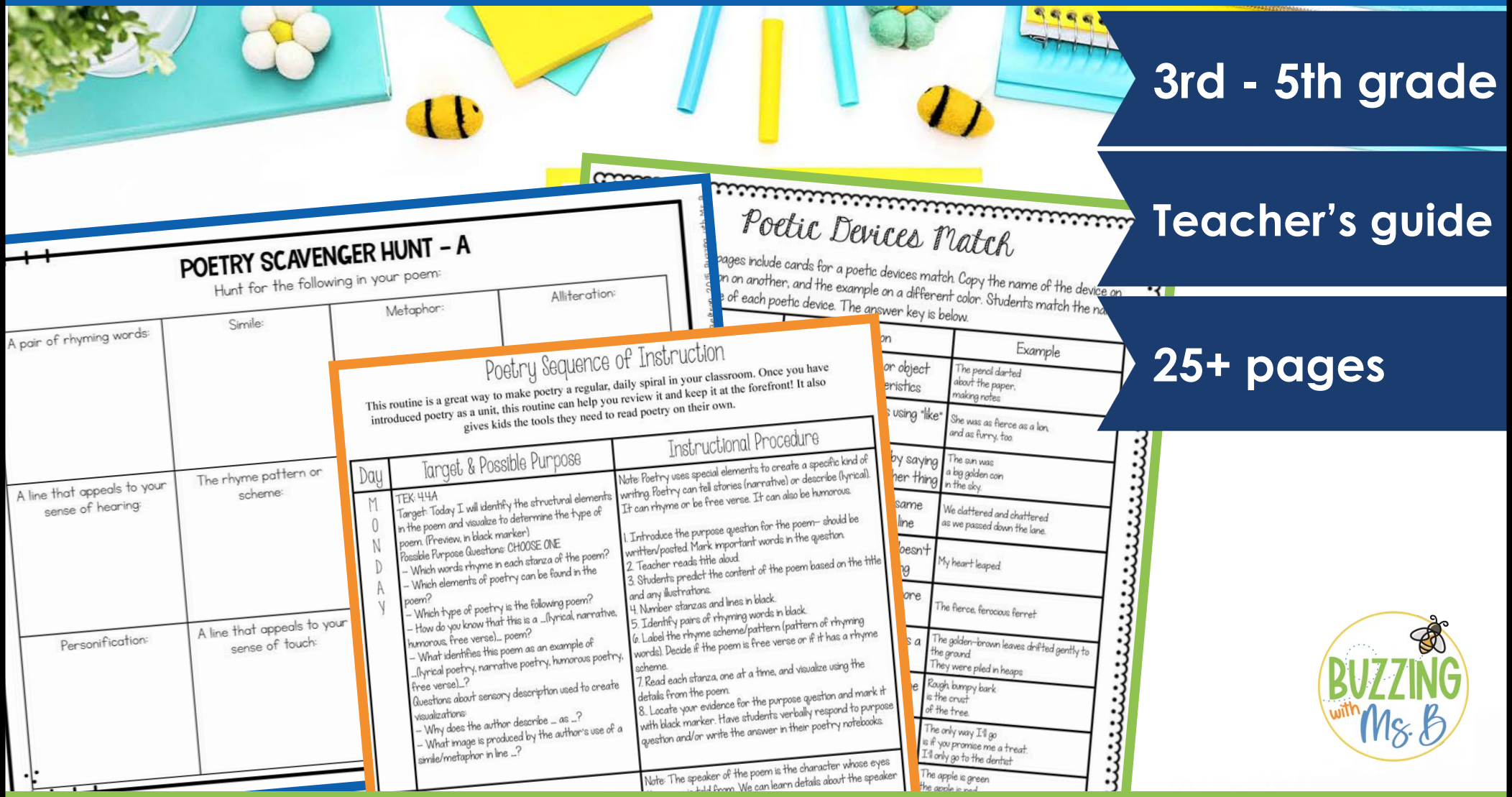
POETRY ANALYSIS UNIT



3rd - 5th grade

Teacher's guide

25+ pages

BUZZING with Ms. B

LESSONS + ACTIVITIES + ANCHOR CHARTS & MORE

WHAT TEACHERS ARE SAYING ABOUT THIS RESOURCE

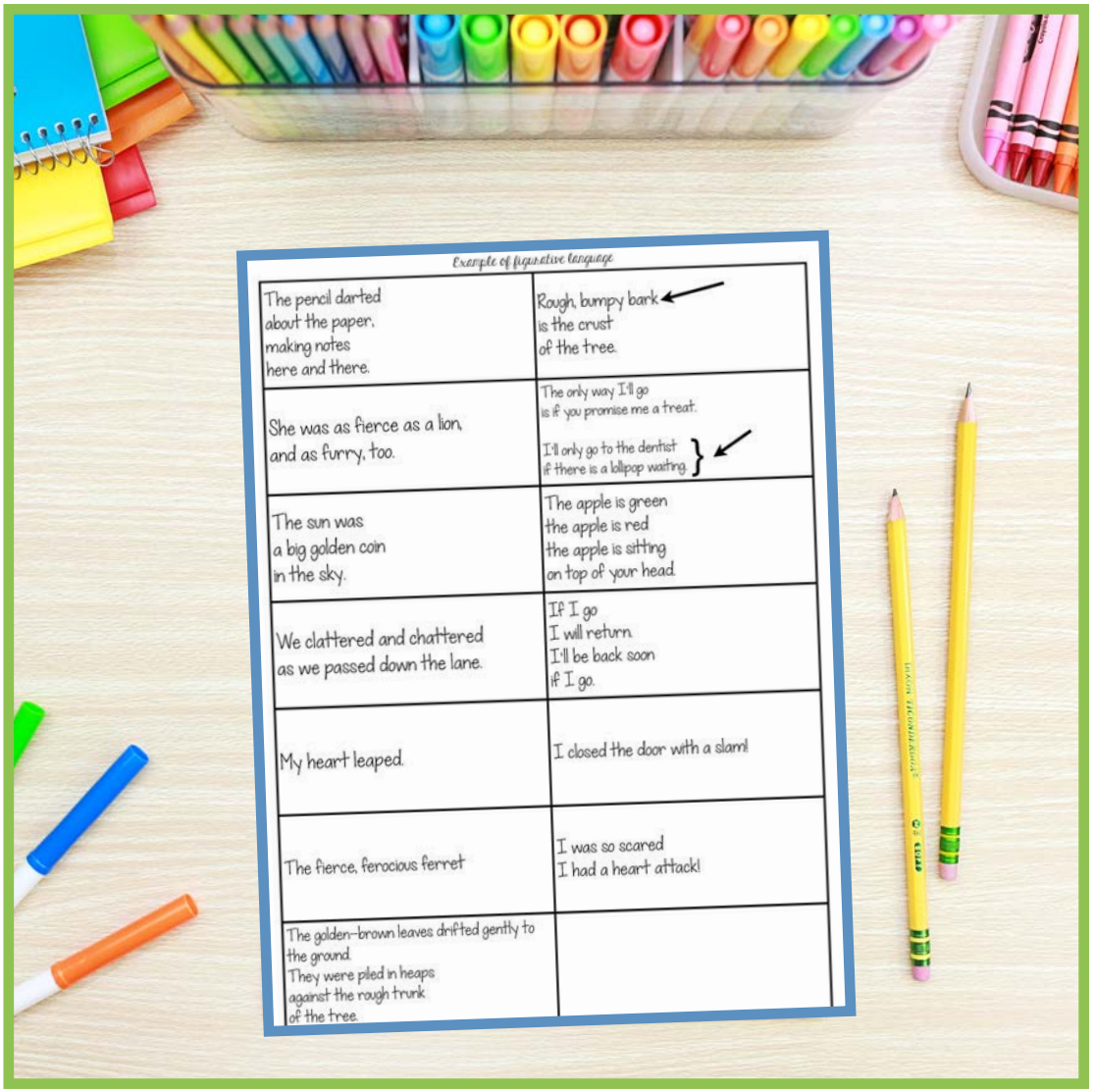
"I LOVE this product! This gives me detailed information, examples, and pictures. It is very clear and easy to follow. Since I have to use a basal reader, this unit allows me to adjust my teaching to fit the common core. Thanks so much for your hard work! Very well done!"

