Poetry of Place

Third Grade Poetry Unit

Adapted from the CLEAR curriculum units for gifted education originally created by the University of Virginia and Virginia Tech; first adapted through a Jacob K. Javits grant, U.S. Department of Education PR/Award #S206A140034; this version adapted for Appalachian audiences through the Appalachian Rural Talent Initiative, a grant funded by the Jack Kent Cooke Foundation.

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Background

This is a unit designed to help students explore different forms of poetry as they expand their comprehension and writing skills. The title of the unit, *Poetry of Place,* reflects one of the big ideas of poetry: poetry helps readers see the extraordinary in everyday places and experiences.

The Spanish poet García Lorca described the poet as "a professor of the senses," referring to the way the poet uses specific sensory detail to connect the reader with the bigger, more abstract ideas expressed in poetry. Along with the use of devices like metaphor, sensory language and the use of concrete description are among the key ways that contemporary poets transform the ordinary into something extraordinary.

This unit encourages students to become explorers of their own experiences and the experiences of others as they read and write poems in which concrete detail links readers to larger, more abstract ideas. All students will have the opportunity to read and write a range of poetry related to their own experiences.

The unit also gives students multiple opportunities for enhancing their word knowledge, comprehension strategies, and writing skills in line with state and national standards.

Objectives/ Standards

This unit is designed to be consistent with common state third-grade reading and writing standards and national standards outlined by the National Council of Teachers of English (NCTE). This unit addresses the following objectives: knowledge of relevant poetry terminology, understanding of relevant big ideas about poetry, and the development and demonstration of writing, reading, and general skills relevant to poetry.

Students will know the following terms:

Poetry terms:

Imagery is the expression of sensory detail (sight, sound, smell, touch, taste).

Sensory language is that which describes imagery using the senses (sight, touch, smell, hearing, and taste).

Abstract language is lacking physical detail. Poetry is concerned with the immediate, the specific, and the *concrete* (the opposite of abstract).

Metaphors and *similes* are kinds of figurative language in which two unlike nouns are compared.

Personification is a kind of figurative language in which an inanimate object, animal, or other nonhuman is given human traits.

Rhythm is a pattern of stressed and unstressed sounds.

Rhyme is a repetition of identical or similar sounds in two or more different words.

Verse is poetic writing that is usually metrical and conveys an idea.

A *line* of poetry is the text written across a single row. Lines are numbered within stanzas.

A *stanza* is a group of lines of verse that forms a section in a poem. Stanzas are numbered according to where the poem shows distinct breaks.

A *couplet* is a pair of lines of verse, usually rhyming.

A *cinquain* is a poem of five lines.

Other vocabulary:
Noun
Adjective
Verb
Synonym
Antonym
Prefix
Suffix

Students will understand the following big ideas about poetry:

- Poetry helps readers see the extraordinary in the ordinary.
- Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths.
- Poets use metaphors to connect readers to important ideas through imagery.
- The structure of a poem often contributes to its meaning.

Students will demonstrate the following skills:

Writing

- generate ideas for writing.
- develop an idea within a brief text.
- know and use complex word families when writing (e.g., "–ight").
- learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing).
- use literary devices in their own writing, including metaphors, personification, point of view, rhyme, rhythm, and repetition.

Reading

- build poetry vocabulary.
- know and use complex word families when reading (e.g. "–ight") to decode unfamiliar words.

- understand the etymology of words as a basis for extending vocabulary comprehension.
- identify the author's purpose in a simple text.
- identify the main idea of a selection.
- identify literary devices, including metaphors, personification, point of view, rhyme, rhythm, and repetition.
- identify poetry structures.

General

- participate as knowledgeable, reflective, creative, and critical members of a literary community.
- respond to written and oral presentations as a reader, as a listener, and as an articulate speaker.

Unit outline

Lesson	Big Idea/s	Overview	Skills
▪ Unit Pre-assessment			
1	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths.	*Welcome to Poetry* ▪ Visualization activity ▪ Introduction to key terms	▪ Generate ideas for writing ▪ Learn and use the writing process ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
▪ Formative Assessment 1: Exit Card			
2	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*Concrete vs. Abstract* ▪ Distinguishing between concrete and abstract nouns ▪ Introduction to "The Red Wheelbarrow"	▪ Build poetry vocabulary ▪ Identify and use various parts of speech ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
3	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*"The Red Wheelbarrow" Returns* ▪ Students develop original poems following a model	▪ Build poetry vocabulary ▪ Identify and use various parts of speech ▪ Generate ideas for writing ▪ Identify author's purpose in a simple text ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
4	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*"The Magic Box"* ▪ Stations activity: students develop ideas for an original poem following a model	▪ Build poetry vocabulary ▪ Identify and use various parts of speech ▪ Develop ideas for writing ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community

