

# Unit Title

- **Name:** Durieka Campbell
- **Dates (Allocated Time):** February 23- March 10, 2014
- **Unit Topic:** Poetry
- **Grade Level:** Grade 2
- **Content Standard(s):**
  - I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how (RL.2.1).
  - I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts (RL.2.10)
  - I can determine the meaning of a word or phrase by looking for cues in a sentence. (L.2.4a)
  - I can make connections between the comments of others (SL.2.1b)
- **Learning Unit Overview:** Students will be able to use visualization to first make poetry come alive in their minds as readers and then to create their own poem using sensory details as writers.

# Brain Target #1

## Establishing the Emotional Climate for Learning

- Establishing an emotional climate for learning started on the first day of school.

On the first day of school, students applied for classroom jobs. Here students are pictured taking turns watering class plants.

“We know that it is impossible to separate emotions and learning (Hardiman, 2012).”



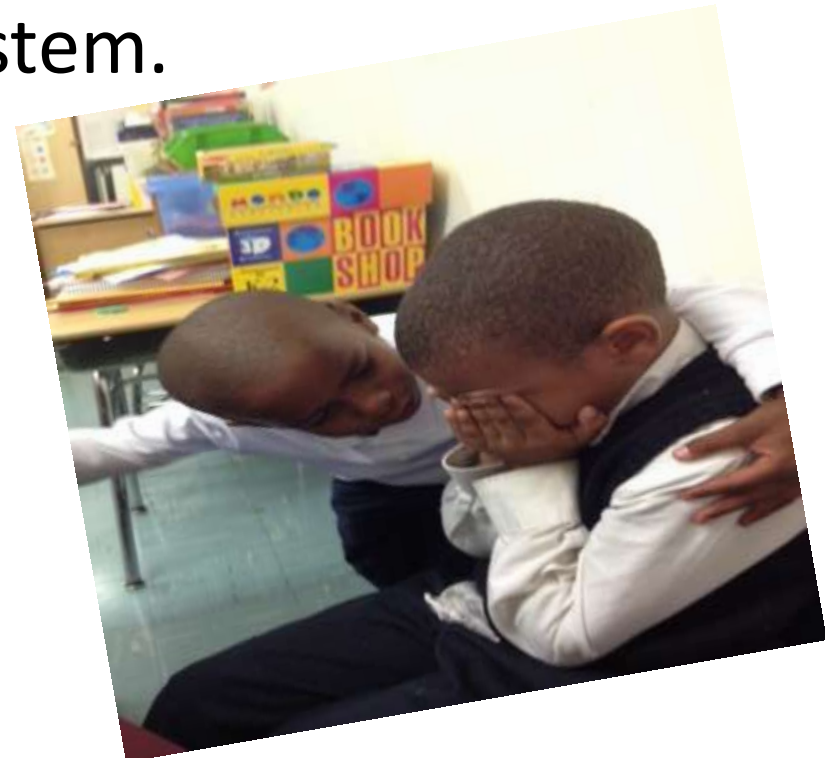
# Brain Target 1



Students earn lunch bunch when they are able to have three consecutive outstanding (based on our class behavior chart) days.

# Brain Target 1

- Peer tutoring was encouraged. Tutors earned bucks from the schools Positive Behavioral Intervention Support system.



# Brain Target #1

## Establishing the Emotional Climate for Learning

- This second grade unit on poetry pushes students to understand how emotions are tied to ones understanding of a poem. Students are encouraged to assess how their emotions impact their interpretation of a poem and equally how a poem impacts their emotion.



This chart is displayed in the classroom. Since the beginning of the school year, students have used this to express various affects. This chart was utilized during the into of this new unit.

“Many children diagnosed with ADHD display deficits in one or more of the skills associated with executive function (Hardiman, 2012).”

Students demonstrated higher order thinking by applying what they know about emotions to the different emotions one poem can elicit.

