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| **Grade 2**  **Unit Overview**  ***Poetry: Big Thoughts in Small Packages*** | |
| **Focus Teaching Points** | * Generating topics by looking at ordinary, everyday things in new ways * Trying out different ways to use line breaks to make words look and sound “right” * Thinking about a big idea or feeling and writing about the small moment, image or object that represents it * Mining our lives for ideas that have both strong feelings and concrete details * Editing by paying close attention to spelling * Writing with honest and precise language * Using repetition to give poems rhythm, sound and music and to bring out meaning * Ensuring that a poem’s mood matches its meaning * Using comparisons to clarify feelings and ideas * Stretching out a comparison--adding action to correlate with comparison * Experimenting with different poetic structures; adding new structures to children’s repertoires * Studying mentor texts with an eye for structure; trying out these new structures in poems * Choosing structures that best match the poet’s intended meaning * Writing from different points of view * Revising by replacing vague feelings words with images that *show* rather than *tell* * Editing by reading aloud poems to find “trouble spots” * Presenting poems to an audience as part of a celebration |
| **Key CCSS Standards** | ***Writing Standards******(W)***   * *3, MA 3a, 5, 6, 8*   ***Reading for Literature Standards (RL)***   * *4, 5, 10*   ***Language Standards (L)***   * *1, 2, 3, 5, 6*   ***Speaking and Listening (SL)***   * *1, 2, 3, 6* |
| **Bends in the Road** | * Seeing with poets’ eyes * Delving deeper: Experimenting with language and sound to create meaning * Trying structures on for size |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Poetry: Big Thoughts in Small Packages* from the *Units of Study in Opinion, Information, and Narrative Writing* by Calkins, Schwartz, Marron, Dunford (2013) as well as the resources in support of this unit on [Heinemann](http://heinemann.com/). |
| **Recommended Anchor/Mentor Texts** | * *Old Elm Speaks: Tree Poems* by Kristine O’Connell George, illustrated by Kate Kiesler * See the biography of poetry resources under Session 1 on [Heinemann](http://www.heinemann.com/). * Other poems included in the unit, such as the excerpt from “Valentine for Ernest Mann” by Naomi Nye and student poems found on [Heinemann](http://www.heinemann.com/). |
| **Tips for the Unit** | *“Poetry reminds us to slow down and read every word, every pause, to listen to what is said and how it is said. Poetry stretches us, requiring us to see how an old tree is like a grandmother. A study of poetry teaches children to explore ideas and language, valuing voice and metaphor and sensory detail. And because poetry is often short, this genre allows children to explore the intersection between language, structure and meaning.” (Welcome to the Unit, page vi).*   * Before you begin, we highly recommend that you read “Welcome to the Unit” on pages vi-ix to get a sense of the unit as a whole and to consider suggestions for assessment as well as getting ready. * We also recommend that you consider conducting an [on-demand assessment](http://ppsgrade2.weebly.com/poetry-assessment.html) at the beginning of this unit. Your second graders will have already have had two years of poetry writing—this is a great way to see what they already know about poetry and how they approach writing poetry independently (for example, notice their engagement, comfort, risk-taking!). Remember that while the expectation is to see what your children can do with independence, the assessment should still feel informal. * You will find paper specifically for poetry writing on [Heinemann](http://www.heinemann.com/). Paper with shorter lines (in a more narrow column) is a helpful way to start out the unit by showing students that poetry does not require full sentences as they are accustomed to when writing paragraphs. * Bend I focuses on the sound and feelings of poetry. Students are invited to reread poems, explore objects and memories as a way to inspire their own poetry, and study the way published poets convey their messages rhythmically. It will be important to identify a small location in your classroom in which to display simple, yet beautiful objects from nature. The focus is on deepening observation in order to inspire poetry. * Bend II focuses on the language decisions poets use to create mood and rhythm, and convey feelings. Many techniques are presented, with a special emphasis on comparisons and metaphor. * Bend III continues the focus on poetic language, with a special emphasis on structure. Students will notice natural structures that are often found across the poetry genre, **not** specific structures like limerick and haiku, thereby supporting students in transferring their study of structure across many poets and poems. * *A note on how this unit prepares children for the rigor of subsequent grade*s: The CCSS places a particular emphasis on engaging students in close, analytic reading of short texts. Doing this work in poetry (i.e. noting the craft choices authors make and considering how these craft decisions impact the meaning of poems) provides a “gateway” to close reading of other texts in other genres. As you engage your students in studying mentor texts and trying out strategies in their own writing, you are also supporting this important analytic reading. |
| **Materials and Resources** | Student:   * Writing Folder (preferably a two-pocket folder with one side labeled “Done” and the other side labeled “Still Working” or “In Progress” and one with grommets in the middle to hold resource sheets (e.g. list of texts created, individual word wall list). * Optional Poetry Folder to hold copies of mentor poems   Teacher:   * Writing Folder for modeling * Teacher-generated writing for modeling   Writing Center:   * Paper choices that encourage poetry writing * Items of interest that bring beauty and intrigue about which to write, such as a small kaleidoscope or a clear bowl full of water and rocks. A prism by the window or unusual objects or photographs on the windowsill will inspire young poets as well.   Poetry books for your students to browse and enjoy. Select poems with great metaphors, interesting line breaks, repetition, alliteration, and clever points of view. Be sure to select lots of poems that are unrhymed as well, so students can focus on other poetry techniques, not just rhyme. There are suggestions on [Heinemann](http://www.heinemann.com/) for poetry collections, as well as sample children’s poems.  Anchor charts, co-constructed with students, that support brainstorming, generating seed ideas, revision and editing strategies; anchor charts from grade 1 poetry writing to remind students about what they already know may be helpful (**after** administering the On-Demand Prompt) |
| **Assessment** | * [Poetry On-Demand Writing Prompt](http://ppsgrade2.weebly.com/poetry-assessment.html) * Anecdotal Conference Records: Assessment and instruction go hand-in-hand in the context of writing conferences. This unit (p. viii and ix) suggests some questions to ask as you conference to assess growth:   + *Can you tell me about this topic?*   + *What do you hope readers see, think, or feel when they read this poem?*   + *How did you use your poets’ eyes in this poem?*   + *What images are you planning to add for your readers?*   + *How are you paying attention to sound in this poem?*   + *Can you show me some very specific words you have chosen, and tell me why?*   + *I notice that you \_\_\_\_\_\_\_\_. How is that decision working in your poem?*   + *Are you trying to achieve something with this poem that is hard for you?*   + *How are you planning to revise?* |
| **Celebrations** | * It is suggested that students make their poems public, posting them in the community and reading them to various audiences. There are suggestions for this on pages 144 and 145. You may also want to help students publish their work electronically as well:   + Using a program like Glogster, you could create a web page with photographs of places the poems were posted. Each photograph could be linked to the image of the poem, accompanied by the voice of the child reading it.   + Using programs like Voicethread or Google Slides, children could compile a DVD slideshow of their poems and illustrations, accompanied by their own readings of the poems.   + Students could create word clouds of their poems (using a program like Wordle or Tagxedo) to hang near their poems and to create cards for friends and family. |