UNIT OF STUDY

Title: Poetry	**Subject/Course**: Reading/Lang Arts Unit 5	**Length**: 3 weeks
Topic: Poetry	**Grade**: 4	**Designer**: Dollinger, Tanner, Reed

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS: • Descriptive language adds interest to poetry • Reading a variety of poetry helps the learner identify the characteristics of poetry (diamante, cinquain, complete quatrains, acrostic and shape poetry) • Purposeful vocabulary adds interest to poetry	**ESSENTIAL QUESTIONS:** • Why should I read a variety of poetry • How can I respond to poetry in a variety of ways
STUDENT LEARNING EXPECTATIONS: R.10.4.15 Read a variety of poetry, including single free verse and limericks R.10.4.16 Discuss poetry to determine meaning R.10.4.17 Analyze poetry to identify the characteristics of diamantes R.10.4.6 Use graphic organizers to make meaning of the reading selection R.10.4.1 Read Daily W.4.4.1 Organize writing to convey a central idea W.4.4.5 Develop drafts by categorizing ideas W.4.4.10 Revise writing to utilize elements of style W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	W.4.4.13 Edit for spelling of appropriate words, usage, punctuation, capitalization W.5.4.1 Write for general audience W.5.4.4 Write daily W.5.4.7 Write free verse and limericks W.6.4.20 Format writing appropriately according to audience, purpose and form W.7.4.2 Use logical sequence W.7.4.3 Use such descriptive language as action, verbs, specific nouns, vivid adjective and adverbs to add interest to writing W.7.4.6 Use purposeful vocabulary W.6.4.4 Embed subordinating ideas in sentences W.6.4.7 Include prepositional phrases in writing
SPECIFIC DECLARATIVE KNOWLEDGE • Identify elements of poetry (specifically free verse, diamante and limericks)	**SPECIFIC PROCEDURAL KNOWLEDGE** • Preview and discuss a variety of examples of poetry • Read a variety of poems fluently • Complete graphic organizers • Write limerick, free verse and diamante with interest and purposeful vocabulary • Edit poetry written • Revise poetry written • Organize poems so that the poems are in logical order with a central idea

<table>
<tr><td colspan="2" align="center">UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</td></tr>
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1. Write a free verse poem and identify its characteristics
2. Write a limerick and identify its characteristics
3. Write a diamante and identify its characteristics
4. Compare and contrast the characteristics of the poems

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Traditional Assessments:
1. Test over the characteristics of free verse, limericks and diamonte

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Other Evidence of Learning:

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ACTIVITIES AND LEARNING EXPERIENCES	Resources
1. Preview a variety of diamantes 2. Identify the characteristics of diamante poems 3. Preview a variety of free verse 4. Identify the characteristics of free verse 5. Preview a variety of limericks 6. Identify the characteristics of limericks 7. Write diamantes 8. Write free verse 9. Write limericks 10. Review the characteristics of cinquains, couplets, acrostic and shape poems **Guided Practices** 1. Students will help the teacher write limericks, free verse and diamantes Before 1. Admit slips to determine prior knowledge of free verse, limericks and diamante poetry 2. Introduce the genre of poetry and anchor book 3. Review the elements of cinquain, couplet, acrostic and shape poems 4. Build prior knowledge in the students of the poems listed	Sharon Creech-Love That Dog, Heartbeat Jacqueline Woodson-Locomotion www.brownielocks.com/kidlimericks.html www.gigglepoetry.com/POETRYCLASS/ limerickcontesthelp.com www.kidsonthenet.org.ok/create/limericks.cfm

in #2 for those students with no prior knowledge

During
1. Begin read aloud and identify the characteristics of each form of poetry
2. Model examples of free verse, limericks and the characteristics
3. Model how to write free verse, limerick and the characteristics

After
1. Students will write limericks, free verse and diamantes
2. The learner will compare and contrast the elements of diamantes, limericks and free verse poetry

Career Connections

Poets, authors, commercial writers, musicians

Invite singer/songwriter to share with the class how they are using poetry in their music.

Another possibility, invite a person who writes poetry as a release.