E. Assessment/Evaluation

1. Appendix J - "Poetic Terms" quiz

Lesson Eight: "Oral Presentation" Assignment Introduction (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Terms (pg.135 CKTH)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.

B. Materials

1. "6th Grade Poetry Unit" student packet - Appendix D (pg. 7), Appendix E (pg. 8), Appendix G (pg. 9)
2. Transparencies of Appendix D, Appendix E and Appendix G
3. Realms of Gold: Vol. I
4. To diversify assessment you need a wide variety of poetry books (see Resource list) - use same books as Lessons One and Two

C. Key Vocabulary

1. Criteria - standard by which something can be judged
2. Stanza - lines of poetry which are related and grouped together
3. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
4. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
5. Couplet - two lines of poetry which form a unit through rhyme or rhythm

6. Free verse - lines of poetry that do not rhyme
7. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. Distribute "6th Grade Poetry Unit" student packets. Have students turn to Appendix D - Oral Presentation Assignment (pg. 7) Put transparency of Appendix D on overhead projector. Explain what the students will be doing. Ask for questions
2. Have students turn to Appendix E - Oral Presentation Rubric (pg. 8) and put transparency of Appendix E on overhead projector and go over the rubric for the assignment. Ask for questions.
3. Have students turn to Appendix G (pg. 9) - Oral Presentation Graphic Organizer and put transparency of Appendix G on overhead projector and go over the graphic organizer. Ask for questions.
4. Students should be able to understand language used, and expectations.
5. It can be very helpful to all students if the teacher models the same kind of oral presentation that the students will be expected to do, including the poster. As you model, it can be important to emphasize the 'PRESENCE' criteria on the rubric as students can be nervous standing in front of their peers. Model a slow, loud, clear voice, maintaining eye contact with the audience, and using the poster as a visual aid.
6. Not only is it important to address presentation skills, but it is just as important to emphasize the kinds of behaviors to be expected from the audience. These can include listening to the speaker, having their desks cleared so they are not distracted, and showing appreciation when the speaker is finished.
7. You may include a question/answer time after presentations.

E. Assessment/Evaluation

1. Student questions and class discussion

Lesson Nine: "Oral Presentation" (students select their poem, conference with teacher, and prepare for presentation) (three to five periods of 50 minutes each, depending upon how well your students work) (NOTE: this is the point at which diversifying is important; see Appendix I - "Information for Teachers")

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Terms (pg.135 CKTH)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading.
 - b. Use listening skills to understand directions.
 - c. Determine author's purpose.
 - d. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - e. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - f. Create readable documents with legible handwriting or word processing at the appropriate time.

B. Materials

1. Paper cutter
2. Glue sticks
3. Colored markers
4. A variety of colored construction paper
5. Rulers
6. Realms of Gold: Vol. I
7. To diversify assessment you need a wide variety of poetry books (see Resource list) - use same books as Lessons One and Two
8. "6th Grade Poetry Unit" student packets
9. At least one 5" x 8" index card for each student
10. Transparency of Appendix F (rubric)
11. A schedule for presentations (it is imperative that students know when they are expected to present)

C. Key Vocabulary

1. Criteria - standard by which something can be judged
2. Stanza - lines of poetry which are related and grouped together
3. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
4. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
5. Couplet - two lines of poetry which form a unit through rhyme or rhythm
6. Free verse - lines of poetry that do not rhyme
7. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. Distribute "6th Grade Poetry Unit" student packets.
2. Have poetry books available and allow students to freely browse through the books in order to make their selection. You may need to help some students find a poem, but I have found that throughout the unit students have been making a mental note of poems that appeal to them.
3. You will need to decide if students can present with a partner, especially if they are interested in longer poems, or more difficult poems.
4. Once a selection is made, and the teacher initials the "Teacher conference" at the bottom of Appendix G (pg. 9 of the student packet), students can begin to read, analyze and complete Appendix G.
5. The teacher will need to be available to students for conferencing, as well as to check Appendix G for correctness when completed by the students.
6. Allow students to work the first day without interruption.
7. DAY TWO: After students have selected their poems, and have completed Appendix G, use transparency of Appendix F (rubric) to review criteria for poster and presentation. It can be additionally helpful to model a presentation using a neat, presentable, and attractive poster. Prepare notes on a 5" x 8" index card for your oral presentations. (Posters do not need to be word processed, as the font will not be large enough for students in the class to read the poster during the presentations. Stress a large, neat and straight handwriting. You may need to show students how to safely use a paper cutter, and other skills needed to create an acceptable poster.)
8. DAY THREE, FOUR AND FIVE: Make index cards available to students and allow them ample time to make a poster, take notes on their index card and practice their presentations with a classmate.
9. Rotate through the room to assist students while they are working and to keep them focused.
10. Remind students of the schedule before dismissing class.

