

## Unit 3: Writing to Entertain: Poetry

Common Core State Standards addressed: W.4.4, L.4.3a-c, RF.4.4a-c.



### Guiding Questions and Big Ideas:

#### What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

#### What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

#### What will your student be doing at school?

In Unit 3, students prepare for the performance task by writing original poems about something meaningful to them, and writing a presentation explaining what they were inspired by and why, and where you can see evidence of this in their poems. They use visuals in their presentations (e.g., images, videos, or objects) to support the content of their presentation. For the performance task, they present their poem and presentation to an audience.

Working to become an effective learner and working to become ethical people are habits of character emphasized in this unit.

Working to become an effective learner. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

Working to become an ethical person. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

### How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the author. Encourage your student to find evidence of that inspiration in the poems.
- Talk about what inspires your student and what is meaningful to him or her in preparation for writing poetry (e.g., a place, a person, an animal, a vehicle, a sport, or an event).

## Unit 3: Homework

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In Lessons 1–3, homework focuses on research reading.

In Lessons 4–11, homework focuses on reading poems aloud for fluency. In Lessons 6–7, for homework students gather visuals (images, videos, or objects) to support the content of their poem and presentation.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

### Vocabulary logs:

- In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topic vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.