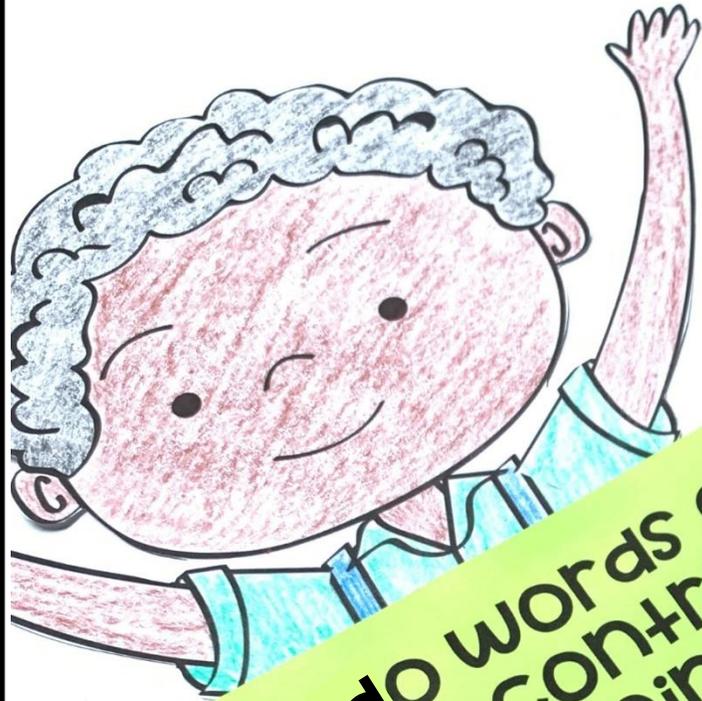


2nd & 3rd GRADE
RL.2.4 & RL.3.4



How do words and phrases contribute to meaning?

Rhyme

Repetition

Poem Theme

Alliteration

MENTOR TEXTS

words & phrases in poetry



MENTOR TEXTS

words & phrases

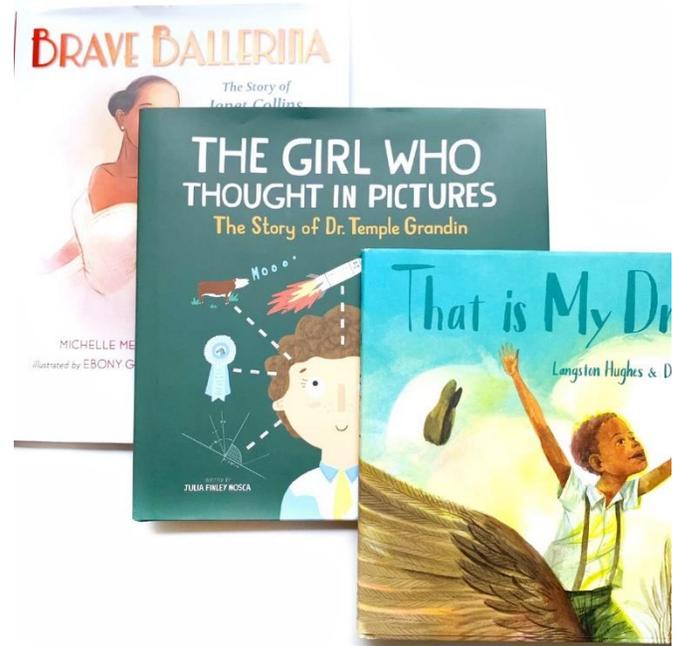
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PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.



