**Title of Unit Plan:** Poetry and Poetic Devices

**Name of Teacher:** Rachel Davis

**Subject Area:** Language Arts

**Grade Level:** Seventh Grade          **Estimated Duration of Unit:** 13-15 days

**Cross Curricular Opportunities:** Religion, Reading, Language Arts, Social Studies

**Overview of the Unit:** Students will learn about different poetic/literary devices as well as new types of poetry. Students will then use their knowledge about the devices and the poetry to create their own examples.

**Forms of Text:** Poetry

**Teaching Strategies:** Direct Instruction, Partner Work, Technological Skills, Hands-on Activities, Project-Based Learning

**Catholic Identity Connections:** Students will analyze religious themed poetry and videos as well as write poems displaying how God has been present in their lives.

**Assessment:** Formative--Entrance and exit tickets (quizzes) on poetic devices, Practice Poem; Summative--Peer Editing, Self Reflection, Literary Magazine

| Standards For Unit | |
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| CCSS.ELA-LITERACY. L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-LITERACY. L.7.2.B | Spell correctly. |
| CCSS.ELA-LITERACY. L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCSS.ELA-LITERACY. L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* |
| <u>CCSS.ELA-LITERACY. L.7.4.C</u> | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| CCSS.ELA-LITERACY. L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCSS.ELA-LITERACY. L.7.5.A | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |
| CCSS.ELA-LITERACY. RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>CCSS.ELA-LITERACY.</u> | Determine a theme or central idea of a text and analyze its development over the course |

| RL.7.2 | of the text; provide an objective summary of the text. |
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| CCSS.ELA-LITERACY. RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| CCSS.ELA-LITERACY. RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning |
| CCSS.ELA-LITERACY. RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| CCSS.ELA-LITERACY. W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |

**Differentiation**: Some students in this class struggle with reading comprehension and have trouble focusing. In order to accommodate, notes will either be fill in the blank for them to be able to manage the writing or they will have a scribe write them. Students who learn better auditorily or visually will benefit from the videos, notes and powerpoints and those who are kinesthetic learners will benefit from being able to write the notes, participate in the lessons by writing on the board and creating their own examples.

**Vocabulary:** Symbolism, Tone, Mood, Simile, Metaphor, Onomatopoeia, Alliteration, Assonance, Consonance, Poetry, Haiku, Diamante, Narrative

**Materials:** Computer, Projector, Worksheets, PowerPoints, Prezis, Videos, Entrance Tickets, Speakers, Dr. Seuss books, Whiteboard and Markers, and SmartBoard.

**Cross-Curricular Connections:** Religion--analyzing videos about God's message (tone and mood/author's purpose), Creating a Narrative Poem about a time student has felt God's presence; Social Studies--Veteran's Day background information, Veteran's Day poem and presentation; Reading Comprehension--analyzing poetry, Dr. Seuss activity

| Daily Lesson Overviews | |
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| Day One | Students will determine the definition of symbolism. Students will identify symbols they see in their everyday lives, as well as  prominent religious symbols. Students will listen/view a PowerPoint on symbolism and complete the corresponding notes. With a partner they will then create two lists, one of everyday symbols and one of prominent religious symbols. <br> Resources: <br> https://drive.google.com/open?id=1RU6B0GllYODeOnfofmEew2kYpA_PEGX5ymdcTH6SAtl |

| | https://drive.google.com/open?id=1oTyw6W8G7Mj_KGM1nfkTpAcPxRDc0UQX3KVA9s28Qmk |
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| Day Two | By using multiple means of presentation, students will begin to distinguish the difference between tone and mood. Students will compare two trailers showing how the Disney version of Mary Poppins can invoke entirely different moods depending on what is shown and in what context they are viewed. They will also apply their knowledge of tone and mood words to the video "Do You Want to be a Sister" focusing specifically on tone and author's purpose. They will note specifically how the author's purpose is to share God's calling with all of us. Resources: https://drive.google.com/open?id=1IVM99rJtpmnJBnOugHrvI8zieYxRoctJoBY_w4t-e7Q https://drive.google.com/open?id=11Im5yTDKht4GKHG7NuXMYkL1xT87SaYdchw86rshhKU |
| Day Three | Students will be using BrainPop in order to review what similes and metaphors are. They will discover examples given to them on the video, and, using the BrainPop activity in pairs, create their own examples. Students will then pair with another group and share/compare their answers. Students will self check based on their's and their group's answers. We will assemble a class list of correctly formed similes and metaphors. Resources: https://www.brainpop.com/english/writing/similesandmetaphors/ |
| Day Four | Students will complete an entrance ticket to assess their understanding of tone, mood, author's purpose, similes and metaphors. Students will then examine the PowerPoint on Onomatopoeia, analyzing comic strips to identify action/sound words. After examining the PowerPoint students will Think, Pair, Share examples of Onomatopoeia words to create an action word board. Resources: https://drive.google.com/open?id=1dj0GDXO3J-as7XM2uqKK_CY0ewWPZ1moNHMf0ZQIuzI https://drive.google.com/open?id=1SY9Vn69j2sfkCtHJ7TVA-5wDPit0Nth2soG0queMY-I |
| Day Five | Students will work in groups of four to create notes on assonance, consonance and Alliteration. Teaching by direct instruction, students will record definitions and examples of assonance, consonance, and alliteration. Then, students will use Dr. Seuss stories to apply their knowledge of the definitions. They will examine the word choice in the stories and discover examples. Then they will teach their own book to the class, pointing out examples along the way. |
| Day Six | Students will review literary devices and learn about new types of poetry by examining a PowerPoint. The chosen class scribes will create extra notes for students. Resources: |

