

Poetry Interpretation and Figurative Language

Grade Level or Special Area: Fifth Grade

Written by:

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Length of Unit:

Four lessons, three weeks to complete the entire unit; Lesson Two is repeated four times which amounts to about seven days of 40 minute lessons for just poetry interpretation; Lessons One, Three, and Four, and the Culminating Activity require eight blocks of 40 minutes

I. ABSTRACT

In this poetry unit students read, analyze, and compare poetry. This can be used as a poetry unit or the unit can be divided into individual lessons to be used throughout the year. There is a focus on locating and understanding figurative language.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students develop their awareness that there are a variety of materials. (modified Colorado Model Content Standard for Reading and Writing: 1)
 - 2. Students recognize that thinking skills are necessary for comprehension when reading, writing, speaking, listening, and viewing. (modified Colorado Model Content Standard for Reading and Writing: 4)
 - 3. Students recognize literature as a record of human experience. (modified Colorado Model Content Standard for Reading and Writing: 6)
- B. Content from the *Core Knowledge Sequence*
 - 1. Language Arts: Grade 5 (pp. 109-111)
 - a. Writing, Grammar, and Usage: Writing and Research
 - i. Produce types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
 - b. Poetry: Poems
 - i. The Road Not Taken (Robert Frost)
 - ii. I, too, Sing America (Langston Hughes)
 - iii. Captain! My Captain! (Walt Whitman)
 - iv. Narcissa (Gwendolyn Brooks)
 - v. A Poison Tree (William Blake)
 - c. Fiction and Drama: Literary Terms:
 - i. Literal and figurative language:
 - a) imagery, metaphor and simile, symbol, personification
 - 2. Language Arts: Grade 3 (p. 67)
 - a. Poetry
 - i. Jimmy Jet and His TV Set (Shel Silverstein)
- C. Skill Objectives
 - 1. Students will understand how figurative language supports meaning in a given context. (Colorado Model Content Standard for Reading and Writing Standard 6, Grade Level Expectation for Fifth and Sixth Grade)
 - 2. Students will summarize text passages. (Colorado Model Content Standard for Reading and Writing Standard, Standard 6, Grade Level Expectation for Third, Fourth, and Fifth Grade)
 - 3. Students will draw inferences using contextual clues. (Colorado Model Content Standard for Reading and Writing, Standard 1, Grade Level Expectation for Fourth Grade)