5	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*Poet's Workshop* ▪ Introduction to Poet's Workshop: students learn how to give and receive feedback on poetry	▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Learn and use the writing process ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community ▪ Respond to written and oral presentations as a reader, as a listener, and as an articulate speaker
▪ <u>Formative Assessment 2: Check for Understanding of Key Ideas</u>			
6	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*The Memory Box* ▪ Students write original memory poems guided by a model	▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Learn and use the writing process ▪ Identify and use parts of speech ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
7 Optional	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the extraordinary in the ordinary.	*Postcards from My Life* ▪ Students write postcards to practice clear, descriptive writing	▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Learn and use the writing process ▪ Identify and use parts of speech ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
8	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poetry helps readers see the	*Workshop Day* ▪ Students work on original poems and engage in poetry conferences	▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Learn and use the

	extraordinary in the ordinary.		writing process ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community ▪ Respond to written and oral presentations as a reader, as a listener, and as an articulate speaker
9	▪ Poets use metaphors to connect readers to important ideas through imagery.	*Meet Metaphor* ▪ Introduction to metaphors ▪ Students learn to recognize metaphors in poetry	▪ Identify literary devices, including metaphors ▪ Identify the main idea of a selection ▪ Generate ideas for writing ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
10	▪ Poets use metaphors to connect readers to important ideas through imagery. ▪ Poetry helps readers see the extraordinary in the ordinary.	*More Metaphors* ▪ Students use metaphors in their own writing	▪ Identify literary devices, including metaphors ▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
▪ Formative Assessment 3: Check for Understanding of Metaphors			
11	▪ Poets use metaphors to connect readers to important ideas through imagery. ▪ Poetry helps readers see the extraordinary in the ordinary.	*Personification* ▪ Introduction to personification ▪ Students write short stories using personification	▪ Identify literary devices, including metaphors and personification ▪ Identify poetry structures ▪ Generate ideas for writing ▪ Develop an idea within a brief text ▪ Participate as knowledgeable, reflective, creative, and

			critical members of a literary community
12	▪ Poetry helps readers see the extraordinary in the ordinary.	*A Different Point of View* ▪ Students read and write poems using point of view in different ways	▪ Identify literary devices, including point of view ▪ Generate ideas for writing ▪ Learn and use the writing process ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
13	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poets use metaphors to connect readers to important ideas through imagery. ▪ Poetry helps readers see the extraordinary in the ordinary.	*Workshop Day 2* ▪ Students continue to work on original poems from various models, and engage in the conference process	▪ Learn and use the writing process ▪ Develop an idea within a brief text ▪ Respond to written and oral presentations as a reader, as a listener, and as an articulate speaker
▪ Formative Assessment 4: Rhyming Knowledge Assessment			
14	▪ Poetry helps readers see the extraordinary in the ordinary. ▪ The structure of a poem often contributes to its meaning.	*Time to Rhyme* ▪ Introduction to rhyme and rhythm ▪ Students create a rhyming dictionary for the classroom	▪ Identify literary devices, including rhyme and rhythm ▪ Identify poetry structures ▪ Know and use complex word families when writing (e.g. “–ight”) ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
15	▪ Poetry helps readers see the extraordinary in the ordinary. ▪ The structure of a poem often contributes to its meaning.	*Rhythm and Repetition* ▪ Students read and write poems that employ rhythm and repetition	▪ Identify literary devices, including rhyme and rhythm ▪ Identify poetry structures ▪ Know and use complex word families when reading and writing (e.g. “–ight”)

16	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poets use metaphors to connect readers to important ideas through imagery. ▪ Poetry helps readers see the extraordinary in the ordinary. ▪ The structure of a poem often contributes to its meaning.	*How to Read a Poem* ▪ Students develop a "how-to" guide for critically reading poetry	▪ Identify literary devices, including rhyme, rhythm, metaphors, personification, and point of view ▪ Identify poetry structures ▪ Participate as knowledgeable, reflective, creative, and critical members of a literary community
17&18	▪ Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths. ▪ Poets use metaphors to connect readers to important ideas through imagery. ▪ Poetry helps readers see the extraordinary in the ordinary. ▪ The structure of a poem often contributes to its meaning.	*Workshop* ▪ Students work on completing an anthology of original poems and an analysis of a selected poem	▪ Identify literary devices ▪ Identify poetry structures ▪ Learn and use the writing process ▪ Respond to written and oral presentations as a reader, as a listener, and as an articulate speaker
Lesson 19: *Class Poetry Reading*			
▪ Summative (Final) Assessment ▪ Performance Assessment			

Preparing to teach the unit

Resources and Materials

To help students grasp the big ideas in a visual way, the **concept map** used for this unity builds upon components progressively in the unit. The image of a tree, called a "poetree," can be displayed in the classroom to help students see the connections in both their work and the elements of poetry they will experience throughout the unit.