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| Day Seven | Students will use their background knowledge and recall the information from the previous day to propel their learning of Haikus. Students will learn a brief history of Haiku writing (Social Studies connection) and then survey examples of Haikus. They will learn that Haikus capture a moment in time and are typically about the seasons. Students will compose their own Haikus based on pictures presented of the four seasons.<br>Resources:<br>http://www.hsa-haiku.org/EducationalResources/Workshop-Richmond-Haiku-lesson-plans.pdf<br>http://www.scholastic.com/teachers/sites/default/files/asset/file/dec05_unit_whatishaiku.pdf<br>https://drive.google.com/open?id=1TiQCXeeLCmLDlWJvlhninCCkjg_YJYxGxaKA4r3ln5Q |
| Day Eight | Students will review the Poetry PowerPoint to recall the form of Diamante poems. Students will analyze the examples of the Diamante poems to determine how the poems are formed. As a class, we will collaborate to create a cat/dog Diamante poem on the board. Then, students will create their own diamante poem. |
| Day Nine | Students will learn a brief history of Veterans Day and how/why it was created. Students will then brainstorm actions that a soldier/veteran does and what kind of a person a soldier/veteran is. Based on these brainstorms, students will create a poem following the prompt for Veteran's Day Poem.<br>Resources:<br>http://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states-20339.html |
| Day Ten | Resources: https://prezi.com/ohiir48zhbot/narrative-poetry/<br>https://drive.google.com/open?id=12pbfPDtEavdFNbwO9gDeJ4jgW9t4_1CkbETHsb_W_Ks<br>https://drive.google.com/open?id=1M6P0YpJhqs0T8q0B_uzY-cLXDqJ3xV8v1q7YdJIVgmI<br>https://www.youtube.com/watch?v=j7uTcYvoEbU |
| Day Eleven | Students will gather all the poems they have completed and partner up to have a writing workshop. Each student will praise, critique, evaluate and help improve their classmate's poetry. Once one pair has gone through the editing process, students will revise their poems. Then they will complete the editing and revising process a second time with a new classmate.<br>Resources: http://scotts.members.sonic.net/albany/apages/class.html |
| Day Twelve | Students will create the final drafts of all of their poems. I will grade each of their pieces based on the school writing rubric. |

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| | Resources:<br>https://drive.google.com/open?id=1usiKaMs8hvwf4v7U0T-GQJYGj99iUrd35XMkfrSSPrw |
| Day Thirteen | Students will compile all of their poems into a literary magazine. Students will design their magazine cover and the layout of their magazine, as well as the order of the pieces. |

Common Core Checklist (Mark with an "X" all that apply, feel free to add your own)

| Writing | |
|---|---|
| x | Paragraph |
| | Essay (Narratives, fairy tales, realistic fiction) |
| | Summary |
| | Research |
| x | Detailed answers (Text supported) |
| x | Notes (note taking skills, outlines) |
| x | Complete Sentences |
| x | Poetry |

| Reading | |
|---|---|
| x | Informational Text |
| | Lexile |
| | Complex Literature |
| x | Speaking |
| x | Listening |
| x | Varied Strategies and instructional methods Critical Thinking in whole class discussion |
| x | Student led activities |

| | Literature Circles |
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| Technology | |
|---|---|
| x | Smart Board |
| x | Computers |
| x | iPads/Chromebooks/Other Mobile Devices |
| x | Use of Internet |
| x | Google Documents |
| | iPad video/ movie |

| Differentiated Instruction | |
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| x | Used multiple resources |
| x | Domain Vocabulary |
| x | Cross-Curricular |
| x | Collaborative engagement (meaningful feedback) |
| x | Higher level learning and teaching |

| Assessment | |
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| x | Project based |
| x | Writing prompt |
| x | Portfolio  Literary Magazine |
| x | Observation |
| x | Quiz |
| | Technology based |
| | Test |
| | Student created test |

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| x | Presentation |
| | Journal |
| | Think, pair, share |
| | Summary |
| x | Oral questioning |
| | Analogy |
| | PowerPoint, or Movie Maker Project |

| Authenticity | |
|---|---|
| x | Various activities |
| x | Inquiry, research and evidence |
| | Evidence of time management and planning |
| | Problem solving strategies |

Summary of the Unit:   This cross-curricular unit allows students to explore new types of Poetry, focusing on Reading and Writing skills. Students will create a literary magazine as their final project.