

Essential Standards Unit Plan (Last Revised 11.4.19)

Unit: 9 The Poet In Me

Essential Standard: **(Highlight Verbs)**

K.9D

Discuss with adult assistance how the author uses words that help the reader visualize.

What is the ultimate goal of the standard? (Choose one: knowledge, reasoning, performance skill, or product)
Product

End of Unit Assessment: 1. Listen to your teacher read the title and the first line of the poem. Turn to a partner and discuss the title and first line of the poem, including the following:

- What does the title and first line make you think and feel?
- What predictions do you have based on the title and first line? Use this sentence stem: *I predict this poem is about...because...*
- What questions do you have about the poem?

2. Listen to your teacher read the rest of the poem. As the poem is being read, pay close attention to the words the author has chosen. Use those words to create images in your mind.

3. After the poem is read, draw a picture of one of your mental images. Label it with words from the poem that helped you create the image.

4. Share your drawing with a partner or small group. Discuss the important words used by the author to help you create mental images, including concrete nouns, active verbs, and vivid adjectives.

5. With a partner, small group, or whole class discuss the following questions/prompts (with adult assistance):

- What do you think was the author's purpose for writing the poem?
- What message, or theme, was the author trying to say?
- What words in the poem rhyme?
- Describe the rhythm of the poem.
- How does the rhyme and rhythm affect how you read and

When Taught: March 30-April 17

Instructional days needed: 10 days

understand the poem?			
I			
Knowledge Targets (Could be prereq skills from the previous year) * Ex: define, identify, describe, know, tell, recall, explain	Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish	Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure	Product Targets *Ex: design, compose, develop, produce, re-write, generalize
<ul style="list-style-type: none"> Recall certain words from the poem Tell what you see while poem is being read Identify author's purpose 	<ul style="list-style-type: none"> Interpret theme or message of poem 	<p>With a partner, small group, or whole class discuss the following questions/prompts (with adult assistance):</p> <ul style="list-style-type: none"> What do you think was the author's purpose for writing the poem? What message, or theme, was the author trying to say? What words in the poem rhyme? Describe the rhythm of the poem. How does the rhyme and rhythm affect how you read and understand the poem? 	<p>Students will get in groups with other students who read a different poem and take turns doing the following:</p> <ul style="list-style-type: none"> Tell what your poem was about. Show your picture to the group. Tell your favorite part of the poem and explain why. Explain any connections you had as you read the poem.
Student Friendly Learning Targets: (Include verbs from above) I can predict and confirm a prediction about a poem. I can remember words from the poem. I can tell you about the picture in my head. I can tell you why the author wrote the poem. I can talk about the message of the poem. I can identify words that rhyme.			

I can discuss rhythm.

I can make a connection with the poem.

Academic Vocabulary:

Author's Craft, Author's Purpose, Details, Literary Text, Nursery Rhyme, Poetry, Rhythm, Text Evidence, Theme, Topic, Visualize and Word Choice

Learning Breakdown	Monday	Tuesday	Wednesday	Thursday	Friday	Focus Question
<p>The students visualizing the poem.</p> <p>The students predicting what the poem is about.</p> <p>The author's purpose for the poem.</p>	<p>March 30 Unit 9 Begins</p> <p>CTK</p>	<p>31</p> <p>I can make a prediction about a poem.</p> <p>SW make and confirm predictions about the poem.</p> <p>T&SW make interactive anchor chart: Poem Title/ Topic/ Structures/ Elements/ Words to help me visualize.</p>	<p>April 1</p> <p>I can make a prediction about a poem.</p> <p>I can remember words from the poem.</p> <p>I can tell you about the picture in my head.</p> <p>SW make and confirm predictions about the poem.</p>	<p>2</p> <p>I can make a prediction about a poem.</p> <p>I can remember words from the poem.</p> <p>I can tell you about the picture in my head.</p> <p>SW make and confirm predictions about the poem.</p>	<p>3</p> <p>I can make a prediction about a poem.</p> <p>I can remember words from the poem.</p> <p>I can tell you about the picture in my head.</p> <p>SW make and confirm predictions about the poem.</p>	<p>How does a writer's choices in craft impact meaning?</p> <p>What does the title and first line make you think of?</p> <p>What questions do you have about the poem?</p>

			TW read same poem from Tuesday and TW model picking out specific words to help her visualize.	TW model illustrating what she visualized - using words from the poem. SW illustrate their visualization.	TW read new poem and pull specific words from the poem to help her visualize. T&SW add to the anchor chart.	
	6 Unit 9 CTK	7 I can predict and confirm a prediction about a poem. I can remember words from the poem. I can tell you about the picture in my head. SW make and confirm predictions about the poem.	8 I can remember words from the poem. I can identify words that rhyme. SW reread the poems from days 1-5. CW create anchor chart showing characteristics of the poem.	9 I can predict and confirm a prediction about a poem. TW pull small groups - SW make predictions about a preselected poem or ask questions they have about the poem on a sticky note. SW read the poem and confirm their	Good Friday 10	

		TW model illustrating what she visualized - using words from the poem. SW illustrate their visualization.		predictions (PA steps 1-2)		
	13	14	15	16	17	

Required Dates:

Pre-assessment

Common Formative Assessments (Weekly)

Summative Assessment (Unit Test)