Poems used in the unit are documented in each lesson plan. Internet links to the poems are included in each lesson, as copyright laws do not allow for the provision of pdf versions in most cases.

An important goal for the unit is to help students explore a wide range of topics and types of poetry. Teachers are encouraged to have a collection of poetry books (e.g., borrowed from the school library or other sources they may know of) appropriate for a broad range of reading levels available in the classroom for students to peruse and borrow.

Teachers are also encouraged to share some of their favorite poems with students, to invite students to share or bring in poems they enjoy, to explore local opportunities for hearing live poetry readings, or even to invite a poet to visit the classroom.

In order to respond to student diversity, attention should be given to selecting poems that reflect a variety of cultures and backgrounds and to tailoring instructional strategies and activities to address learners with disabilities in the gifted classroom.

Each student will require a composition book for the unit. The composition book will be a **notebook** in which students can complete class writing activities, jot down ideas, and work on drafts of their poems. They should be encouraged to make mistakes in this book, since they should be experimenting with words and ideas.

Students will also require a pocket folder, which will become the student's **anthology book**. In the anthology students will write out final copies of their best poems, which have been through idea development and draft processes and have been corrected for spelling.

Classroom Environment

The teacher is encouraged to set up a classroom environment that is conducive to the exploration and enjoyment of poetry. For example, the teacher might start a "poetry wall," which can be used to display (1) copies of the poems read in class; (2) copies of poems recommended by students; (3) information about the lives and work of specific poets; (4) poems written by students; and (5) interesting photos, pictures, postcards, or other objects and images that could inspire or provide ideas for writing poetry.

It is also important to create areas within the classroom that work well for individual work, small group work, and for whole-group discussions and activities (preferably in addition to desks).

Classroom Management

This unit incorporates many different types of activities, from independent work to creative visualization to group work. Students will sometimes be grouped by readiness levels, sometimes by common interests, and sometimes by preferred ways of learning or working. In other words, there will be a lot of movement and changing from one activity to another.

Some students and some groups will manage this type of learning environment better than others. This means that the teacher might need to work with students on how to manage transitions and routines that could be unfamiliar. The lessons in this unit are structured so that there is some sense of routine built in.

It is still likely that the teacher will have to help students adjust. The teacher might need to explain that because all students are different, there will be times when several different activities are going on at once, or that students will be working from different lists of words.

It might also be helpful for students to practice moving (and perhaps rearranging the furniture) from small groups to individual desks to the space dedicated to group discussion.

Ongoing Assessment

Ongoing assessments are administered to students throughout the unit in order to (1) assess students' developing skills so that resources and activities can be tailored to each student; (2) assess what students already know about poetry, which will help tailor the activities and group students appropriately; and (3) provide a baseline for comparison at the end of the unit so that the teacher can assess the growth of each student throughout the course of the unit.

Copies of each assessment task are included in the resource section after the lesson in which they should be administered. A brief pre-assessment for the beginning of the unit and a summative assessment task for the end of the unit are also provided.

The CLEAR Curriculum Model

This unit has been designed using the CLEAR Curriculum Model. **The CLEAR** (**C**hallenge **L**eading to **E**ngagement, **A**chievement and **R**esults) **Curriculum** incorporates elements from three research-based curriculum models: Differentiation, Depth and Complexity, and The Schoolwide Enrichment Model by Carol Tomlinson, Sandra Kaplan, and Joseph Renzulli, respectively.

These elements are applied to a curriculum framework that is consistent with state and national standards in reading, but builds layers of challenge and opportunities for more in-depth study authentic to the work of professionals within a discipline to better meet the needs of all students.

Differentiation is applied to design various learning opportunities for students who differ in their readiness levels (what they know, understand, and can do in relation to the content), interests, and learning profiles. Principles of differentiation, such as ongoing assessment, appropriate challenge, and flexible grouping, are applied throughout the units.