I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

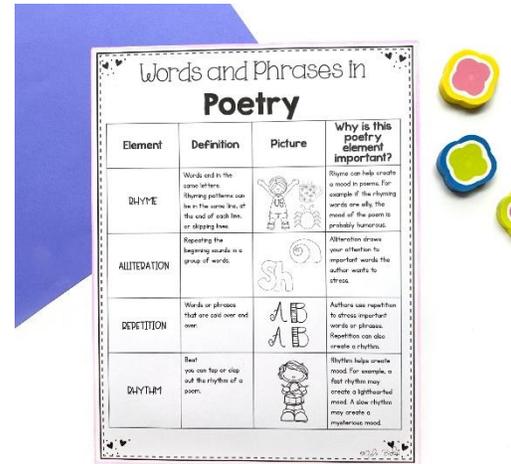
PEDAGOGY



Unit Components

Anchor Charts

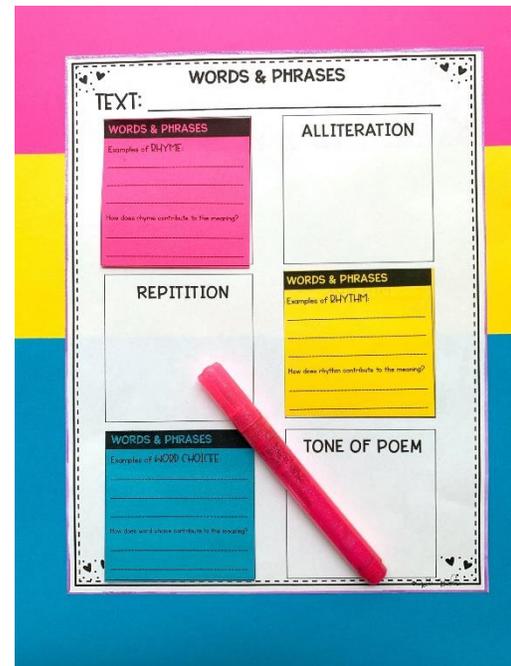
Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-sized anchor charts are available for students to keep in their reading notebooks for reference.



Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.



Student Work Pages

Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.

Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.



LESSON PREP

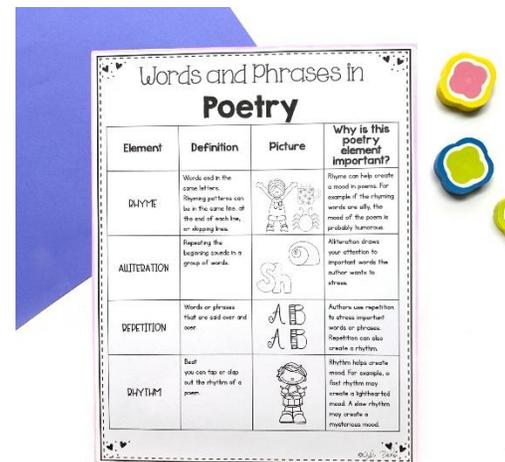


materials:

- Books: *Brave Ballerina* by Michelle Meadows, *That is My Dream!* by Langston Hughes and Daniel Miyares, and *The Girl Who Thought in Pictures* by Temple Grandin
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the “Words and Phrases in Poetry” anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the “Sticky Note Template” page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.



LESSON PLANS

Poetry

FOCUS:

Understand how poems are organized and how language impacts poetry meaning.

Standard:

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.

Day 1

I DO:

Opening: Show students the “Poetry” anchor chart. Referring to the chart, explain what rhyme, alliteration, repetition, and rhythm are. These language elements contribute to the meaning of a poem or story. They can set the mood of the story.

Model: We are beginning to study poetry. Often times, we see poetry on one piece of paper typed out in verses and stanzas. But sometimes, poetry can be in other forms. Poems can be in songs or in books. The book we are reading today, *Brave Ballerina*, by Michelle Meadows, is a poem. Show students the cover of the book. Tell students that this story is a true story of Janet Collins, who was one of the pioneer black ballerinas.

Read the story all the way through once. Read the story a second time, stopping to ask and answer the sticky note questions.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay close attention to the words and elements of poetry authors use? (*Words, phrases, and poetry elements contribute to the meaning of a story or poem.*)
- What is an example of language from *Brave Ballerina* that contributed to the meaning?

Day 2

Guided Practice:

Opening: Review the “Poetry” anchor chart.

Guided Practice: Show students the cover of *That is My Dream!* The book we are reading today, *That is My Dream!* by Langston Hughes, is a poem by one of America’s most loved poets. He lived during the Harlem Renaissance, and used his poetry to tackle important topics, including race. This book is illustrated by Daniel Myers. Myers tells a story in pictures using Hughes’ words. Myers’ interpretation of the poem may be different than others.

Read the book one time through, without stopping. Read the book again, stopping at indicated spots to ask questions and allow for student discussion about the language of the poem. Have students turn and talk about their answers, then record their responses on sticky notes. Then, students can put their sticky notes on their anchor chart template. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay close attention to the words and elements that poetry authors use? (*Words, phrases, and poetry elements contribute to the meaning of a story or poem.*)
- What is an example of language from *That is My Dream!* that contributed to the meaning?

