

Grade 4 Reading Unit Poetry March

<p>Week 1 RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Assessment Administer Pre-Assessment using any poem include questions:</p> <p>What makes this a poem?</p> <p>Identify craft and/or figurative language used by author</p> <p>Analyze poem for theme.</p>	<p>Session 1</p> <p>Bend 1</p> <p>Teaching Point: Students will understand that Poetry is a type of literature in which the sound and meaning of language are combined to create ideas and feelings.</p> <p>Create a working definition of poetry</p>	<p>Session 2</p> <p>Teaching Point: Readers know the definition of verse in poetry and pay attention to line spacing and line breaks so that they can think about how the spacing, line breaks, and repetition effect the meaning of the poems.</p>	<p>Session 3 Teaching Point: Readers will identify stanzas and their purpose in poetry</p>	<p>Session 4 Teaching Point: Readers understand that poetry has rhythm, the regular meter even when it does not have rhyming words.</p>
<p>Week 2 L.4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Session 5</p> <p>Teaching Point: Readers identify figurative language in poetry so that they understand the author’s choice of words and phrases in a poem</p> <p>Understand that poets use simile and metaphor to create meaning and imagery in poetry.</p>	<p>Session 6</p> <p>Teaching Point: Understand that poets use personification to create imagery in poetry</p>	<p>Session 7</p> <p>Teaching Point: Understand that poets use alliteration as a literary device to create rhythm in a poem</p>	<p>Session 8</p> <p>Teaching Point: Understand that poets use hyperbole to create meaning and imagery in poetry.</p>	<p>Session 9</p> <p>Teaching Point: Understand that authors use onomatopoeia to create imagery in poetry</p>
<p>Week 3</p>	<p>Session 10</p>	<p>Session 11</p>	<p>Bend 2</p>	<p>Session 13</p>	<p>Session 14</p>

<p>L.4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Teaching Point:</p> <p>Readers understand that poets use assonance to create meaning, rhythm, and imagery in poetry</p>	<p>Teaching Point:</p> <p>Readers can identify the rhyme scheme of a poem</p>	<p>Session 12 Teaching Point:</p> <p>Readers can identify the tone and mood of a poem</p>	<p>Teaching Point:</p> <p>Readers understand that poets use different structures to compose poems</p> <p>Haiku Limerick Couplet Free verse List poems, Narrative, etc</p>	<p>Teaching Point:</p> <p>Reader understand that poets use different structures to compose poems</p> <p>Haiku Limerick Couplet Free verse, etc</p>
<p>Week 4 RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Session 15 Teaching Point:</p> <p>Readers can identify the point of view of a poem and how it affects the voice heard in the poem.</p>	<p>Session 16 Teaching Point:</p> <p>identify the theme of a poem.</p>	<p>Session 17 Teaching Point: Bend 3</p> <p>Identify the theme of a poem</p>	<p>Session 18 Teaching Point:</p> <p>Readers can use all that they know about poetry to close read and analyze a poem.</p>	<p>Session 19 Teaching Point: Assessment</p>

Resources:

Seeing the Blue Between; Advice and Inspiration For Young Poets.

Songs of Myself; An Anthology of Poems and Art

Where the Sidewalk Ends

All the Small Poems and Fourteen More

The Place My Words are Looking For

Another Jar of Tiny Stars

The Poetry Friday Anthology (Common Core K-5 edition): Poems for the School Year with Connections to the Common Core