



Unit 6: Poetry
Grade 2

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	<p>Analyze Elements of Poetry <i>Poems give us clues about how to read them</i></p> <ul style="list-style-type: none"> - line breaks - stanzas - rhymes - rhythm - punctuation - shape - read poems with fluency and feeling <p>VSC: 3.2.A.4.a</p>	<p>Analyze Elements of Poetry <i>Poems give us clues about how to read them</i></p> <ul style="list-style-type: none"> - line breaks - tone - rhymes - punctuation - shape - read poems with fluency and feeling <p>VSC: 3.2.A.4.a</p>	<p>Analyze Elements of Poetry <i>Poems give us clues about how to read them</i></p> <ul style="list-style-type: none"> - line breaks - tone - rhymes, - punctuation - shape - read poems with fluency and feeling <p>* teacher created/selected assessment VSC: 3.2.A.4.a</p>	<p>Understanding Poetry <i>*Readers think about poem's meaning and read aloud to reflect meaning</i></p> <p><i>*Different poems need to be read different ways</i></p> <ul style="list-style-type: none"> - infer to determine poet's message or meaning/main idea of poem - analyze the meaning of words, lines, and stanzas - make connections with poems - read poems with fluency and feeling <p>VSC: 3.2.A.4.a-c</p>	<p>Understanding Poetry <i>*Readers think about poem's meaning and read aloud to reflect meaning</i></p> <p><i>*Different poems need to be read different ways</i></p> <ul style="list-style-type: none"> - infer to determine poet's message or meaning/main idea of poem - analyze the meaning of words, lines, and stanzas - make connections with poems - read poems with fluency and feeling <p>VSC: 3.2.A.4.a-c</p>
Word Study	Word Wall Words: cent, gift, cousin, cast, gym	Complex Consonants - hard and soft c	Complex Consonants - hard and soft c *collect student product	Complex Consonants - hard and soft g	Complex Consonants - hard and soft g * teacher created/selected assessment
Writing Workshop	Poetry Seeing with poets eyes Session 1	Poetry Listening for line breaks Session 2	Poetry Hearing the "music" in poetry Session 3	Poetry Putting powerful thoughts in tiny packages Session 4	Poetry Finding ingredients of a poem Session 5
Notes	Writing will reference the lessons in the Lucy Calkins kit Unit 7 (Poetry: Powerful Thoughts in Tiny Packages)				

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	<p>Understanding Poetry <i>*Readers think about poem's meaning and read aloud to reflect meaning</i> <i>*Different poems need to be read different ways</i></p> <ul style="list-style-type: none"> - infer to determine poet's message or meaning/ main idea of poem - analyze the meaning of words, lines, and stanzas - make connections with poems - read poems with fluency and feeling <p>VSC: 3.2.A.4.a-c</p>	<p>Understanding Poetry <i>*Readers think about poem's meaning and read aloud to reflect meaning</i> <i>*Different poems need to be read different ways</i></p> <ul style="list-style-type: none"> - infer to determine poet's message or meaning/ main idea of poem - analyze the meaning of words, lines, and stanzas - make connections with poems - read poems with fluency and feeling <p>* teacher created/selected assessment VSC: 3.2.A.4.a-c</p>	<p>Interpreting Poetry <i>*Readers pay attention to author's word choice in poems</i> <i>*Readers explain how author's language creates pictures in their minds (visualization)</i></p> <ul style="list-style-type: none"> - identify language that appeals to the senses and feelings - explain how repetition and exaggeration are used - identify specific words and punctuation that create tone <p>VSC: 3.2.A.7.a-c</p>	<p>Interpreting Poetry <i>*Readers pay attention to author's word choice in poems</i> <i>*Readers explain how author's language creates pictures in their minds (visualization)</i></p> <ul style="list-style-type: none"> - identify language that appeals to the senses and feelings - explain how repetition and exaggeration are used - identify specific words and punctuation that create tone <p>VSC: 3.2.A.7.a-c</p>	<p>Interpreting Poetry <i>*Readers pay attention to author's word choice in poems</i> <i>*Readers explain how author's language creates pictures in their minds (visualization)</i></p> <ul style="list-style-type: none"> - identify language that appeals to the senses and feelings - explain how repetition and exaggeration are used - identify specific words and punctuation that create tone <p>VSC: 3.2.A.7.a-c</p>
Word Study	<p>Word Wall Words: speak, hike, struck, bridge, page</p>	<p>Complex Consonants -ck (luck), -k (leak), -ke (like)</p>	<p>Complex Consonants -ck (luck), -k (leak), -ke (like) * collect student product</p>	<p>Complex Consonants -g (log), -ge (age), -dge (edge) - making words: rectangle</p>	<p>Complex Consonants -g (log), -ge (age), -dge (edge) * teacher created/selected assessment</p>
Writing Workshop	<p>Poetry Showing, not telling Session 6</p>	<p>Poetry Hearing the voices of poetry Session 7</p>	<p>Poetry Searching for honest, precise words Session 8</p>	<p>Poetry Patterning on the page Session 9</p>	<p>Poetry Using comparisons to convey feelings Session 10</p>
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	<p>Interpreting Poetry <i>*Readers pay attention to author's word choice in poems</i> <i>*Readers explain how author's language creates pictures in their minds (visualization)</i> - identify language that appeals to the senses and feelings - explain how repetition and exaggeration are used - identify specific words and punctuation that create tone * collect student product</p> <p>VSC: 3.2.A.7.a-c</p>	<p>Interpreting Poetry <i>*Readers compare poems by same poet to find similarities and differences.</i> <i>*Readers compare poems on same topic to find similarities and differences.</i> - comparing poems - make connections between poems - recognize a similar message in more than one text</p> <p>VSC: 3.2.A.6.b 3.2.A.6.e</p>	<p>Interpreting Poetry <i>*Readers compare poems by same poet to find similarities and differences.</i> <i>*Readers compare poems on same topic to find similarities and differences.</i> - comparing poems - make connections between poems - recognize a similar message in more than one text</p> <p>VSC: 3.2.A.6.b 3.2.A.6.e</p>	<p>Interpreting Poetry <i>*Readers compare poems by same poet to find similarities and differences.</i> <i>*Readers compare poems on same topic to find similarities and differences.</i> - comparing poems - make connections between poems - recognize a similar message in more than one text</p> <p>* teacher created/selected assessment VSC: 3.2.A.6.b 3.2.A.6.e</p>	Poetry Celebration
Word Study	Word Wall Words: once, twice, have, switch, bleach	Complex Consonants -ce (once), -ve (glove)	Complex Consonants ce (once), -ve (glove) *collect student product	Complex Consonants -ch (each), -tch (itch) - making words: chickens	Complex Consonants -ch (each), -tch (itch) * teacher created/selected assessment
Writing Workshop	Poetry Contrasting ordinary and poetic language Session 11	Poetry Stretching out a comparison Session 12	Poetry Finding treasures in discarded drafts Session 13	Poetry Revising and editing poetry Session 15	Poetry Celebration Session 16
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