Words and Phrases in Poetry

Element	Definition	Picture	Why is this poetry element important?
RHYME	Words end in the same letters. Rhyming patterns can be in the same line, at the end of each line, or skipping lines.		Rhyme can help create a mood in poems. For example if the rhyming words are silly, the mood of the poem is probably humorous.
ALLITERATION	Repeating the beginning sounds in a group of words.		Alliteration draws your attention to important words the author wants to stress.
REPETITION	Words or phrases that are said over and over.		Authors use repetition to stress important words or phrases. Repetition can also create a rhythm.
RHYTHM	Beat you can tap or clap out the rhythm of a poem.		Rhythm helps create mood. For example, a fast rhythm may create a lighthearted mood. A slow rhythm may create a mysterious mood.



WORDS & PHRASES

TEXT: _____

WORDS & PHRASES

Examples of RHYME:

How does rhyme contribute to the meaning?

ALLITERATION

REPITITION

WORDS & PHRASES

Examples of RHYTHM:

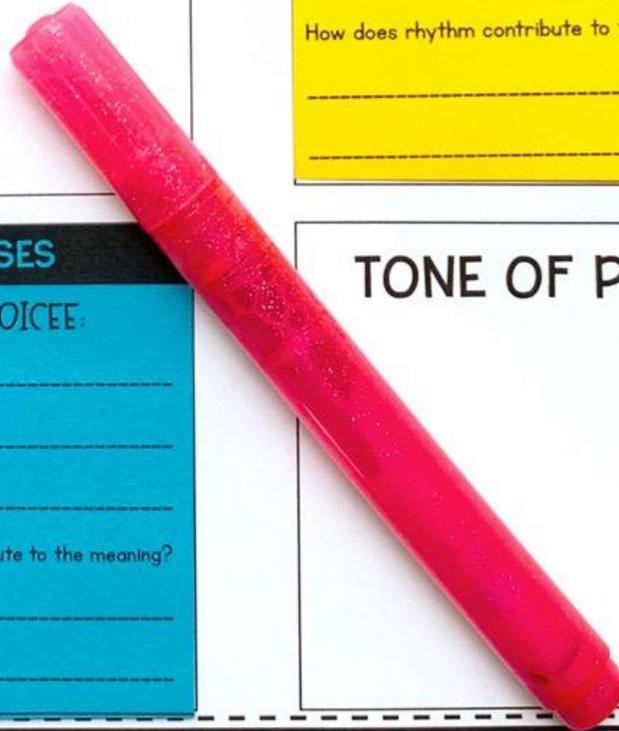
How does rhythm contribute to the meaning?