Depth and Complexity is used to build layers of challenge and meaning onto standards-based learning opportunities. Elements of depth (big ideas, language of the discipline, details, patterns, and rules) and complexity (multiple perspectives, interdisciplinary connections, unanswered questions, ethical issues, and changes over time) are used to help students explore the content.

The Schoolwide Enrichment Model emphasizes opportunities for students to work with the tools and methods of practicing professionals in a field, and for students to engage in long-term, real-world projects in an area of interest. These elements are also incorporated into the curriculum units.

Units within the CLEAR Curriculum are designed around five foundational elements:

- **C**ontinual Formative Assessment
- Clear **L**earning Goals
- Data-Driven Learning **E**xperiences
- **A**uthentic Products
- **R**ich Curriculum

Each of these elements is considered crucial for encouraging engagement, achievement and growth in a variety of gifted learners.

Continual Formative Assessment: CLEAR Curriculum unit activities are informed by and adjusted according to ongoing, formative assessment of students. Assessment data is collected and utilized not only to evaluate student growth, but to provide a profile of student readiness levels, needs, interests, and preferred ways of learning and expressing their learning. Assessment is regarded as an important tool for allowing teachers to get to know students and tailor further instruction to meet their unique needs.

Clear **L**earning Goals: CLEAR Curriculum units are designed around learning goals that are meaningful, important, and clear. These learning goals reflect state and national standards, but also reflect the key knowledge, skills, and understandings central to the area of study.

Data-Driven Learning **E**xperiences: Underlying the CLEAR Curriculum are the assumptions that learners 1) vary in their readiness levels, interests, and learning profiles and 2) learn best and most efficiently when their varied needs are met. As such, learning experiences within CLEAR Curriculum units are differentiated to meet the needs of a variety of learners, including the gifted. Continual collection of data through formative assessments allows teachers to assign students to learning experiences appropriate for their needs.

Authentic Products: Also underlying the CLEAR Curriculum is the assumption that learning is made most meaningful when students 1) develop the skills and knowledge needed by professionals in the field of study and 2) apply the knowledge and skills they have acquired in real-world and relevant contexts. CLEAR Curriculum units guide students in developing and carrying out projects on topics of their own choosing using the methods and tools of experts in the field.

Rich Curriculum: The CLEAR Curriculum is designed to take students beyond mere factual, rote knowledge to deep understandings of the essential knowledge, skills, and big ideas of a unit of study. High-level challenge is built into the units through having students utilize the vocabulary and language of the discipline; investigate the patterns, rules, varied perspectives, unanswered questions, and ethical issues within a unit of study; make connections across disciplines; and understand how unit concepts and ideas have changed over time.

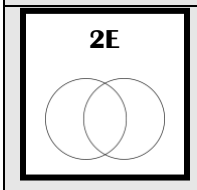
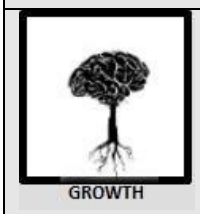
Icons Explained

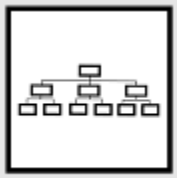
Integrated throughout the lesson plans are a series of icons or symbols intended to draw your attention to the particular content focus, learning objective, or instructional configuration of each learning activity. Some of these icons are derived from Sandra Kaplan's Depth and Complexity curriculum model, while others have been developed specifically for the CLEAR curriculum model used in these units.

 TIP	**Tip** This symbol is used to indicate an important note for the teacher. The tip might refer to something to watch out for, such as a potential classroom management issue or a particular type of talent potential, during a learning activity.
LESSON ORGANIZATION	

	**Whole-class Instruction** The teacher leads an activity with the entire class together.
	**Small Group Work** Students engage in a learning task in pairs or small groups of 3-5.
	**Independent Work** Students work on their own in identifying a topic of study, conducting research, and writing or using other modes of expression to present information or demonstrate understanding.
	**Anchor Activity** As students work at different paces, there will be times when some students finish a task sooner than others. An anchor activity is a task on which students work (usually independently) after they complete other class work. An anchor activity is meaningfully related to the learning objectives of the lesson or unit, allowing students to explore essential ideas, rather than simply a time-filler. All students will have a chance to work on anchor activities over the course of a unit.
LITERACY FOCUS	
	**Word Study** Students are engaged in learning and practicing how to decode words by breaking them down into their component parts such as sounds, syllables, roots, prefixes, and suffixes. Each student works with words that match his or her own readiness level.
	**Reading Comprehension** Students are reading for the purpose of understanding and practicing comprehension strategies.