E. Assessment/Evaluation

1. Completed Appendix G.
2. Teacher observation and student questions

Lesson Ten: "Oral Presentation" - reflection and presentations (approximately five 50-minute periods, depending upon number of students)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation of poetry and poetic language.
 - b. Students will understand specific techniques used in writing poetry (meter, iamb, couplet, rhyme scheme, and free verse).
2. Lesson Content
 - a. 6th Grade English: Terms (pg. 135)
3. Skill Objective(s)
 - a. Determine author's purpose.
 - b. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - c. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. Materials

1. Appendix L (one copy per student)
2. Tape or magnets to affix posters to the whiteboard/blackboard for presenting

C. Key Vocabulary

1. Reflect - to think seriously upon
2. Stanza - lines of poetry which are related and grouped together
3. Iamb - a line of poetry consisting of an unstressed syllable, followed by a stressed syllable
4. Rhyme pattern - a pattern of lines where the final words rhyme with one another stressed syllable
4. Rhyme pattern - a pattern of lines where the final words rhyme with one another in the ending sound
5. Couplet - two lines of poetry which form a unit through rhyme or rhythm
6. Free verse - lines of poetry that do not rhyme
7. Meter - an arrangement of words in a pattern so that there is a beat that can be identified

D. Procedures/Activities

1. Put transparency of Appendix L on overhead and review with student. Emphasize that reflecting on their learning is a very important part of the learning process; it helps them look back upon what they did, how they feel about that, and how to take that learning experience and use it for their future learning.
2. Distribute Appendix L (student reflection) to each student. Emphasize a quiet and serious atmosphere for their reflection.
3. Collect completed Appendix L.
4. Have students clear their desks, except for their poetry posters.
5. Review "good listener" behavior.
6. Refer to schedule of presentations and have first student come up and do their presentation. Continue to follow the schedule until the end of the period. Remind students

- scheduled to go the following day of their presentations.
7. Continue until all students have finished.
 8. Celebrate!

E. Assessment/Evaluation

1. Appendix L - student reflection VI.

CULMINATING ACTIVITY

A. Oral Presentation

HANDOUTS/WORKSHEETS

- A. Appendix A: 6thGrade Poetry Unit - cover page (Lesson Three)
- B. Appendix B: 6th Grade Poetry Unit - overview/list of poems (Lesson Three)
- C. Appendix C: 6th Grade Poetry Unit - Poetic terms (Lesson Three)
- D. Appendix D: 6th Grade Poetry Unit - Poetry Presentation Assignment (Lesson Eight)
- E. Appendix E: 6th Grade Poetry Unit - Poetry Presentation Assignment Rubric (Lesson Eight)
- F. Appendix F: 6th Grade Poetry Unit - Poetry Analysis Sheet - In-class assignment (Lessons Four and Five)