"WOW! I have taught for many years and I have never seen anything that details the genres. It has everything you need except the book to read. This makes things so nice and easy. Thank you"

BUZZING with Ms. B

169 5-STAR REVIEWS

TEACH POETRY MEANINGFULLY!



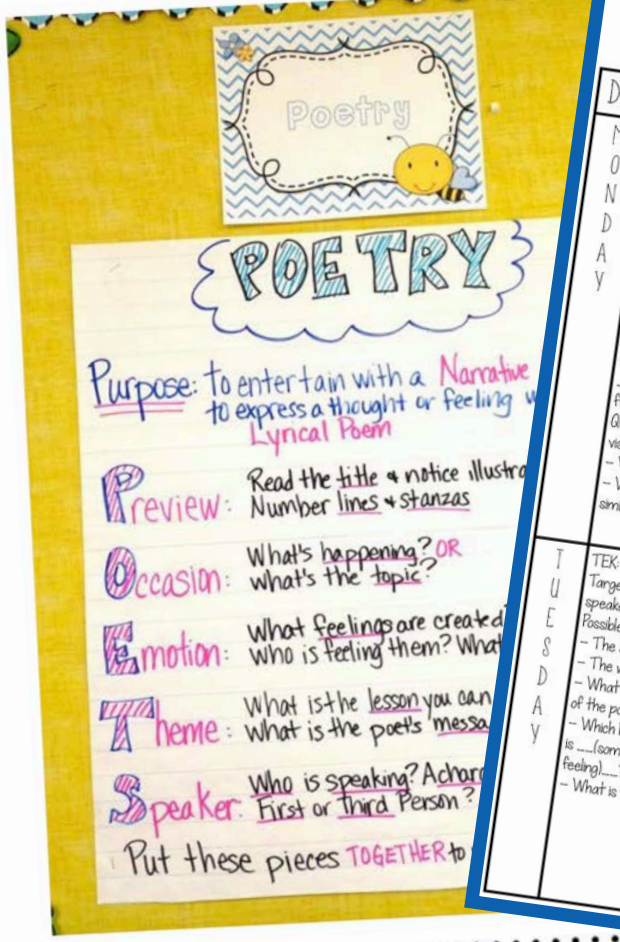
- ✓Analyze any poem using these resources
- ✓Supplements any ELA curriculum
- ✓Stop searching for new lessons every day
- ✓Matching activity, foldable, and so many lessons!

PREPARE YOUR LESSONS WITH THESE GO-TO RESOURCES!

WEEKLY POETRY ROUTINE

Using a consistent approach

This chart helps students approach poetry consistently and know what to look for in a poem. I build the chart after we've read a few poems and noticed the basic structures and elements. Then we use it to read poems on a weekl
reread the poem each day, following the sequence I share in this



Poetry Sequence of Instruction

This routine is a great way to make poetry a regular, daily spiral in your classroom. Once you have introduced poetry as a unit, this routine can help you review it and keep it at the forefront! It also gives kids the tools they need to read poetry on their own.

