UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

UNIT PLANNING TEMPLATE

	Unit Topic / Guiding Question: Grade 2 Introduction to Poetry - Poetic Devices and Structures
	Rationale: The purpose of this lesson is to introduce students to the big picture of poetry. In this lesson, students will have the opportunity to explore what poetry looks and sounds like. Students will be introduced to how poetry differs from a story by containing at least one of three poetic elements (rhyme, repetition, and rhythm) and how they are often built from a specific structure (e.g. haiku, cinquain, acrostic) and include specific poetic devices (e.g. alliteration, personification, simile). Students will be provided the anticipation that these poetic structures and devices will be discussed in further detail throughout linked lessons of this poetry unit.

STAGE 1: Desired Results

	UNDERSTAND	**Big Ideas** →	**Essential Questions**
		- Playing with language helps us discover how language works.	- What does poetry look like? - What does poetry sound like? - How can I use poetic devices and structures to create my own poetry?
	DO	**Core Competencies:** C **Communication** | T **Thinking** | PS **Personal & Social**	

		☐ Communicating ☐ Collaborating **Communicating:** I communicate purposefully, using forms and strategies I have practiced.I can consider my purpose when I am choosing a form and content. I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced.	☐ Creative Thinking ☐ Critical & Reflective Thinking **Creative Thinking:** I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form or materials. I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways. I can usually make my ideas work within the constraints of a given form if I keep playing with them.	☐ Personal Awareness & Responsibility ☐ Positive Personal & Cultural Identity ☐ Social Awareness & Responsibility **Social Awareness and Responsibility:** In familiar settings, I can interact with others and my surroundings respectfully.
		Learning Standards – Curricular Competencies: - Students recognize how different text structures reflect different purposes. - Use developmentally appropriate reading, listening, and viewing strategies to make meaning. - Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. - Use personal experience and knowledge to connect to stories and other texts to make meaning. - Explore oral storytelling processes.		
	KNOW	**Learning Standards - Content:** - Students are expected to learn literary elements and devices: language, poetic language, figurative language, sound, play, images, symbols.		

	First Peoples Principles of Learning	▪ *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* ▪ *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* ▪ *Learning involves recognizing the consequences of one's actions.* ▪ *Learning involves generational roles and responsibilities.* ▪ *Learning recognizes the role of indigenous knowledge.* ▪ *Learning is embedded in memory, history, and story.* ▪ *Learning involves patience and time.* ▪ *Learning requires exploration of one's identity.* ▪ *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*	**Comments on how you will address the FPPL:** This poetry unit will align with the FPPL "**Learning is embedded in memory, history, and story."** Students will have the opportunity to engage in the First Peoples cultural tradition of **oral storytelling** throughout the poetry lessons, including oral **stories, symbols,** and **metaphors** used to express specific spiritual and emotional truths. Students will also have the opportunity to **share** oral stories regarding literal truths, such as **events** or situations they have **experienced** in the past. Through these oral storytelling lessons, students will participate in **active listening** roles and be respectful when others are speaking in a traditional **talking circle** formation. The importance of traditional oral storytelling passed on from generation to generation will be emphasized throughout the lessons.

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

I will be observing the students as they are participating in the class discussions and readings of poetry, looking for communication and creative thinking in their ideas within the specific poetic devices and structures criteria. I'll be observing to see if students are communicating purposefully, using the poetic forms and strategies we have practiced. Are students using their imagination to get new ideas of their own, or build on other's ideas, or combine other people's ideas in new ways. Are students interacting with others and their surroundings respectfully, are they engaging in active listening while others are speaking. The formative assessment will provide an understanding if specific poetic structures and devices need further covering or if students are ready to apply independently.

Summative Assessment (Assessment of Learning):

I will be using their writing and illustration in their poetry booklets as a summative assessment of their learning. Additionally, I'll be using their oral sharings of their creative thinking and communication as a summative assessment.

Stage 3: Learning Plan

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Date/ Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
#1	I can identify what a poem looks and sounds like, and the basic essential forms of poetry writing.	- Teacher asks students what they know about poetry, and reads a poem to the class. - Students observe and differentiate how the poem looks in comparison with a story text in a class discussion (ie. more white space, stanzas, title, etc). - Teacher shares the 3'R's of poetry (**rhyme, rythme, repetition**) at least one is necessary for it to be a poem, reading the poem again for the class to identify the 3'R's in the poem. - Students identify and share what feelings or thoughts the poem gave them. - Students complete the "Discover Poetry" and the 3'R's handout independently.
#2	I can recognize how different text structures reflect poetic and figurative language.	- Students will continue their learning of poetry and explore the poetic device of **simile**. - Teacher explains that a simile is used when an author describes something by comparing it to something "similar", the author does this to help the reader visualize. - Teacher shares more simile examples and students identify the similes with the words *like* and *as.* - Students are asked to create some simile examples as a class, and the teacher records the examples on the board. - Students are invited to write their own simile, with a reminder that the two topics being compared need to make sense and to practice their neatest printing.
#3	I can use developmentally appropriate reading, listening, and viewing strategies to make meaning of poetic and figurative language.	- Teacher shares how poets use **metaphors** to compare two things without using connecting words, then reads metaphor examples to the class. - Students identify what they notice about the metaphor example. - Teacher explains the purpose of metaphor - to make their writing interesting by giving it a different perspective. - Teacher shares a t-chart to compare metaphors with similes, then models the metaphor match handout sheet. - Students complete their own metaphor match sheet and write their own metaphor examples.