BIBLIOGRAPHY

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- B. Florian, Douglas. In the Swim. Voyager Books. Harcourt, Inc. N.Y. 1997. ISBN 0-8085-6398-X.
- C. Florian, Douglas. Insectopedia. Harcourt. Inc. N.Y. 1998. ISBN 0-15-201306-7.
- D. Florian, Douglas. Laugheteria. Puffin Books. N.Y. 1999. ISBN 0-613-33708-5.
- E. George, Kristine O'Connell. Toasting Marshmallows. Clarion Books. N.Y. 2001. ISBN 0-618-04597-X.
- F. Glenn, Mel. Jump Ball. Lodestar Books. N.Y. 1997. ISBN 0-525-67554-X.
- G. Hirsch, J.D., Jr. Realms of Gold: Vol. I. Delta Trade Publishers. Dell Publications. N.Y. 1993. ISBN 0-385-3167-1.
- H. Hirsch, E.D., Jr. What Your 6thGrader Needs to Know. Delta Trade Paperbacks. Dell Publishing. NY. 1993. ISBN 0-385-31467-1.
- I. Hopkins, Lee Bennett. Good Books, Good Times! A Charlotte Zolotow Book. N.Y. 1990.
- J. Hopkins, Lee Bennett. Rainbows Are Made: Poems by Carl Sandburg Harcourt Brace & Company. N.Y. 1982. ISBN 0-15-265481-X.
- K. Janeczko, Paul. A Poke in the Eye. Candlewick Press. MA. 2001. ISBN 0-7636-0661-8.
- L. Johnson, Angela. The Other Side. Orchard Books. N.Y. 1998. ISBN 0-531-30114-1.
- M. Lewis, Patrick. J. Doodle Dandy. Atheneum Books for Young Readers. Simon & Schuster. N.Y. 1998. ISBN 0-689-81075-X.
- N. Lueders, Edward and Primus St. John. Zero Makes Me Hungry. Scott, Foresman and Company, Illinois. 1976. ISBN 0-673-3457-7.
- O. Marti, Jose. Versos Sencillos/Simple Verses.Arte Publico Press. Houston, TX. 1997. ISBN 0-613-17979-X.
- P. Medina, Love to Langston Hughes. Lee and Lowe Books, N.Y. 2002. ISBN 1-58430-041-8.
- Q. Mora, Pat. My Own True Name. Pinata Books. Houston, TX. 2000. ISBN 0-613-27990-5.
- R. Mora, Pat. The Big Sky. Scholastic Press. N.Y. 1998. ISBN 0-590-37120-7.
- S. Poetry Place Anthology. Instructor Books. Scholastic Books, Inc. N.Y. 1983. ISBN 0-590-49017.
- T. Prelutsky, Jack. A Pizza the Size of the Sun, Greenwillow Books. N.Y. 1994. ISBN 0-688-13236-7.

Resources: (NOTE: The books of poetry that I have found are extremely popular and meet the wide, and diverse interests of middle school students; they are only suggested resources)

- A. Sheff, Alice. Poetry
- B. Hirsch, E.D., Jr. What Your 6 Grader Needs to Know
- C. Prelutsky, Jack. The New Kid on the Block
- D. Lueders, Edward and Primus St. John. Zero Makes Me Hungry
- E. Silverstein, Shel. Where the Sidewalk Ends
- F. Prelutsky, Jack. The Random House Book of Poetry for Children
- G. Mora, Pat. My Own True Name
- H. Janeczko, Paul. A Poke in the Eye
- I. Prelutsky, Jack. A Pizza the Size of the Sun
- J. Prelutsky, Jack. It's Raining Pigs and Noodles
- K. Soto, Gary. Canto Familiar
- L. Smith, Charles. R., Jr. Short Takes
- M. Viorst, Judith. If I Were in Charge of the World and Other Worries
- N. Viorst, Judith. Sad Underwear and Other Complications
- O. Marti, Jose. Versos Sencillos/Simple Verses
- P. Glenn, Mel. Jump Ball
- Q. Thomas, Joyce Carol. Brown Honey in Broomwheat Tea
- R. Steveson, James. Candy Corn
- S. Steveson, James. Popcorn
- T. George, Kristine O'Connell. Toasting Marshmallows
- U. Florian, Douglas. In the Swim
- V. Lewis, Patrick. J. Doodle Dandy
- W. George, Kristine O'Connell. Toasting Marshmallows
- X. Florian, Douglas. Insectopedia
- Y. Florian, Douglas. Laugheteria
- Z. Johnson, Angela. The Other Side
- AA. Bennett, George and Paul Molloy. Cavalcade of Poems
- BB. Hirsch, E.D., Jr. Realms of Gold: Vol. I

Differentiation:

Be aware of students for whom oral presentations are difficult and give them extra "teacher time," feedback, and partner practice before they present.

Monitor poetry choices for presentation, guiding students with lower or below-grade lexile scores to language they can easily read and understand. Likewise, provide more challenging poetry choices for those able to work with them.