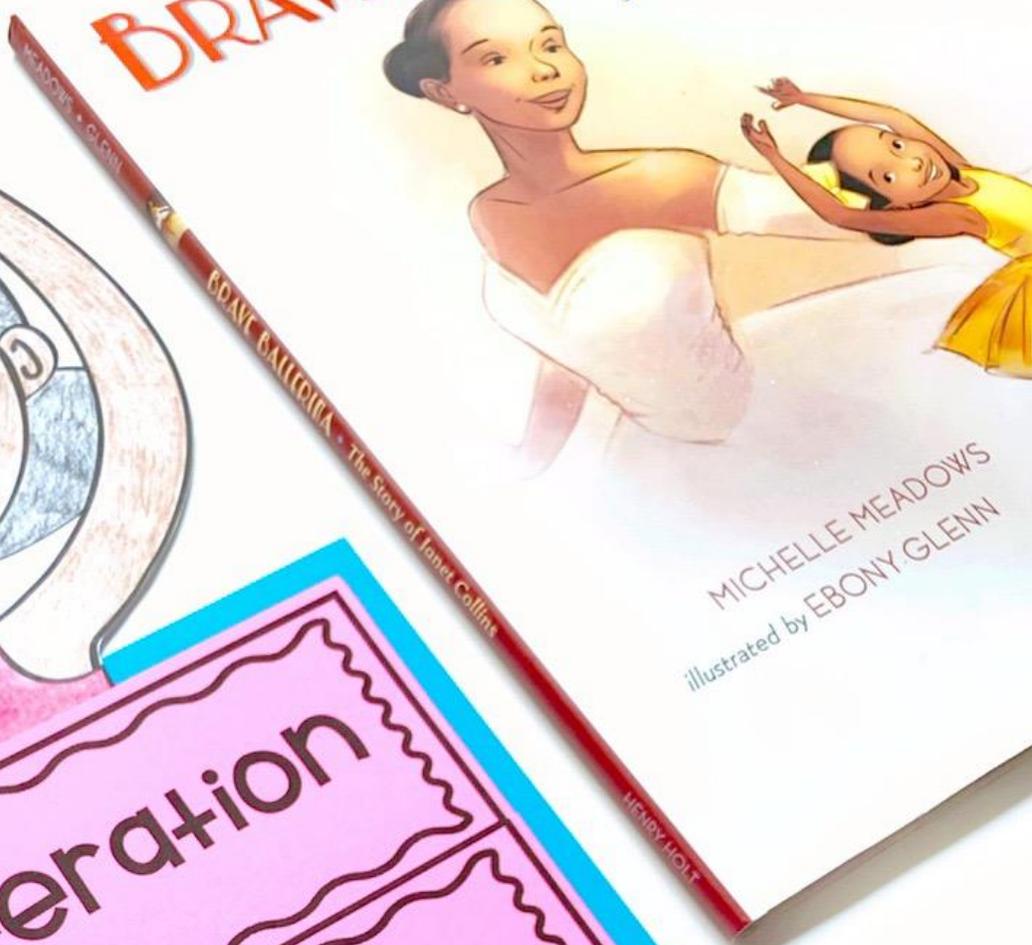
WORDS & PHRASES

Examples of WORD CHOICE:

How does word choice contribute to the meaning?

