

Materials:

- High-interest rhythmic poem for modeling
- Class copies of a poetry selection for use during Active Engagement
- Browsing baskets of poetry
- Poetry definition written on chart paper
- Chart paper

Purpose: *Thoughtful readers analyze ways in which poetry is different from most narrative text, and explore common characteristics of poetry.*

TEKS: 3.6, 4.4, 5.4

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Rally the students' enthusiasm about the new genre study of poetry. Explain to the students that poetry is written in a different format than most narrative texts and point out that the physical layout of the print is distinctive and unlike other genres studied previously. Tell students that authors of poetry convey their message using a form of writing that brings together sounds and words in unique ways. Explain to students that poetry has certain characteristics. Knowing the characteristics of poetry helps thoughtful readers to know what to expect when they are reading poems. Inform students that today they are going to explore the question “What Is Poetry?” and learn some common characteristics of the genre.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Explain that poetry is a piece of writing in which words and their sounds are combined to create images and express the author’s ideas and feelings. Share the definition from anchor chart. Tell students that poetry has certain characteristics that are unique to the genre. Poets use word pictures to build sensory impressions and

help the reader to visualize the text. Poetry also plays with the sounds of words and the rhythms of phrases. Poetry is usually intended to be read aloud and often repeatedly. Discuss how poetry usually evokes an emotional response from the reader (i.e., joy, laughter, sadness).

Poetry
Poetry is literature that is expressed in rhythmic forms. In poetry, words are used to create powerful images for the reader. Poetry is often written in a way that looks completely different from fiction and nonfiction texts.

Use your poetry selection to begin explaining and pointing out some of the physical features (such as short lines, divided into stanzas, and words are compressed into a smaller space on the page). Then read the poem to the class. Think aloud some of the characteristics you find in the poem, adding them to an anchor chart similar to the one below and briefly discuss them. Do not add all characteristics at once, providing students the opportunity to discover some characteristics on their own.

Characteristics of Poetry
<ul style="list-style-type: none"> ▪ creates a picture in your mind ▪ meant to be read aloud & reread to experience it again ▪ written to entertain or express (author’s purpose) ▪ usually does not follow a conventional narrative structure (RULEBREAKER i.e., lines are not written as complete sentences; word order is sometimes rearranged, punctuation is not used) ▪ has condensed or shortened language ▪ utilizes rich literary language & precise word choice ▪ written in a variety of forms/styles including free verse, narrative, lyrical, and humorous

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Provide a copy of an easily-readable example of poetry for each student partnership. Make certain that the example prominently features some of the poetry characteristics listed on the anchor chart. Ask students to take turns reading parts of the poem (i.e. poem may be divided by stanzas). Invite students a few minutes to look

through the poem and discuss any characteristics that they find. Listen in on their conversations and discuss any additional characteristics they mention. Record these on the anchor chart.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Inform students that, by being able to recognize the characteristics of poetry and distinguish it from more familiar forms of text, they will better understand the poetry that they read. Students should have the opportunity to immerse themselves in the genre by reading poems found in the browsing baskets. Students should record titles of favorite poems. At the end of the workshop, students will share titles of favorite poems and observations about genre features.

Sticky Note Option

I am reading "(title)" by (poet/author). I have found the following characteristics in the poem:
<ul style="list-style-type: none"> ▪ ▪

Response Journal Option

Poem	Poet (Author)	Things that I am Noticing About This Poem

Possible Conference Questions:

- What are you noticing as a reader today?
- What poetry characteristics did you find in your reading today?
- How does learning the definition of poetry help you to understand poems you are reading?
- What did you imagine or feel as you read your poem?

Extension- Introduce the poem “Keep a Poem in Your Pocket” by Beatrice Schenkde Regniers. Revisit the poem in subsequent lessons pointing out the genre features that it mentions (visualization, rhythm, sensory language, and personification).