Technology Integration:

This unit can easily become a SmartBoard unit.

Some practice with word processing different types of stanzas could be integrated into the lessons, but watch that such tasks do not take away from the real goals of exploring, enjoying, and understanding poetry.

It would be fun and make the poems come alive if you can find video clips of the authors actually

reading some of their poems.

Content Connections:

Share out information as appropriate about authors and poetry pieces from other cultures.

Find and share an example or two of poems set to music for students to hear.

***6th Grade
Poetry Unit***

Your Name

SIXTH GRADE POETRY UNIT

The dictionary defines POEM -

"an arrangement of words, especially a rhythmical composition, sometimes rhymed, in a style more imaginative than ordinary speech."

And so we begin our unit on POETRY. During this unit we will have several goals. All students will...

1. Read, and have an awareness of selected poetry.
2. Understand and be able to define and recognize specific poetic terms.
3. Analyze, memorize, and recite a poem selected by the student.

POEMS TO BE READ

1. "Women Work" - Maya Angelou
2. "The Walloping Window-blind" - Charles E. Carryl
3. "A Song of Greatness" - translated by Mary Austin (A Chippewa song)
4. "A Narrow Fellow in the Grass" - Emily Dickinson
5. "There is No Frigate Like a Book" - Emily Dickinson
6. "Sympathy" - Paul Lawrence Dunbar
7. "Stopping by Woods on a Snowy Evening" - Robert Frost
8. "Apostrophe to the Ocean" - George Gordon, Lord Byron
9. "Mother to Son" - Langston Hughes
10. "Lift Ev'ry Voice and Sing" - James Weldon Johnson
11. "If" - Rudyard Kipling
12. "A Psalm of Life" - Henry Wadsworth Longfellow
13. "The Raven" - Edgar Allan Poe
14. "All the World's a Stage" - William Shakespeare - FROM *As You Like It*
15. "I Wandered Lonely as a Cloud" - William Wordsworth

A GLOSSARY OF POETIC TERMS

1. **Meter** - an arrangement of words in a pattern so that there is a beat that can be identified
2. **Iamb** - a line of poetry consisting of an unstressed syllable followed by a stressed syllable
3. **Couplet** - two lines of poetry which form a unit through rhyme or rhythm
4. **Rhyme scheme** - a pattern of lines where the final word rhymes with another in the ending sound
5. **Free verse** - lines of poetry that do not rhyme
6. **Stanza** - lines of a poem which are related and grouped together; stanzas are usually separated from another by a space on the page; it is a break in a poem, which appears as if it were a separate "paragraph" of poetry

Appendix D

POETRY PRESENTATION ASSIGNMENT

Poetry is a very different kind of writing than the form used for stories, reports, or newspapers. It can look like anything, and can use spelling and grammar in ways that may be wrong in other forms of writing. Poetry is like a painting, and words are the poet's paint. It portrays feelings, emotions, and ideas. It can be a whisper, a shout or a song.

Please follow the steps below to prepare for your "Poetry Presentation":

1. Take some time and look over several poems before you decide on which poem you will explore and present to the class. **YOU MUST HAVE YOUR CHOICE APPROVED BY THE TEACHER.**
2. Fill in a "Poetry Presentation Analysis Sheet" for your selected poem and conference with your teacher when you have finished.
3. Prepare for your presentation by making a poster of your poem, preparing an index card for your presentation and practicing in front of a friend, or parent as your audience.
4. You will need to meet the following criteria:

***POSTER**

- *Title
- *Author
- *Copy of the poem in **LARGE** font
- *Poem is copied accurately with correct spelling
- *Neat

***PRESENCE**

- *Voice - loud, slow, and clear
- *Eye contact with audience
- *Use of poster as a visual aid

***CONTENT (analysis)**

- *Meaning of poem
- *Poetic terms and structure (stanzas, rhyme pattern)
- *Author's message