TONE OF POEM





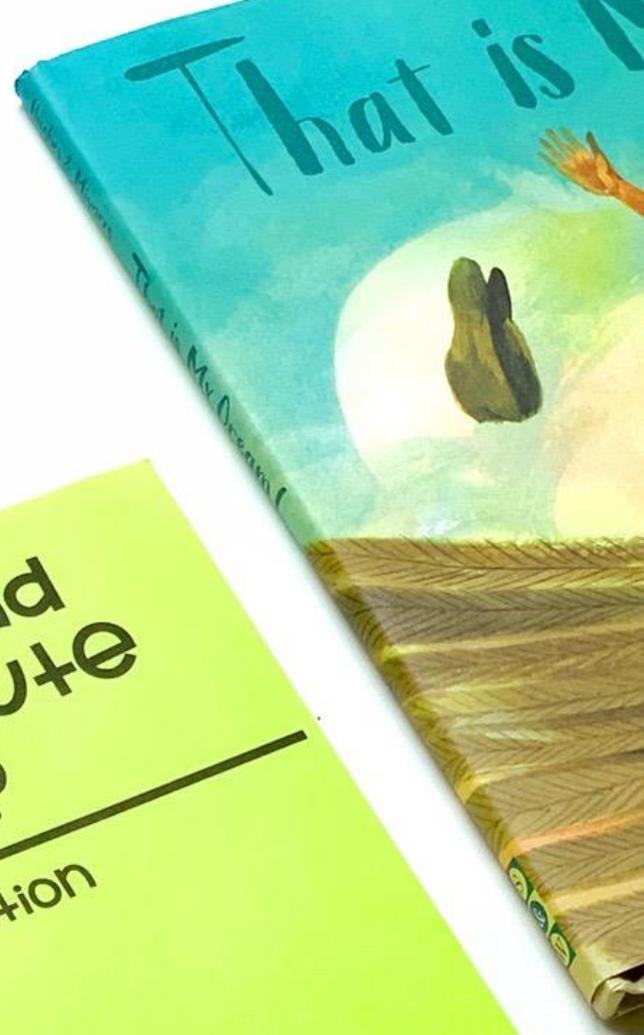
Alliteration

Rhyme

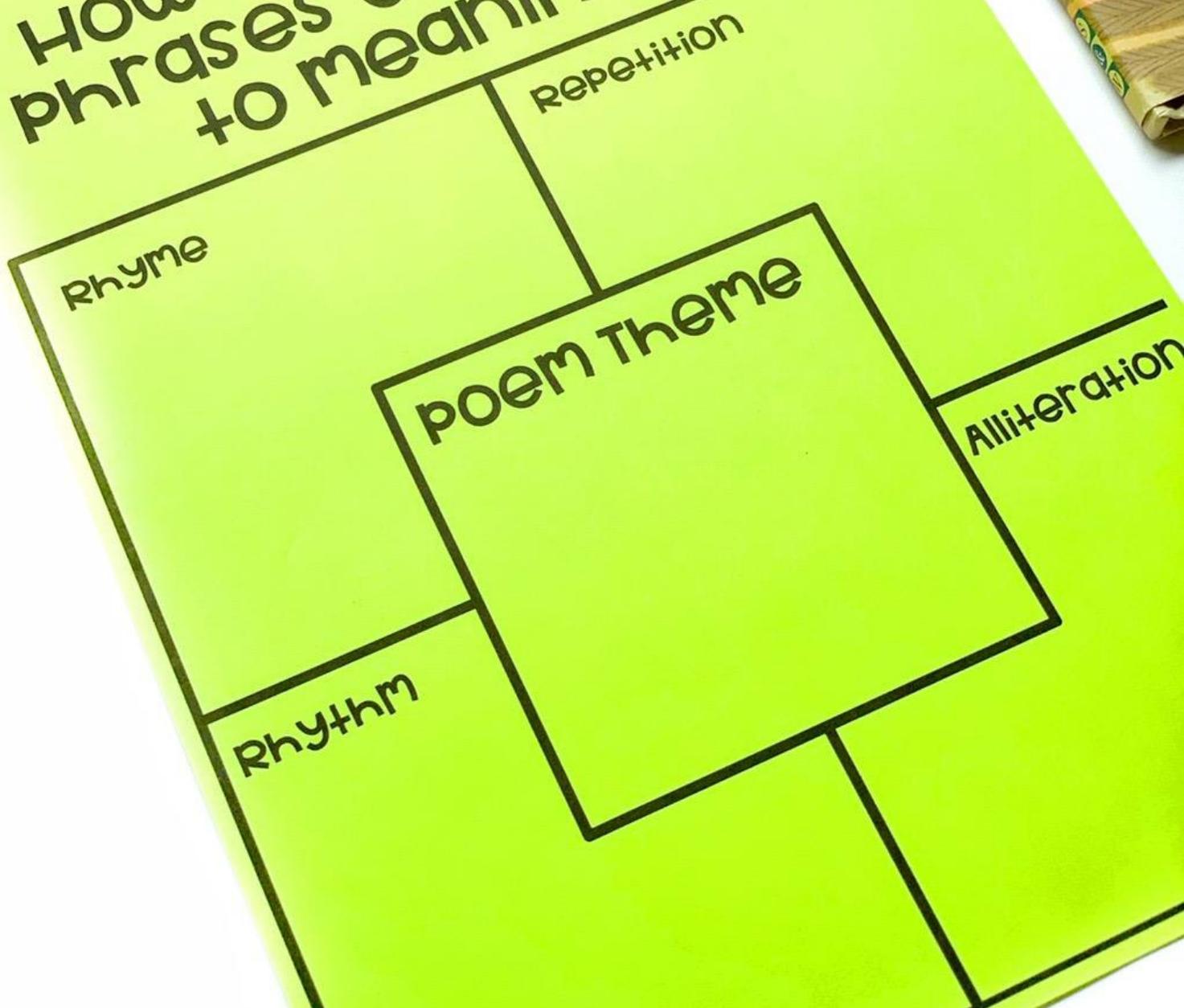
Rhythm

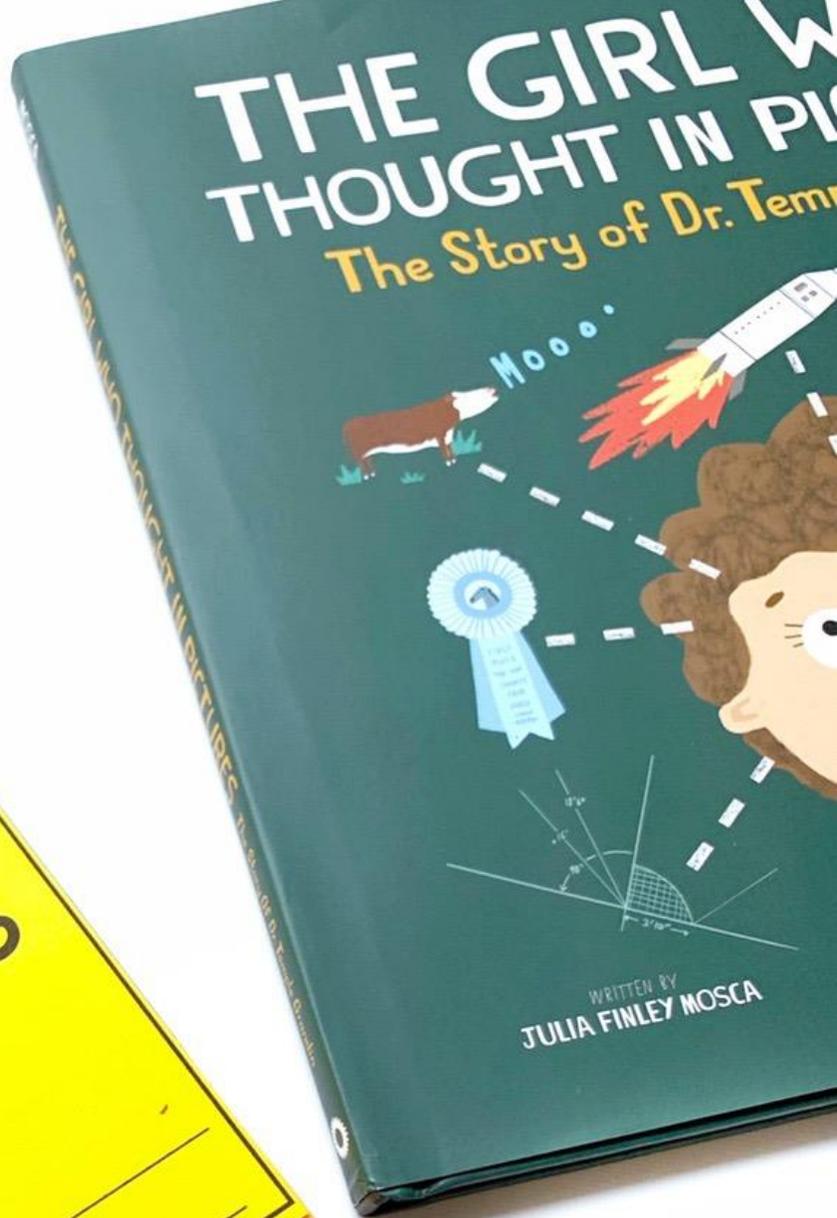
Repetition

words and phrases contribute to meaning?



How to words and phrases contribute to meaning?





poetry
**WORDS &
PHRASES**

Name: _____

Date: _____

alliteration

repetition

and

WORDS & PHRASES: RUBRIC

WORDS & PHRASES	
I can identify examples of rhyme, repetition, alliteration, and beat in a text.	
I can analyze how elements of poetry effect the meaning and tone of a text.	