## Brain Target #1

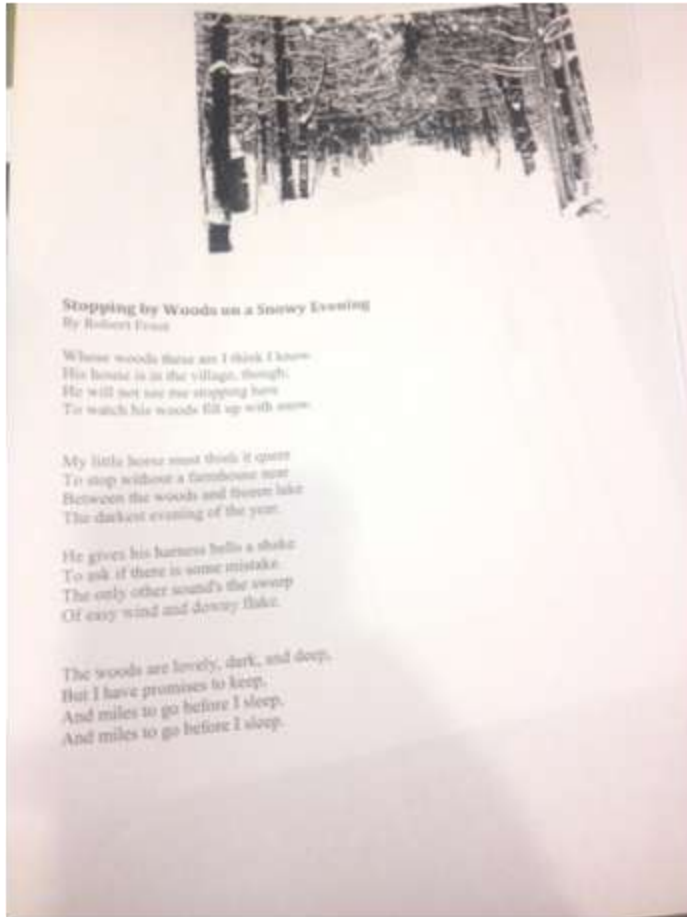
### Establishing the Emotional Climate for Learning

- On day one, students listened as Stopping by Woods on a Snowy Evening by Robert Frost was read aloud. To set the emotional climate, the lights were turned off.
- This helped students focus on the words of the poem that created images.
- The light were turned off to reduce distractions.

## Brain Target #2

### Creating the Physical Learning Environment

- The classroom lights were turned off. Students were encouraged to first listen to the noises that are naturally in the classroom (to clear their minds). After one minute of quiet reflection, the poem was read aloud. Students were asked to focus on one word in the poem that enabled them to best “see” the poem.
- After the second reading of the poem, students chose one word to focus on. Students then drew a picture of how this word looks in their mind.



The poem read aloud to students. They did not see the depiction of the poem. This was done to encourage creativity. Students had to create their own visual understanding of this poem.



# Brain Target Teaching #3

Read  
[Stopping By  
Woods on A  
Snowy  
Evening](#)

- What word stands out?
- What emotions do this word cause?

Class  
Creates a  
Poem

- What is our focus
- How are we creating vivid imagery?

Each  
student  
creates a  
poem

- What time of the year will you focus on?
- Student can create a poem that can be represented through a song, photograph, or comic strip

# Brain Target #3

- Key Points for students to remember throughout the unit
  1. A poem is often short and packed with interesting words.
  2. Poetry bring to mind images and pictures.
  3. Poems can have different meanings for different people.
  4. The meanings of poems need to be “unlocked.”

## Brain Target #4

# Teaching for Mastery of Content, Skills, and Concepts

### Common Core State Standards

- I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how (RL.2.1).
- I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts (RL.2.10)
- I can determine the meaning of a word or phrase by looking for cues in a sentence. (L.2.4a)
- I can make connections between the comments of others (SL.2.1b)

# Brain Target #4

## Teaching for Mastery of Content, Skills, and Concepts

Name	Date
Visual	
Eye	
Smell	
Nose	
Hear	
Ear	
Feel	
Smile	
Taste	
Tongue	

I can determine the meaning of a word or phrase by looking for cues in a sentence. (L.2.4a)

Students utilized this graphic organizer to record the sensory details they identified in Stopping By Woods on A Snowy Evening by Robert Frost. They had the option of choosing one of the sensory detail they were able to identify and either acted it out or represented through drawing (drawing had to be labeled and explained).

## Brain Target #4

# Teaching for Mastery of Content, Skills, and Concepts

- Students will need to activate prior knowledge by thinking about the senses they use to visualize what the author is saying.
- Images are linked to emotions so therefore students will also need to activate prior knowledge of different emotions to dig deeper when assessing the author's intent.

