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| **WHOLE GROUP**  **READING/**  **VOCAB. &**  **Writing** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.** | E.Q.:  What is poetry? | (C) SWBAT listen carefully to identify elements of poetry,  NCSCOS obj.:  2.03 Read a variety of text, including:  poetry | Tell students that they will read several poems in this section. They will learn about some features of poetry and try writing a poem of their own. Explain that you will begin my reading two poems that describe colors. Explain that poets create word pictures, or images, to describe what they see. Give each students a blank piece of paper. As I read aloud have students draw the pictures that come to mind as they listen to the poems: “What is Pink?” and “What is Orange”. Have students share their pictures and discuss some ways in which “What is Pink?” and “What is Orange?” are alike and different.  Introduce Vocabulary:  **beats**: pulses that are the basic units of rhythm, used in both poetry and music  **lines:** rows of words printed or written across a page or column  **pattern**: a combination of features, actions, or events that are repeated in a recognizable arrangement  **rhyme**: to agree or correspond in sound  **rhythm:** series of pulses that repeat in a regular order  **stanzas:** groups of lines that make up division. ns of a poem  Have students write these definitions down on their word cards located in their reading notebooks. | | | Put up a poem on the document camera and read it aloud with students. As you are reading it aloud point out all of the vocabulary words and label the poem like a diagram.  Answer the E.Q.: What is poetry? In reading notebooks. |
| (L) Students will evaluate and understand poetry and the use of descriptive language. |
| **Tues.** | E.Q.:  What information in the text helps me better understand the author’s purpose, conflict, plot, etc.? | (C) SWBAT listen carefully to identify elements of poetry,  NCSCOS obj.:  2.03 Read a variety of text, including:  poetry | Discuss the titles of the poems with students. Ask what images each one suggests. Ask students to note the different ways the poems are structured.  Review the elements of poetry  Remind students that they should pay attention to how the poems make them think and feel and how well the poet has used words to paint a picture. Ask a volunteer to read aloud the title and text of the poem “April Rain Song”  Discuss Visualizing:  Remind students that when they visualize, they use writer’s words to “see” a picture in their mind. Explain that visualizing images from poetry helps them see what the poet saw.  Read “Sneeze”, “Joe”, and “Cloud Dragons” aloud. Ask the following questions as you read:   1. In “Sneeze,” why does the poet use tickle, prickle, shiver, wiggle, jiggle, tease? 2. In “Joe,” why is waiting for Joe to leave pretty cold work? 3. In “Cloud Dragons,” what does the speaker mean by dragons that curl their tails as they go slithering by? | | | Have students get with a partner. They are going to pick one of the four poems that we read today. They will then read that poem to their partner several times practicing fluency.  Review Vocabulary words for poetry. |
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| **Wed.** | E.Q.: How can rhyme help us to understand the structure of a poem? | (C) SWBAT listen carefully to identify elements of poetry,  NCSCOS obj.:  2.03 Read a variety of text, including:  poetry | Remind students that words like ran and fan are called rhymes. Explain that rhymes make poems enjoyable to hear. Listeners like hearing the same sound echo from one word to another. Point out that rhymes placed at regular positions give rhythm to the poem and help listeners understand its structure. Guide students to identify end rhymes in “Spaghetti! Spaghetti!” such as stuff and enough and cheese and please. Then guide them to identify the internal rhyme of wiggle, wriggle, and squiggle.  Have small groups of students review “Sneeze” on p. 142 and identify examples of rhymes. Have students tell how they think the rhyme helps listeners understand the structure of the poem of visualize its subject.  Read “giraffe” and “Spaghetti! Spaghetti!”  Ask students to turn a stanza of “Spaghetti! Spaghetti!” into a picture poem in the style of “giraffe.” Tell them to arrange the lines of the stanza to look like a pile of coiled, twisting spaghetti strings on a plate. | | | Answer the E.Q:  E.Q.: How can rhyme help us to understand the structure of a poem? |
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| **Thurs.** | E.Q.: What is alliteration? | (C) SWBAT listen carefully to identify elements of poetry,  NCSCOS obj.:  2.03 Read a variety of text, including:  poetry | Tell students that the repetition of specific letter sounds is called alliteration. Explain that alliteration is another tool poets use to make poems enjoyable and interesting to hear.  Guide students in searching the poem “The Bat” for clusters of words that begin with the same letter. Invite groups of students to examine the other poems in this section for examples of alliteration. Write the words on the board and have students say them aloud to hear the repeated sound.  Read “Andre,” “The Bat,” and “If I Were an Ant”  Ask the following questions as we read these poems aloud:   1. In the last stanza of “Andre,” why is the speaker glad? 2. In “The Bat,” why doe you think the poet has the last line printed upside down? 3. Would the speaker in the poem, “If I were an Ant” be like other ants?   Have students brainstorm a topic they want to write a poem on. Pass out a graphic organizer for them to brainstorm this idea. | | | Answer the E.Q.:  E.Q.: What is alliteration?  in notebooks. |
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| **Fri.** | E.Q.:  What is poetry? | (C) SWBAT listen carefully to identify elements of poetry,  NCSCOS obj.:  2.03 Read a variety of text, including:  poetry | Review the following:  **beats**: pulses that are the basic units of rhythm, used in both poetry and music  **lines:** rows of words printed or written across a page or column  **pattern**: a combination of features, actions, or events that are repeated in a recognizable arrangement  **rhyme**: to agree or correspond in sound  **rhythm:** series of pulses that repeat in a regular order  **stanzas:** groups of lines that make up division. ns of a poem  Remind students that they should pay attention to how the poems make them think and feel and how well the poet has used words to paint a picture. Ask a volunteer to read aloud the title and text of the poem “April Rain Song”  Discuss Visualizing:  Remind students that when they visualize, they use writer’s words to “see” a picture in their mind. Explain that visualizing images from poetry helps them see what the poet saw.  Remind students that words like ran and fan are called rhymes. Explain that rhymes make poems enjoyable to hear. Listeners like hearing the same sound echo from one word to another. Point out that rhymes placed at regular positions give rhythm to the poem and help listeners understand its structure.  Tell students that the repetition of specific letter sounds is called alliteration. Explain that alliteration is another tool poets use to make poems enjoyable and interesting to hear. | | | After reviewing from this week, take a test on poetry to assess what students have learned and what they need to review. |
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