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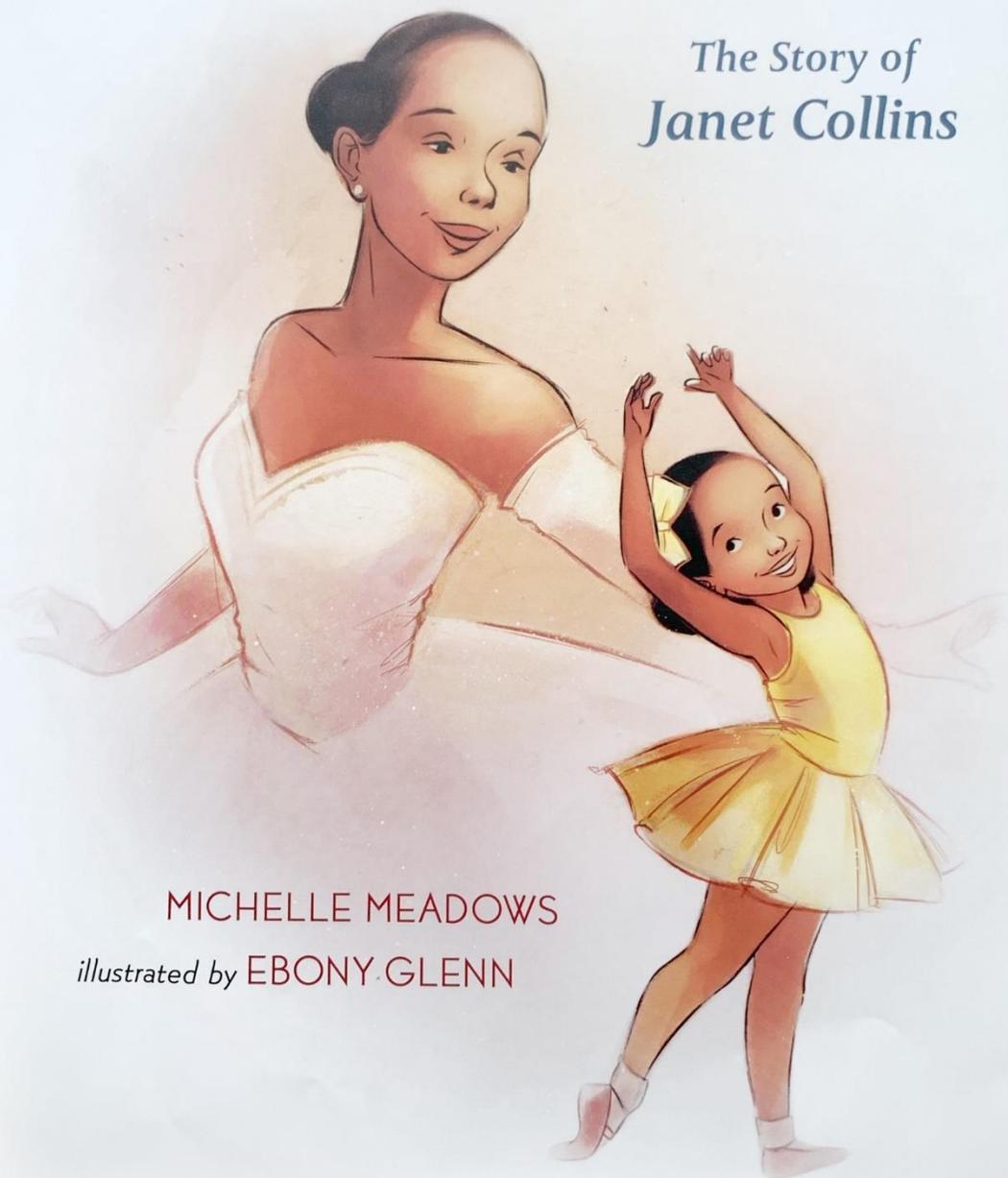
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Brave Ballerina, the Story of Janet Collins by Michelle Meadows

BRAVE BALLERINA

*The Story of
Janet Collins*



MICHELLE MEADOWS

illustrated by EBONY GLENN

WORDS & PHRASES: *Brave Ballerina*

DISCUSSIONS: BEFORE

We are beginning to study poetry. Often times, we see poetry on one piece of paper typed out in verses and stanzas. But sometimes, poetry can be in other forms. Poems can be in songs or in books. The book we are reading today, *Brave Ballerina*, by Michelle Meadows, is a poem.

I. Based on the cover, what can you infer this poem will be about?

- *A little girl who wants to be a ballerina.*
- Tell Students: This is the true story of a famous ballerina named Janet Collins.

(I recommend reading the book through one time, then rereading to look at the language and meaning)

QUESTIONS: PAGE 1

I. "Swoosh, swoosh, swoosh"

- This is an example of onomatopoeia. Onomatopoeia is when a word imitates a sound. Why did the author choose to use onomatopoeia in this instance?
 - *It helps the reader hear Janet dancing and visualize Janet spinning.*

QUESTIONS: PAGE 2

I. Let's take a look at this stanza. Does the author use rhyme? How?

- *The author rhymes every other line.*

2. Does it repeat throughout the poem?

- *Yes*

2. How does this rhyme pattern create meaning?

- *The rhyme creates a rhythm that is upbeat and quick. It may remind the reader of a dancer dancing on the stage to a beat.*

QUESTIONS: PAGE 3

I. What sensory details does the author use on this page?

- *Shiny and pink to describe the shoes*
- *Plink, plink, plink is onomatopoeia, again to help the reader hear the sound of Janet dancing.*

QUESTIONS: PAGE 6

I. What is the mood or tone of this verse? How do you know?

- *The tone is joyful and hopeful. Words such as high, dreams, and sky help me understand this tone. The illustration also shows me this mood.*

QUESTIONS: PAGE 9

I. "Daredevil dancers" is an example of alliteration because the author repeats the "d" sound. Why would the author use alliteration at this point in the poem?

