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Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

Lesson 2: The Beauty of a Poem

Focus Standard(s): RL.5.7

Additional Standard(s): RF.5.4, SL.5.1c, SL.5.6, L.5.5a

Estimated Time: 120 minutes (2 days)

Text(s): "The Human Family" by Maya Angelou

Resources and Materials:
- "The Human Family"
- The Human Family (video)
- Teacher Resources and Research:
  - WatchKnowLearn.org
  - Poems Kids Like
  - The Children's Poetry Archive
  - Poetry for Grades 3-5
  - Poems to Play with in Class
  - Jot-Pair-Share
  - Poetry Party PowerPoint
- Homework Poems
- Poetry notebooks
- Chart paper
- Markers

Guiding Question(s):
- How do authors structure poems differently to create meaning, tone, and beauty?
- How can learning to recite poems help me in other areas of life?

Lesson Target(s):
- Students will explain how authors purposely structure different types of poems to create meaning, tone, and beauty.

- o Students will identify the rhyme scheme in different types of poems.
  - o Students will explain how rhyme, rhythm, and other elements (e.g., imagery and figurative language) contribute to the meaning, tone, and beauty of a text.
- Students will practice utilizing specific skills to recite poetry and add beauty to a text.
  - o Students will utilize different strategies to memorize information.
  - o Students will practice using appropriate body language and spoken language when reciting.
  - o Students will determine what visual and/or multimedia elements can be used to add meaning, tone, and beauty of a text.

Vocabulary

Academic Vocabulary:	Instructional Strategies for Academic Vocabulary:
- Beauty - Figurative Language - Meaning - Multimedia - Rhyme Scheme - Rhythm - Tone	☐ Introduce words with student-friendly definition and by labeling on an anchor chart. ☐ Model how to use the words in writing/discussion. ☐ Read and discuss the meaning of word in multiple contexts. ☐ Have students write/discuss using the words.

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following "I Can" statements on the board and review with students prior to the lesson:

- I can explain how authors purposely structure different types of poems to create meaning, tone, and beauty.
    - I will identify the rhyme scheme in different types of poems.
    - I will explain how rhyme, rhythm, and other elements (e.g., imagery and figurative language) contribute to the meaning, tone, and beauty of a text.
- I can practice utilizing specific skills to recite poetry and add beauty, tone, and meaning to a text.
    - I will utilize different strategies to memorize information.
    - I will practice using appropriate body language and spoken language when reciting.
    - I will explain how visual and multimedia elements contribute to the meaning, tone, and beauty, as well as determine which visual and multimedia elements will contribute to the meaning, tone, and beauty of a specific poem.

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Read or recite part of the poem, "The Human Family." Be sure to use the same body language and spoken language techniques found on the classroom anchor chart from the previous day's lesson.

Provide students with a copy of "The Human Family". Have them glue the poem into their poetry notebook. Then, instruct students to work with a partner to complete the following steps:

1. Partner A reads

2. Partners choral read

3. Partner B reads

Note: Consider having "poetry partners" in the classroom by selecting specific partners to work together each day. This may be done by pairing two students of similar oral reading fluency abilities or by matching students with differing (but not extremely differing) abilities. Name the stronger reader as Partner A.

✓ After the readings, lead a classroom discussion about this poem. Ask students the following:

- Is this a narrative poem? Why or why not?
- How many stanzas do you see? How many lines are there?
- What is this poem about?
- What do you notice about this poem's structure compared to *Ruby Bridges' Brave Step?*

Activity 1: Rhythm, Rhyme Scheme, and other Elements

Explain to students that authors can add meaning, tone, and beauty to a text by creating rhythm, rhyme, and other elements, such as figurative language. Discuss the following words and their meanings. Display in the classroom as reference throughout the lesson. Create sounds and/or movements to represent the meaning of each word.

- Rhyme- the repetition of similar sounds at the end of each line.
- Rhyme scheme- the pattern of rhymes at the ends of the lines of a poem.
- Rhythm- the flow of the words, created by stressed and unstressed syllables.
- Figurative Language- words or expressions (similes, metaphors, personification) that add beauty and meaning and set tone in a text.
- Meaning- both the reader's understanding of the contents and the reader's view of worth/significance of the poem.
- Tone- a writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.
- Beauty- the visual, auditory, and emotional pleasure experienced while listening, reading, viewing the text.

Explain that authors intentionally add rhythm, rhyme, and other elements (such as figurative language) to achieve a purpose: add meaning, reveal a tone, or create beauty for the reader.

Note: Use "Why Are Rhythm & Rhyme Important in Poems?" to guide your discussion on the impact of these aspects of a poem.

Discuss how understanding rhythm should be determined to recite a poem effectively. Model for students how to determine the rhythm of *Ruby Bridge's Brave Step.* Work with students to identify the rhythm of "The Human Family." Discuss how understanding rhythm can also help with memorizing a poem.

Discuss how rhyme scheme adds beauty and meaning to a text. Model for students how to identify the rhyme scheme (*ABCB*) of *Ruby Bridge's Brave Step.* Work with students to identify the rhyme scheme of "The Human Family."

Discuss how figurative language adds even more to the beauty, meaning, and tone. Tell students that authors purposely choose similes and metaphors that enhance the images in your mind and the message they want to deliver. Display or provide students with a copy of some tone words and a portion of the poem "The Human Family" Explain tone words and tone further. Display this question: Which word represents the tone of *Ruby Bridge's Brave Step?*

Choose a word from the word list and provide a few lines/examples (including the figurative language) from the poem to support your word.

Have the students do the same for the following question: Which word represents the tone of "The Human Family"? Be sure they locate some figurative language to that develops this tone. Have students discuss how that helps them understand and appreciate the beauty of the poem better.