***PREPARATION**

- *Knowledgeable
- *Prepared
- *Familiar with poem

Appendix E

Rubric for Poetry Presentation

CRITERIA	1	2	3	4
Poster	<ul style="list-style-type: none"> *Title is present and correct *Author's name is present and correct *Copy of poem is LARGE enough for audience to see *Copy of poem is correctly copied and spelling is correct *Neat and attractive 	<ul style="list-style-type: none"> *Title is present and correct *Author's name is present and correct *Copy of poem is somewhat difficult to see *Copy of poem is generally correctly copied and spelling is generally correct *Generally neat and attractive 	<ul style="list-style-type: none"> *Title is present with errors *Author's name is present but incomplete, or incorrect *Copy of poem is very difficult for the audience to see *Copy of poem has many errors. *Generally messy 	<ul style="list-style-type: none"> *No title *Author's name is not present *Copy of poem is not large enough for audience to see *Copy of poem is not copied correctly and has spelling errors *Messy and unattractive
Presence	<ul style="list-style-type: none"> *Voice is loud enough to be heard *Voice is clear enough to be understood *Voice is slow enough to be followed *Eye contact with audience *Uses poster as a visual aid 	<ul style="list-style-type: none"> *Voice is generally loud enough to be heard *Voice is generally clear enough to be understood *Voice is generally slow enough to be followed *Some eye contact with audience *Some use of poster as a visual aid 	<ul style="list-style-type: none"> *Voice is barely loud enough to be heard *Voice is not very clear *Voice is not slow enough to be followed *Little eye contact with audience *Rarely uses poster as a visual aid 	<ul style="list-style-type: none"> *Voice cannot be heard *Voice cannot be understood *Voice is too fast *No eye contact with audience *Does not use poster as a visual aid
Content (analysis)	<ul style="list-style-type: none"> *Meaning of poem is correct *Poetic terms are used correctly *Author's message is correct 	<ul style="list-style-type: none"> *Meaning of poem is generally correct *Poetic terms are generally used correctly *Author's message is generally correct 	<ul style="list-style-type: none"> *Meaning of poem is somewhat correct *Poetic terms are somewhat used correctly *Author's message is somewhat correct 	<ul style="list-style-type: none"> *Meaning of poem is incorrect or absent *Poetic terms are incorrectly used or absent *Author's message is incorrect or absent
Preparation	<ul style="list-style-type: none"> *Knowledgeable about poem *Well prepared for presentation *Very familiar with poem 	<ul style="list-style-type: none"> *Generally knowledgeable *Generally well prepared *Generally familiar with poem 	<ul style="list-style-type: none"> *Somewhat knowledgeable *Somewhat prepared *Somewhat familiar with poem 	<ul style="list-style-type: none"> *Does not have knowledge of the poem *Unprepared *Unfamiliar with poem

Appendix G

Poetry Presentation Graphic Organizer

USE THIS SHEET TO PREPARE FOR YOUR INDIVIDUAL PRESENTATION

Title of Poem _____ Teacher approves selection _____

Poet's name _____

What was the poem about? (write a short summary)

What was the meaning of the poem? What was the author's purpose? (inform? entertain? relate their emotions?) What were the author's thoughts or point of view? Did you find it familiar? Did you agree with it?

What was the structure of the poem? (rhyme scheme? number of stanzas? lines in each stanza? meter?) Give examples.

Why did you choose this poem? What did you like about the poem? How did it make you feel?

Teacher conference _____

Work checked _____

Appendix H

Rhyme Scheme

"Roger the Dog" by Ted Hughes

Asleep he wheezes at his ease.
He only wakes to scratch his fleas.

He hogs the fire, he bakes his head
As if it were a loaf of bread.

He's just a sack of snoring dog.
You can lug him like a log.

You can roll him with your foot,
He'll stay snoring where he's put.

I take him out for exercise,
He rolls in cowclap up to his eyes.

He will not race, he will not romp,
He saves his strength for gobble and chomp.

He'll work as hard as you could wish
Emptying his dinner dish,

Then flops flat, and digs down deep,
Like a miner, into sleep.

Appendix I

Information for Teachers

I have found that children of all abilities LOVE poetry. There is such a wide variety of children's poetry available that all children will find some poems that will interest them. Having a large, and diverse selection of poetry books to attract a wide range of learner and their individual interests is key to this unit. Poets such as Shel Silverstein, Judith Viorst, Jack Prelutsky and Douglas Florian are especially popular as they write humorous poems, often accompanied by quirky illustrations. Mel Glenn is another poet with particular attraction for some students, as he deals with themes with which some middle school learners can identify. I have organized the student materials into a student packet. I have found this a useful organizational tool for both the students, and myself. The intent of collating all material into a packet is to emphasize to the students that the learning is a focused holistic unit, and they are expected to be focused, as well.