- *The author wants to emphasize that Janet was in a dance group that did tricks.*

WORDS & PHRASES: *Brave Ballerina*

QUESTIONS: Page 11

1. How does the illustration on page 10 contribute to the meaning of this stanza?

- *The illustration shows dancers and a teacher being callous, and the words are telling us that Janet wasn't accepted into dance schools because she was black.*

2. How does the mood change from page 10 to page 11?

- *Page 10 has a disappointing and upsetting tone because Janet is being rejected because of her race, while page 11 is hopeful because Janet has a teacher who helps her.*

QUESTIONS: PAGE 16

1. What types of figurative language does the author use in this stanza?

- *Alliteration is used "feet flying" and "Spanish song".*

2. How does this alliteration contribute to the meaning?

- *"feet flying" illustrates Janet is moving quickly.*
- *"Spanish song" tells the reader she is doing a different type of dance.*

QUESTIONS: PAGE 19

1. What types of figurative language does the author use here?

- *The author uses onomatopoeia and repetition by using the words "bum, bum, bum". These words illustrate the sound of the drum beating that Janet was dancing to.*

QUESTIONS: PAGE 26

1. What does the author mean when using the simile "bold like the sun"?

- *Janet was brave.*

2. What is the tone or mood at the end of the poem?

- *Proud because Janet overcame many obstacles and became successful because she persevered.*

3. The author begins each verse with the words "This is..." Why do you think the author chose to repeat this line in each stanza?

- *"This is" emphasizes that this poem is telling the story of Janet in each step of her career. In each phrase, "This is" signals a new event. This repetition also contributes to the beat in the poem.*

QUESTIONS: PAGE

QUESTIONS: PAGE



1.



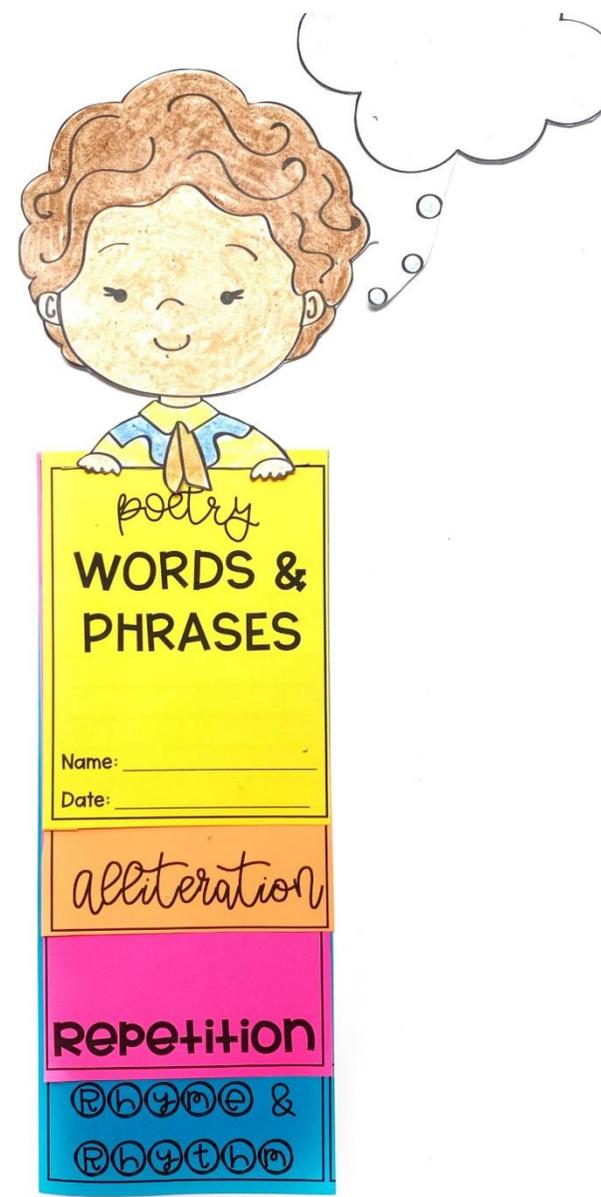
2.



3. & 4.

Flipbook Activity

1. Print all of the pages.
2. Cut all of the pages in half. Cut the first page into fourths. Trim pages 2-4 around the border.
3. Arrange the pages in order with the longest page in back and the shortest on top.
4. Staple the top of the book.
5. Tape or glue the Temple Grandin topper.



5.

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