#4	I can recognize how different poetic structures reflect imagery, sounds, and play.	- Teacher shares that **personification** is used to give animals, plants, and inanimate objects human qualities to provide the reader with imagery and descriptions. - Teacher reviews some examples of human qualities, summarizes as either a movement/action, feeling, thought, or voice. - Read "Red Sings from Treetops" by Joyce Sidman to the class - students identify the examples of personification and teacher records on the board. - As a class, brainstorm examples of turning a simple sentence into personification to show imagery. - Students create their own personification examples in their poetry booklet with the prompts provided.
#5	I can recognize how different poetic structures reflect imagery, sounds, and play.	- Teacher shares that **alliteration** is the repetition of the initial consonant sounds in two or more nearby words - it is not the repetition of initial letters but repetition of sound. - Reads "Slithery, Slidery, Scaly Old Snake" by Denise Rodgers - students identify the examples of alliterations and teacher records on the board. - Students choose a letter and a name for a character, then brainstorm actions and describing words that begin with the same sound (not necessarily the same letter). - Students write their own examples of alliteration in their poetry book, and can share orally with the class when finished.
#6	I can use personal experience and knowledge to connect to poetic and figurative language to make meaning.	- Introduces **haiku** to class as a form of poetry originating from Japan, made famous by Matsuo Basho. Haiku consists of 3 lines, with specific syllable count of 5 - 7 - 5. Reviews syllable counting with students. - Take students outside, review outside expectations and learning intentions. - Read several examples of haiku's to class - ask class to identify the common theme (haiku's are typically about nature. - Students choose one item in nature that they can find for a topic, and find a sit spot outside to write their haiku (teacher reminds them to use poetic devices previously learned - ie. 3 R's, personification, etc).
#7	I can recognize how different text structures reflect poetic and figurative language.	- Introduces **cinquain** poetry, similar to haiku, with its simple 5 line structure based on syllable count of 2-4-6-8-2, telling a little story and can express an action or feeling. - Read "Ice Cream" and "My Messy Room" by Kenn Nesbitt - count syllables with class. - Students choose a topic to write about and brainstorm words or phrases that go with topic - Students write a little story about their topic, counting the syllables as they write, making sure they use one of the 3 R's and their cinquain gives a feeling or an action.

#8	I can recognize how different poetic structures reflect imagery, sounds, and play.	- Introduces **diamante** poetry, a seven lined structure named after its shape - the Italian word for diamond. - Teacher draws a diamond on the board and writes the poem inside the shape. - Reviews nouns, adjectives, and verbs with class. Shares the specific structure of the poem. - Students choose a noun for their topic and brainstorm describing words and action words to match their noun - Students create their diamante poem, and can share with the class or in partners.
#9	I can use personal experience and knowledge to connect to poetic and figurative language to make meaning.	- Introduces **acrostic** poetry where the first letters of the lines spell a word related to the poem's topic. - Take students outside, review outside expectations and learning intentions. - Read "Spring" acrostic poem sample, identify how each line spells out the word. Share an example of a less descriptive acrostic poem to explain the difference between "single-scoop" and "triple-scoop" poems. - Students choose an element in nature or a season to write down the left side of their page, and complete their acrostic poem. - Invited to share with the class or in small groups.
#10	I can explore oral storytelling processes through literary elements and devices, including poetic language, figurative language, sound, play, images, symbols.	- Introduce **limerick** poetic forms as fun, short, and silly with bouncy, rhyming rhythm. They have 5 lines, no title, and a distinct rhyme pattern of AABBA. - Review rhyming patterns with students. Write examples on the board "There was an Old Man from Nantucket", identify the rhyme pattern with the students. - Practice clapping to the rhythm as a class. - Students choose a character to write about and brainstorm rhyming words. Begin writing with "There once was a…" - Invited to share with the class or in small groups.
	Resources needed:	
	Resources: Powerful Poetry by Adrienne Gear 2021 **Materials:** Discovering poetry handout, printed copy of the poem of the week by various authors, copy of story text to differentiate poetry from a story. White board or anchor chart paper, markers, pencils. **Technology:** Laptop, document camera	
	Interdisciplinary connections: (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)	
	The primary focus of this unit is English Language Arts. This unit also embeds Social Studies and Science interdisciplinary connections, including a strong emphasis on elements of nature in the local environment and community, changes in seasonal patterns, and metamorphic life cycles. This unit is cross-curricular with Arts Education, as students are invited to be creative and explore poetry through play. Students are also encouraged to create their own artistic illustrations to portray their poetry.	

	Reflection
	How did the unit go? How do I know?
	Where to next?