Georgia Performance Standards Framework for ELA Unit 6 – 4th Grade

Grade: 4
Topic: Is There a Right Way to Write Poetry or What’s in a Poem?
Instructional unit: Unit 6, Habits of Effective Readers and Writers of Poetry and Drama (in reference to Week 1 #6, Week 2 #1)
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The task: Prepare poetry browsing bags for four heterogeneous groups. Each bag should contain a variety of sample poems and poetry books with sticky note inserts on pre-selected poems. Each browsing bag should also contain a Scavenger Hunt Browsing Sheet that serves as a guide for each student. Share with students that poetry comes in all sizes and shapes. It is a mixture of all kinds of ingredients that stir emotions like laughter, sadness, silliness, nostalgia, and appreciation of nature. Some are old, dating back to 2600 BC in the Eastern part of the world, and some are new, written as early as today. Poems have rhythm and sound which can be set to music. They evoke images of sight, touch, taste, and smell. Authors are permitted to undo the standard use of conventions and sentence structure to form unique structures of their own, yet there are meanings, sometimes explicit and sometimes implicit. Discuss the browsing sheet with students before they begin searching for examples to read in the browsing bag. As they recognize certain devices, label them on the sticky notes which can be shared with the class. Let students know that some poetic devices and types of poems may be new and will be introduced in more detail during the unit study. (The teacher’s monitoring provides the opportunity to clarify and guide students in locating easy to difficult devices.)

Poetic Devices

WORD AS SOUNDS:
Rhyme………………refers to words whose ending sounds are alike at the end of a line. (couplet)
Here comes the tall slim boy
With a fat round toy.

Runover rhyme….refers to end line of one word spills over to the beginning of the next line.
Down by the lake still fishing
Wishing for the fish that’s missing.

Alliteration………..refers to the repetition of the initial consonant sounds of words at close intervals
Peter Piper picked a peck of pickled peppers
Where are the peppers that Peter Piper picked?

Assonance……….refers to repetition of vowel sounds at close intervals
Josie’s galoshes
Make splishes and sploshes
And slooshes and sloshes
As Sandy steps slowly
Along in the slush. (Alliteration is here too.)
Onomatopoeia…refers to a word that makes you think of a sound. (Locate WORD FAMILIES.)

WORDS AS IMAGERY: Figurative Language

Simile…comparison of two unlike objects using like or as.
   Your smile is like the bright sun.       His hair is as dark as night.

Metaphor…comparison without using like or as.
   Your smile is the sun.         His hair is night.

   Morning is
   a new sheet of paper
   for you to write on.

Personification…refers to the representation of a thing or abstraction as though it were a person.
   The snowflake kissed my cheek.   The dew talked in the tall grass.

Poetry Samples

HAIKU…Japanese poetry which mean “beginning”. It generally refers to nature, a particular event happening in the moment, and an emotion or feeling.
   Format: a total of 17 syllables
      Line one…..5 syllables
      Line two…..7 syllables
      Line three…5 syllables

Soft yellow and black       Hot sands burning me
Butterfly on the large leaf Lots of children laughing here
Come play with me now.        Cool lemonade, aah!

Drip, drip, drip, dripping
Dark clouds making me afraid
Sunshine is my friend.

CINQUAIN…Five unrhymed lines: 2 syllables/ 1 word noun
   4 syllables/ 2 words adjectives
   6 syllables / 3 words verbs
   8 syllables/ 4 words in a complete sentence describing a feeling
   2 syllables / 1 word referring back to the title

   My Pet
   Rabbit
   Chubby, friendly
Hopping, sitting, twitching
Laughing sounds bringing happiness
Rabbit

CONCRETE POEMS...poetic images in words written around shapes

FREE VERSE...All poems do not have to rhyme! They should, however, convey meaning, mood, imagery. License is given to exaggeration of punctuation.

Pencil, are you growing old
Soon to be forgotten????????????
Computers, I hear you calling me!!!!!!!!!!!!!!!!!!!!!!!!
But how can I say goodbye to an old friend? (:

FOUND POEM... selected rearrangement of words, phrases, and sometimes whole passages taken from other sources (literary texts, content textbooks, magazines, newspapers, etc.) and reframed as poetry by changes in spacing. Supplementary activities are available at www.ReadWriteThink.com.

Differentiation:
- Read easy end rhyme poems and allow them to "echo read."
- Ask students to find rhyming words.
- Give students copies of easy end rhyming poems and have them underline and copy the rhyming words.
- These words become part of their brainstorming for their poems.
- Pictures cut from magazines can also serve as a source for generating ideas for poems.

Focus Standards:
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
  c. Identifies the speaker of a poem or story.
  d. Identifies sensory details and figurative language.
  i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
  a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

Focus Complementary Standards:
ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA4 R4 The student reads aloud, accurately (in the range of 95%), familiar materials in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to the listeners.
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Throughout this unit students will encounter technical language associated with poetry as they read strategically, write, and communicate orally elements associated their work.

ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb). This element specifically applies to the writing of cinquain poems.

Circumstances of the assignment/Notes to the Teachers: Create an atmosphere for introducing poetry such as contemporary music, mathematics rap, ballads, etc. Teacher and students should participate in oral readings of traditional and contemporary poetry. Visuals should be displayed for easy access. Certain students should be designated to arrange poetry collection in the classroom center areas according to poetic devices and types. The teacher should prepare center handouts for students to explore creating their own poems. Caution! In teaching poetic devices such as similes, metaphor, personification etc., in isolation, there is a tendency for students to focus on the device without giving meaning to an overall development of an idea. Start with brainstorming ideas and then move to selecting several devices to communicate the idea. Sample references have been included as resources.

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<td>W. Perdomo</td>
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<td><strong>Collection of Authors</strong></td>
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Sample Grade 4 Poetry Resources

www.ReadWriteThink.com
www.poetryteacher.com
www.google.com Images