

# Language Arts “Poetry” and “Weekly 5” Hybrid

## Grade 3

Jan 5 – Jan 29

### Rationale

Students will learn how to read, respond to, and write poetry as a way to communicate their ideas, feelings, and to further build their own understanding of their identities. Poetry is a great way for students to explore different themes and topics in literature.

The students will write a biographical poem to help them understand and build their identities. Students will begin to think about who they are, where they come from, and where they are headed.

In this poetry unit, students will also have the opportunity to incorporate and build on their “word work” skills from their Daily/Weekly 5 activities. Through poetry, students will work on vocabulary, expression, creativity, context, definitions, spelling, similes, homonyms, etc.

### Resources and Materials

- *The Café Book* ~ “The Sisters”
- *The Daily 5* ~ “The Sisters”
- *The First Days of School* ~ Wong’s
- *Tiger Lilies, Toadstools, and Thunderbolts* (Appendix A) ~ Tiedt
- *Outside the Lines* ~ Burg & Gibbon
- *The Power of Poems* ~ Ruurs
- *Holiday Stew* ~ Whitehead
- *The Crayon Box That Talked* ~ Derolf
- *I did it because* ~ Lesynski
- *The Best Part of Me* ~ Ewald
- *Color Me a Rhyme* ~ Yolen
- *All the World* ~ Scanlon

### Objectives and Goals

#### 2.1 Use Strategies and Cues

- 2.1.2 Use comprehension strategies
- 2.1.3 Use textual cues
- 2.1.4 Use phonics and structural analysis

#### 2.2 Respond to Texts

- 2.2.1 Experience various texts
- 2.2.3 Construct meaning from texts
- 2.2.3 Appreciate the Artistry of texts

#### 2.3 Understand Forms, Elements & Techniques

- 2.3.1 Understand forms and genres
- 2.3.3 Experiment with language

## 2.4 Create Original Text

- 2.4.1 Generate ideas
- 2.4.2 Elaborate on the expression of ideas

## 3.1 Plan and Focus

- 3.1.1 Focus attention

## 4.1 Enhance and Improve

- 4.1.2 Revise and edit
- 4.1.5 Enhance artistry

## 4.2 Attend to Conventions

- 4.2.1 Attend to grammar and usage
- 4.2.2 Attend to spelling

## 5.1 Respect Others and Strengthen Community

- 5.1.3 Celebrate accomplishments and events
- 5.1. Use language to show respect
- 3.1.1 Focus attention

## **Strands of Language Arts**

Listening: Students will listen to poetry being read, and may listen to some lyrical poetry

Reading: Students will read poetry

Viewing: Students will see picture books with poetry

Speaking: Students will read poetry aloud

Writing: Students will write poetry

Representing: In art, students will represent poetry with a paint (mood and feeling).

## Assessment Plan

Stage 1 – Desired Results	
<p><b>Established Goals:</b></p> <p><b>GLO #2:</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p><b>GLO #3:</b> Students will listen, speak, read, write, view and represent to manage ideas and information</p> <p><b>GLO #4:</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	
<p><b>Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Poetry is very diverse. Different types of poems abide by different rules and features</li> <li>• Poetry is a way to convey meaning</li> <li>• The meaning of poetry is conveyed through different stylistic choices such as: rhyme, rhythm, form, simile, metaphor, etc.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is poetry?</li> <li>• How do we read and understand poetry?</li> <li>• How does the form of the poem impact the meaning?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to identify a poem</li> <li>• Different features and types of poems</li> <li>• What a simile is</li> <li>• What a metaphor is</li> </ul>	<p><i>Students will be able to do...</i></p> <ul style="list-style-type: none"> <li>• Write their own poem using the different templates and features that we discuss in class</li> <li>• Identify key features of a poem</li> <li>• Read and understand the meaning of different poems</li> <li>• Replace plain words in their own writing with "juicer" words</li> <li>• Represent poetry with art</li> </ul>