	**Writing** Students are engaged in one or more stages of the writing process.
	**Place** Students are engaged in tasks that are related to their lived experiences, often by making connections between the class material and their community.
	**Critical Literacy** Students are encouraged to read thoughtfully in order to better understand the dynamics of human relationships (like power, inequality, and injustice).
FOCUS ON STUDENT DIFFERENCES	
	**Differentiation by Readiness** Readiness-based differentiation is the process of adjusting learning experiences to match individual students' levels of past achievement and point of development. Readiness refers to what students already know, understand, and can do related to the learning objectives for a particular task, lesson, or unit. A student's level of readiness might vary depending on his or her background knowledge, prior learning experiences, and profile of competencies related to different topics or kinds of activities. When learning tasks are matched to a student's level of readiness (i.e. within the student's zone of proximal development), that student has the opportunity to work at something that is both challenging and rewarding. When a task is too challenging or not challenging enough for a student, learning is unlikely to occur. Thus, it is essential that general lesson plans be adjusted to better attend to differing levels of readiness among the group of students. Students might work in readiness groups or independently on tasks that are differentiated by readiness.
	**Differentiation by Interest** Interest-based differentiation refers to the process of adjusting learning experiences to match individual students' interests. When students have the opportunity to work in an area of personal interest to them, they are more likely to become motivated to learn and therefore actively engaged in the learning process. Teachers can attend to students' interests by offering a choice of several materials or topics, by inviting students to suggest their own topics for study, or by allowing students to sometimes work in interest-based groups.

	**Differentiation by Learning Profile** Learning-profile-based differentiation is the process of adjusting learning experiences to match individual students' pattern of strengths, weaknesses, and preferences that determines how he or she takes in, makes sense of, and expresses information. Learning profile is shaped by factors such as culture, gender, and learning style preferences. Teachers can provide opportunities for students to work in ways that match their learning profile preferences by incorporating multiple modes of expression and ways of working into the life of the classroom.
	**Twice Exceptional** Twice-exceptional students are intellectually gifted children who have a disability. It is important to cultivate their intellectual abilities while still acknowledging that they may struggle in certain areas of the classroom and providing them with the necessary support to succeed.
	**Growth Mindset** Mindset is about how students think—if they have a fixed mindset, they believe their intelligence and talents are fixed abilities that cannot be changed. Students with a growth mindset believe their intelligence and talents can be developed. Teachers can encourage a growth mindset by incorporating activities that encourage students to persist through challenges and allow them to learn from mistakes.
DISCIPLINE EXPLORATION	
	**Big Idea** A big idea refers to an essential understanding about a topic or discipline that students should take away from the lesson or unit. It often helps to "unpack" or explain an important concept or the relationship between two or more concepts. Big ideas help students move beyond the facts and skills they are learning to focus on what is fundamentally important, enduring, and transferable about the topic. For example, in the poetry unit, students explore the big idea that *poetry helps readers see the extraordinary in the ordinary.* This is a big idea that guides the work of contemporary poets as they use concrete, sensory language and specific imagery to add layers of meaning to the description of everyday objects, events, and experiences. The big idea can be explored across different poems, poets, and periods of history. In this way, the big idea is a focal point that holds the unit together; students are gradually guided, through a range of learning activities, to arrive at a deep understanding of the big idea. The term big idea is sometimes used synonymously with principle, generalization, or understanding.
	**Language of the Discipline** The task helps students achieve greater depth of understanding by coming to know and apply the vocabulary of professionals in the academic discipline.

	**Tools of the Discipline** The task helps students achieve greater depth of understanding by coming to know and apply the ways of thinking and working of professionals in the academic discipline.
	**Real World Application** The task requires students to apply the language and tools of the discipline in an environment or activity similar to what an expert in the field would experience.
SUBJECT ANALYSIS	
	**Details** The task helps students achieve greater depth of understanding by studying the essential details relevant to what they are learning.
	**Patterns** The task helps students achieve greater depth of understanding by analyzing the patterns and trends that can be identified in what they are learning.
	**Rules** The task helps students achieve greater depth of understanding by coming to know and apply the principles and rules that govern what they are learning.
	**Perspectives** The task helps students achieve a more complex level of understanding by encouraging them to understand the material from multiple perspectives.
	**Over Time** The task helps students achieve a more complex level of understanding by guiding them to consider what they are learning from a historical perspective.

	**Unanswered Questions** The task helps students achieve a more complex level of understanding by allowing them to explore unanswered questions about the content they are learning.
	**Ethics** The task helps students achieve a more complex level of understanding by guiding them to explore ethical issues related to what they are learning.