Activity 2: Poetry Gallery Walk
Note: Prior to this activity, post a variety of chosen poems around the room or in the hallway. Number them 1-6 for easy identification as all poems do not have titles. Be sure the poems can be read in a manageable time frame. Use the links in the *Materials and Resources* portion to choose poetry that is appropriate and interesting to the students. Be sure to have one example of each of the poetry types listed.

Display the following words on the board or on chart paper: *Acrostic, Cinquain, Free Verse, Haiku, Diamante,* and *Ode.* Lead students in reading each word correctly.
>   T: Today, we will learn practice identifying different types of elements that impact the meaning, tone, and beauty of a text in a poetry gallery walk. Also, I want you to note the variety in poem types since we have been talking only about narrative. Basically, you need to see a variety of poems and how authors create meaning, tone, and beauty in a variety of poems. I will give you 20 minutes to explore the poetry. As you are reading each poem, consider the following:

- What does this poem mean?
- What is different about the structure of this poem?
- How does the author add beauty to the poem?
- How does the author add meaning?
- What is the tone? What words/phrases help create the tone?

Instruct students to open their poetry journals and divide three sheets of paper into two sections. Have them number each box to correspond with the numbered poetry sheets. Encourage students to write down their reflections after reading each poem.

Optional Activity: Discovering Types of Poems
Place students in heterogenous groups of 4 or 5. Provide direct instruction of each poetry type using an anchor chart and the following routine:

1. State the term.
2. Have students repeat the term.
3. Provide a student-friendly definition and write this on the anchor chart.
4. Display an example of the poem (not used in the gallery walk).
5. Discuss the elements of this type of poetry in detail-discussing stanzas, lines, rhythm, and rhyme scheme.
6. Have students take notes in their poetry journal.

For students who are EL, have disabilities, or perform/read well below the grade level:
- Break each poetry term down by syllables. Identify the syllable type and have students practice saying and spelling the word through correctly through Phoneme-Grapheme-Mapping.
- Use a modified Frayer Model to help students learn the words more thoroughly.

✓ Working with their group members, instruct the students to carousel around the room to each poem and try to identify the poetry type. Have students write their answers on the three sheets used during the Gallery Walk. Use a checklist to monitor classroom understanding to determine if the lesson needs to be revisited.

Review the responses with the class.

Activity 3: Using Verbal Techniques to Enhance Beauty, Tone, and Meaning

Explain to students that the reader/reciter of a poem can enhance the beauty, tone, and meaning of the written poem through the way they physically say a poem. Remind students that, by the end of this unit, they will be writing and reciting their own poems. Inform them that they will watch a video of high school students from around the country who participated in Poetry Out Loud: A National Recitation Contents. Remind them that the rhythm is one way to memorize a poem and add beauty, meaning, and tone, but there are other things to consider. Tell them to listen for tips to improve their own practice of memorization and recitation and to record ones they want to try in their notebooks.

Show students the video, Poetry Out Loud Tips.

Lead students in a discussion of the information presented, calling attention to particular methods they may already use when they are trying to memorize information in their own lives.

Continue the conversation by modeling a part of the Ruby Bridges poem that you have memorized. Be sure to use rhythm, rhyme, and other techniques. Explain how you memorized that part of the poem.

Explain to students what verbal techniques you used to recite the poem in order to add beauty, tone, and meaning. For example, if the part of the poem is serious, explain how to set your tone to express that. Explain how voice can show shifts in tone and feelings of the author or speaker. Have students discuss how the voice techniques might help them to add meaning to a poem.

T: You will now practice memorizing one stanza of a "The Human Family" using the methods we have discussed. I will give you a moment to think about which poem you want to use.

Then instruct students to take 10 minutes to practice memorizing these lines any way they see fit. If they need to practice with a friend, they may do so. After 10 minutes, review with students, the previous day's anchor chart on Rules of Recitation/Parameters of Poetry. Ask students to spend another 5 minutes reciting their poem with appropriate spoken and body language. They may practice alone, with a friend, or with a recording device on the computer (if available).

Have students discuss what worked for them or what new methods they may try in the future.

Activity 4: Using Visual and Multimedia Techniques to Enhance Beauty, Tone, and Meaning
Explain to students that the reader/reciter of a poem can enhance the beauty, tone, and meaning of the written poem through the way they present their poem with paired visuals and multimedia. Display these questions and focus students to think about and jot down the answers to these questions while they watch The Human Family.

- How similar or different do you feel when viewing the poem instead of just reading it?
- How does the author use visuals and multimedia to add beauty to the poem?
- How does the author use visuals and multimedia to add meaning to the poem?
- What is the tone? What visuals and multimedia help express the tone?

Have students share answers and discuss with the whole group.

Have students discuss how they could use visual and multimedia to enhance the beauty, meaning, and tone of a poem they will write for the end of the unit.

Reflection and Closing:
Instruct students to write in their *Thoughts and Reflections* section of their poetry notebook for the day.
Possible prompting questions:
- Which skills are needed to be able to read, memorize, and recite poetry effectively?
- What techniques will you use to add meaning, tone, and beauty to your poem in the end of the unit?
- How can these skills be important in other areas of your life?

Have students share their thoughts while participating in Parallel Lines.

Homework

Student directions:

Choose a poem from <u>Homework Poems</u> to practice reading aloud to your family or friends at home. Practice memorizing and reciting a few lines with proper body language and spoken language. Be sure your voice matches an appropriate rhythm and tone as presented by the author. Record this table in your journal.

Poem:	Author:	Date:	Recited to:
			Have listener sign here

For training or questions regarding this unit,
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