## Blueprinting Formative/Summative Evaluations

Learning Outcomes								
	Title of Assessments	KWL Chart	Reading Comp. Quiz 1	Poetry Portfolio	Poetry Template Sheets	Respectful Writing/ Presences Observation	Portfolio Polished Piece	Reading Comp. Final Quiz
	Type (Formative/Summative)	Formative	Formative	Formative	Formative	Formative /Summative	Summative	Summative
	Weighting	-	-	-	-	10%	50%	40%
2.1.2 Use comprehension strategies	✓	✓	✓					✓
2.1.3 Use textual cues		✓						✓
2.1.4 Use phonics and structural analysis		✓	✓					
2.2.1 Experience various texts	✓		✓	✓	✓			
2.2.3 Construct meaning from texts		✓	✓	✓	✓			✓
2.2.3 Appreciate the artistry of texts				✓				
2.3.1 Understand forms and genres	✓	✓	✓					✓
2.3.3 Experiment with language					✓			
2.4.1 Generate ideas	✓		✓	✓	✓		✓	
2.4.2 Elaborate on expression of ideas		✓	✓	✓	✓		✓	
3.1.1 Focus attention	✓	✓	✓	✓	✓		✓	

4.1.2 Revise and edit			✓	✓		✓	
4.1.5 Enhance artistry			✓	✓		✓	
4.2.1 Attend to grammar and usage			✓			✓	
4.2.2 Attend to spelling			✓			✓	
5.1.3 Celebrate accomplishments & events	✓		✓		✓	✓	
5.1.4 Use language to show respect			✓		✓		

## January LA Timetable

Monday (90 min)	Tuesday (60 min)	Wednesday (90 min)	Thursday (60 min)
4	5	6	7
<b>Expectations and Procedures Practice</b>	<b>Expectations and Procedures Practice</b>	<b>Expectations and Procedures Practice</b>	<b>Expectations and Procedures Practice</b>
<ul style="list-style-type: none"> <li>- When students walk into class, have "2016" booklet out for them to begin</li> <li>- <b>Explain expectations of students (same as school – brain storm 4 R's and what that looks like)</b></li> <li>- <b>Practice attention getting routine</b></li> <li>- <b>Show students an introductory PowerPoint on myself with some pictures (let it cycle through)</b></li> <li>Explain and Model: "Weekly 5"</li> <li>Begin with 5-10 minute lesson/re-teach while "listening to reading"</li> <li>- Establish "Weekly 5" routine</li> </ul>	<ul style="list-style-type: none"> <li>- (discuss what library behavior and walking down the hall looks like)</li> <li>- 30 minute J.R.R library</li> <li>Inform students we are moving on to "Poetry Unit"</li> <li>- poll students on poetry (do you like it/read it?)</li> <li>- Ask: What does poetry look like?</li> <li>- Watch "How Bad Can I Be" Lorax video clip – is this poetry?</li> <li>- Students work on KWL poetry chart and put into poetry duotang</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss as class what routine will be, and inform today we will <i>practice</i> it together.</li> <li>- Talk about carpet behavior</li> <li>- Call students over to carpet for: "Weekly 5"</li> <li>- 5-10 minute lesson/re-teach while "listening to reading"</li> <li>&gt; Read <i>The Crayon Box that Talked</i> reteach comprehension (re-tell in own words).</li> <li>- Model components of Daily 5 as review – and inform that this is how it should ALWAYS look</li> </ul>	<ul style="list-style-type: none"> <li>- Read a few examples of bio-poems... see if students can figure out why they are called "bio-poems"</li> <li>- Hand out bio-poem template</li> <li>- Think-pair-share (no pencils) what noun, verb, adjective, adverb, etc. means</li> <li>- Listen to my bio-poem</li> <li>- students fill in bio-poem template individually</li> <li>- students write "good draft" of bio poem on paper</li> <li>- share bio-poems in small groups</li> <li>*emphasize "juicy" words</li> </ul>