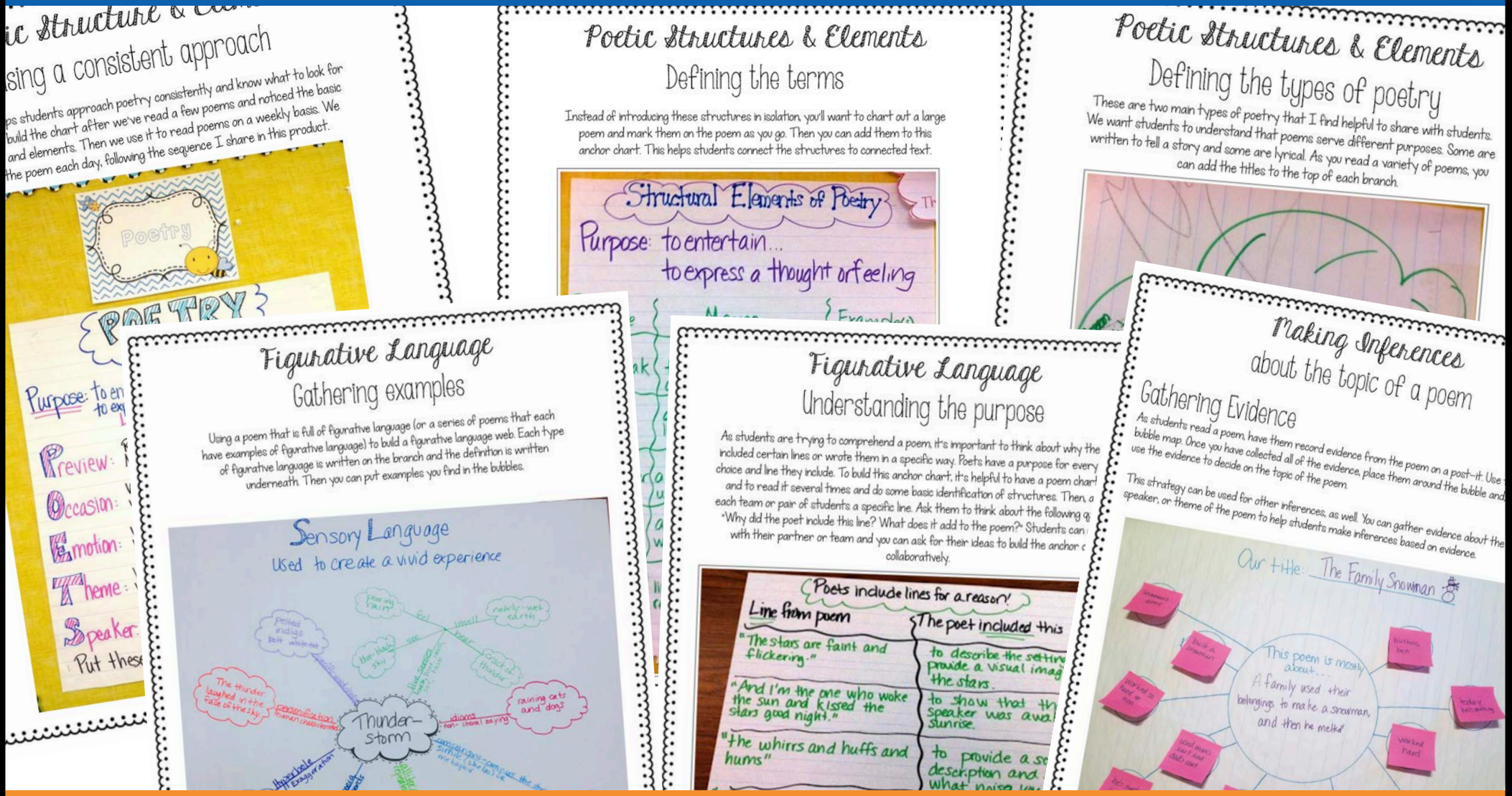
Day	Target & Possible Purpose	Instructional Procedure
MONDAY	TEK: 4.4A Target: Today I will identify the structural elements in the poem and visualize to determine the type of poem. (Preview, in black marker) Possible Purpose Questions: CHOOSE ONE – Which words rhyme in each stanza of the poem? – Which elements of poetry can be found in the poem? – Which type of poetry is the following poem? – How do you know that this is a _(lyrical, narrative, humorous, free verse)_ poem? – What identifies this poem as an example of _(lyrical poetry, narrative poetry, humorous poetry, free verse)_? Questions about sensory description used to create visualizations: – Why does the author describe _ as _? – What image is produced by the author's use of a simile/metaphor in line _?	Note: Poetry uses special elements to create a specific kind of writing. Poetry can tell stories (narrative) or describe (lyrical). It can rhyme or be free verse. It can also be humorous. 1. Introduce the purpose question for the poem– should be written/posted. Mark important words in the question. 2. Teacher reads title aloud. 3. Students predict the content of the poem based on the title and any illustrations. 4. Number stanzas and lines in black. 5. Identify pairs of rhyming words in black. 6. Label the rhyme scheme/pattern (pattern of rhyming words). Decide if the poem is free verse or if it has a rhyme scheme. 7. Read each stanza, one at a time, and visualize using the details from the poem. 8. Locate your evidence for the purpose question and mark it with black marker. Have students verbally respond to purpose question and/or write the answer in their poetry notebooks.
TUESDAY	TEK: 4.4 Target: Today I will use evidence to describe the speaker of the poem. (Speaker, in an orange marker) Possible Purpose Questions: – The speaker of the poem is most likely – – The words in line _ emphasize that the speaker is – What can the reader conclude about the speaker of the poem? – Which line from the poem shows that the speaker is _(something the speaker is doing/thinking/feeling)_? – What is the speaker's main purpose in the poem?	Note: The speaker of the poem is the character whose eyes the poem is told from. We can learn details about the speaker by reading closely for clues. 1. Reread the poem as a class for fluency & comprehension. 2. Introduce the purpose question for the poem – should be written/posted. Mark important words in the question. 3. Each student/teacher rereads poem to self looking for evidence to describe the speaker. 4. Mark evidence in an orange marker and decide if the poem is told from first or third person point of view. 5. Mark evidence in an orange marker and make a decision about who the speaker is. Record in the margins. 6. Locate your evidence for the purpose question and mark it with orange marker. Have students verbally respond to purpose question and/or write the answer in their notebooks.