This unit has three sections:

Section One - The exploration of poetry, lessons one and two. While doing lessons one and two the students will be excited about their exploration of the poetry books, and sharing their findings. At this point, there may be no diversification needed.

Section Two - (Use student packet - Appendices A - H) Learning poetic terms and analyzing poetry. To diversify for different learners, you may need to alter the speed at which you progress, or the poems you use as examples for the poetic terms

Section Three - (Use student packet - Appendices A - H) Preparing for a final assessment: An Oral Poetry Presentation. I did find it very important, if your goal is expose students to poetry in the hope of fostering a love of poetry, that the students be allowed the freedom to chose their poem for their final assessment (an oral presentation) with the teacher guiding them. **Conferencing with students regarding their selection is essential for ALL students.** This allows you to encourage and help students tailor their presentation to their abilities and interests.

ESL and Special Education students: I was able to expose the students to the 16 Core Knowledge poems by reading the poems with learners with special needs, and analyzing some of them together as a group. For their oral presentation, they were allowed to select poems they were comfortable with, but were encouraged to select something which would challenge them, yet be appropriate.

TAG, honor students and regular education students: To model analyzing poetry, do a couple of poems together, but require TAG and honor students to select either a Core Knowledge poem, or a poem by the same authors, for their oral presentation. For the regular education students there can be a bit more flexibility in their choice of poem for their final assessment.

My goal for all students was to have them develop presentation skills, learn and be able to recognize the six poetic terms, foster a love of poetry and enjoy the unit.

"Poetic Terms" Quiz

Name _____

We have studied poetry and have covered six poetic terms. Use the poems below to answer the questions:

Part I.

Dandelion

O little soldier with the golden helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?
There is only the grass to fight!

Hilda Conkling

1. How many *stanzas* in this poem?
2. What is the *rhyme* pattern?
3. What do we call this *rhyme* pattern?
4. What do we call the beat of a poem?
5. What kind of beat does this poem have?

Part II.

Rainy Nights

I like the town on rainy nights
 When everything is wet -
When all the town has magic lights
 And streets of shining jet!

When all the rain about the town
 Is like a looking-glass,
And all the lights are upside-down
 Below me as I pass.

In all the pools are velvet skies,
 And down the dazzling street
A fairy city gleams and lies
 In beauty at my feet.

Irene Thompson

Appendix J, page 2

1. How many *stanzas* in this poem? _____
2. What is the *rhyme* pattern? _____
3. What kind of *beat* does this poem have? _____

Part III.

Super-Goopy Glue

Permit me to present to you
my famous SUPER-GOOPY GLUE,
by far the finest glue on earth,
one dollar for a penny's worth.

It's rumored that my glue adheres
for easily a thousand years,
my glue's the glue you surely seek,
it's guaranteed for one whole week.

My SUPER-GOOPY GLUE can glue
a carrot to a caribou,
a feather to a ferret's feet,
a pickle to a parakeet.

No other glue is half as good,
it works on metal, glass, and wood,
I'd demonstrate it for you, but
my glue has glued my gluepot shut.

Jack Prelutsky

1. How many *stanzas* in this poem? _____
2. The *stanzas* have a special structure; what is it? _____
3. What is the *rhyme* pattern? _____

Appendix K

Teacher's Answer Key for Appendix J

Part I.

1. one
2. no rhyme
3. free verse
4. meter
5. iamb

Part II.

1. three
2. AB AB
CD CD
EF EF
3. iamb

Part III.

1. four
2. couplets
3. AA
BB

CC
DD

AA
EE

FF
GG

Appendix L

"Poetry Unit" Reflection

Name _____

What did you enjoy about reading poetry?

What poem did you particularly enjoy? Which poet did you like?

What did you find challenging about our poetry unit?

What did you do well on your "Oral Presentation?"

What did you find challenging about the "Oral Presentation?"

How would you do an oral presentation differently next time?

What advice would you give me about doing this unit with another class in the future?