<p>- If time, do a run through of the "Weekly 5" with the students, stopping often to affirm expectations of students.</p> <p>- Read to students <i>Duck and Goose</i> – practice good "listening to reading" and "carpet" skills. Possibly, have students work on "work on writing" (talk about expectations).</p> <p><b>(Before recess bell): Establish after recess routine (mindfulness) practice what it will look like and WHY</b></p>	<p>Filler activity: Students can color KWL chart OR practice routines</p>	<p>- End with 10-15 minute journaling for "work on writing"</p> <p><b>Remind of after recess routine</b></p>	
<p style="text-align: right;">11</p> <p>"Weekly 5"</p> <p>- 5-10 minute lesson/re-teach while "listening to reading"</p> <p>- read "Curious" p. 52 from <i>I did it because...</i> modelling "(E) Use prior knowledge/context" with words "icicles" and "swerve."</p> <p><b>Remind of after recess routine</b></p>	<p style="text-align: right;">12</p> <p>- 30 minute J.R.R library</p> <p>- students finish good draft of bio-poem and share in small groups</p> <p>- Introduce students to shape poems by reading <i>Outside the Lines</i> "Frisbee" p. 16 and "Slide" p. 11 and "Leaf Pile" p. 29.</p> <p>Students begin working on Shape poem</p>	<p style="text-align: right;">13</p> <p>"Weekly 5"</p> <p>- teach (F) Re-read text – huge for reading and writing. Read <i>Color Me a Rhyme</i> p 22 Yellow: A Haiku (briefly discuss what Haiku is) read 3-4 times to figure out what it means with students.</p> <p>- End with 10-15 minute journaling for "work on writing"</p> <p><b>Remind of after recess routine</b></p>	<p style="text-align: right;">14</p> <p>- Students continue working on shape poems</p> <p>- Introduce to a rhyming story poem <i>All the World</i></p> <p>- Allow students to brainstorm (provide planning sheet) and work on writing their own short story poem</p> <p>- Bring students back to carpet, and discuss similes and metaphors (using <i>All the World</i>, and figuring out where similes or metaphors might be useful &gt; tell students to use into their own writing).</p>
<p style="text-align: right;">18</p> <p>"Weekly 5"</p> <p>- 5-10 minute lesson/re-teach while "listening to reading"</p>	<p style="text-align: right;">19</p> <p>- 20 minute J.R.R library</p> <p><b>- Formative Quiz #1</b></p>	<p style="text-align: right;">20</p> <p>"Weekly 5"</p> <p>- 5-10 minute lesson/re-teach while "listening to reading"</p>	<p style="text-align: right;">21</p> <p>- introduce "5 senses" poem and allow students to work on</p> <p>- students finish up and polish their favorite piece (must conference with</p>

<p>Re-teaching: use prior knowledge/context and re-read (tell students to do same in their reading). (remind of words simile and metaphor and re-read to see if students 1. Know what poem is about, and 2. Can find the simile/metaphor).</p>	<p>- If time, re-introduce to Haiku with <i>Color Me a Rhyme</i> Yellow: A Haiku, and to butterfly haiku p. 24</p> <p>Give students template</p>	<p>- (C) Make a picture or mental image with <i>I did it because's</i> p. 32 Nothing beats a pizza and p. 16 Bad Mood Blues</p> <p>- End with 10-15 minute journaling for "work on writing"</p>	<p>Miss M to be informed that they may polish chosen piece)</p>
<p>"Weekly 5" <span style="float: right;">25</span> - 5-10 minute lesson/re-teach while "listening to reading"</p>	<p><span style="float: right;">26</span> - 20 minute J.R.R library - <b>Summative Final Quiz</b> - If time, work on polished piece</p>	<p><span style="float: right;">27</span> <b>** 70 minute "Weekly 5"</b> - 5-10 minute lesson/re-teach while "listening to reading" - End with 10 minute journaling for "work on writing" - Present poetry portfolios in groups of 3 (5 minutes a person)</p>	<p><span style="float: right;">28</span> - <b>Polished Piece Due at End of Class</b> <b>**present "poetry rewards" to students</b> - Begin Biography Mini-Unit on Monday</p>

## **Culminating Project and Displays**

Students will share their poetry portfolios with a group. Their favourite piece that they chose to represent in Art will be displayed on the wall.

## **Connections to other Curriculums**

Art: In art, students will engage in printmaking to create a visual representation of a poem of their choosing.

“Weekly 5:” The students Weekly 5 literacy centres will shift to have a focus on poems and other poetry aspects (e.g. word work booklets will be about poetry, rhyme, and symbols).

Health/Mindfulness: Students will learn to use lyrical poetry as a way to relieve stress, calm down, and to be mindful of their needs and wants.