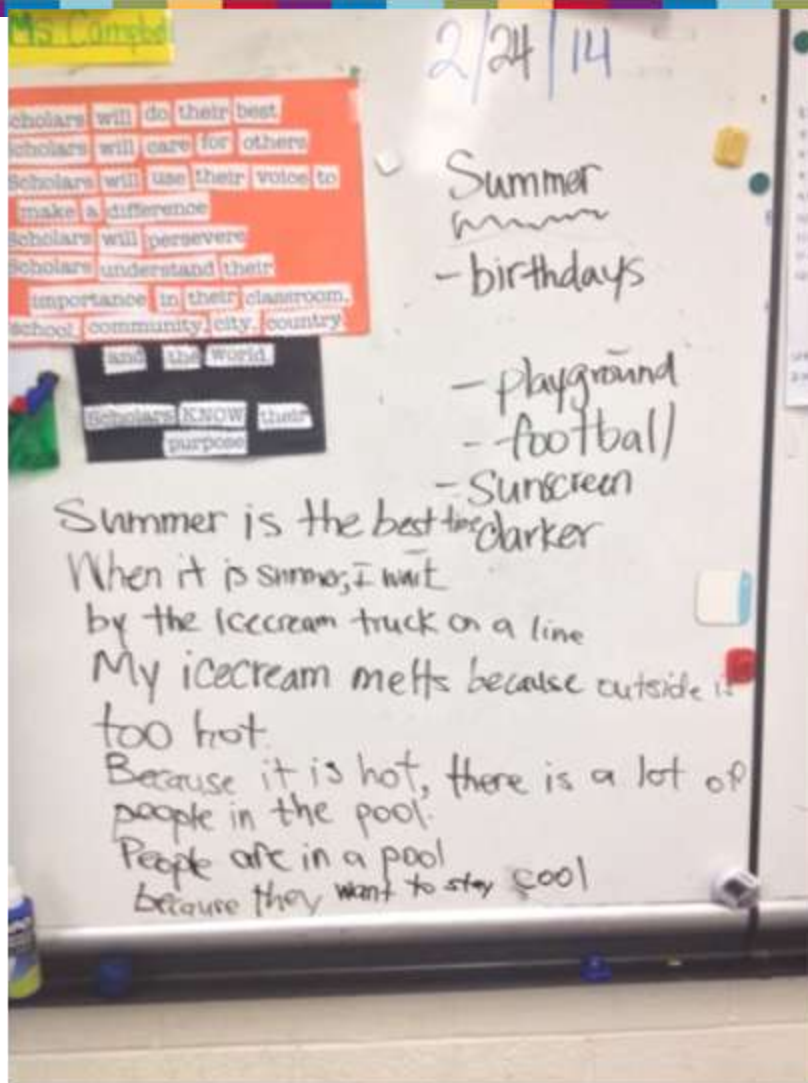
## Brain Target #4

# Teaching for Mastery of Content, Skills, and Concepts

- Students will need to activate prior knowledge by thinking about the senses they use to visualize what the author is saying.
- Images are linked to emotions so therefore students will also need to activate prior knowledge of different emotions to dig deeper when assessing the author's intent.
- Students will paint a picture of the scene that is created in their minds based on the information the author provides (Hardiman, 2012). Students know that poetry can be interpreted differently based on the individual. Students will be able to compare their understanding of the point to that of their classmate.

# Brain Target #5

## Teaching for the Extension and Application of Knowledge



Students contributed to a collective class poem. Students all came up with activities that happened in the Summer. With this list, they created a poem about Summer.

## Brain Target #5

### Teaching for the Extension and Application of Knowledge

Students will evaluate the class poem and assess whether or not there is enough sensory details. Students will use the same chart used to evaluate Stopping by Woods on a Snowy Evening by Robert Frost. If there are additional sensory details that needs to be included, students will be able to add those in using words or pictures. As a whole, the class will regroup and draw on the ideas of other classmates to make the class poem more descriptive with vivid sensory details.



# Brain Target #5



Name \_\_\_\_\_ Date \_\_\_\_\_

My word is \_\_\_\_\_

Things that come to mind (use pictures or words).

Students will use this graphic organizer to assess how well readers are able to choose one word and then create an image from the class poem. With this graphic organizer, students will be able to then add more sensory details to the class poem.

## Brain Target #6

### Evaluating Learning

- Students will have the choice to use the class poem to create a collage of pictures that demonstrates the sensory details. Students could also choose an improvisational acting piece or role play to make the class poem “come alive.”

# Brain Target #6

## Evaluating Learning

- Students will be able to create their own poem.  
(Hardiman, 2012)
  - Students can capture their poem using photographs
  - Students can capture their poems by creating a song
  - Students can capture their poem by creating a video

## Brain Target #6

### Evaluating Learning

- Students could write a letter to Robert Frost informing him about what they learned about sensory details as related to his poem. Students will also be able to give Mr. Frost suggestions on how he could possibly make his poem more vivid with sensory details.
- Students will then be able to evaluate their understanding of the unit
- Students will be graded on demonstration of mastery of concepts.