Poetry Sequence of Instruction

Day	Target & Possible Purpose	Instructional Procedure
WEDNE	TEK: 4.4 Target: Today I will use evidence to explain the occasion of the poem. (Occasion, in a green marker) Possible Purpose Questions: – What is happening in the poem? – What can the reader conclude about the events in the poem? – is this poem mostly about? – oet uses lines _ through _ mainly to– – through _ are most likely included to– e poem, which words help the reader imagine ker's experience?	Note: The occasion of the poem is what is happen poem, or what the poem is mostly about. If it's te what is the story about? If it's describing someth the purpose of the description? 1. Reread the poem as a class (remind class of the m rereading for fluency). 2. Introduce the purpose question for the poem – sh written/posted. Mark important words in the question. 3. Each student/teacher rereads poem to self looking f evidence to explain the occasion. 4. Mark evidence in a green marker and make a decision what the occasion is. Record in the margins. 5. Locate your evidence for the purpose question and mar with green marker. Have students verbally respond to question.
	oday I will use evidence to make conclusions emotions in the poem. (Emotions, in a red rpose Questions: motions can be found in the poem? happens, the reader can tell the speaker e from the poem shows that the speaker s the speaker most likely feel about _? s the speaker feel throughout the poem? s the poet use the exclamation points in anza? (To show that the speaker is –)	Note: The emotions in the poem are the feelings. Sometimes the feelings are not stated, we have to infer. We can also infe the tone of the poem using evidence. 1. Reread the poem as a class for fluency & comprehension. 2. Introduce the purpose question for the poem – should be written/posted. Mark important words in the question. 3. Each student/teacher rereads poem to self looking for evidence to describe the speaker. 4. Mark evidence in an orange marker and make a decision about who the speaker is. Record in the margins. 5. Locate your evidence for the purpose question and mark it with black marker. Have students verbally respond to question.
	3 (theme) day I will use evidence to describe the he poem. (Theme, in a blue marker) pose Questions: he message of the poem? he main message of the poem? he theme of the poem? son can be learned rom the poem?	Note: Theme is the main message, lesson, or moral that can be learned from a text. It is usually a positive message. 1. Reread the poem as a class for fluency & comprehension. 2. Introduce the purpose question for the poem – should be written/posted. Mark important words in the question. 3. Each student/teacher rereads poem to self looking for evidence to describe the theme. 4. Mark evidence in an blue marker and make a decision about what the theme is. Record in the margins. 5. Locate your evidence for the purpose question and mark it with black marker. Have students verbally respond to purpose question and/or write the answer in their poetry notebooks.

BUILD COMPREHENSION WITH THIS DAILY PLAN

ANCHOR CHARTS



BUILD THEM TOGETHER DURING THE LESSON

STUDENT ACTIVITIES

- ✓Figurative language match
- ✓Figurative language foldable
- ✓Poetry question ring
- ✓Poetry scavenger hunt

