**World Water Day Poetry Project**

**Unit Overview**

Students will explore how poetry can inspire others to appreciate and conserve water. The project will launch with students receiving a personalized letter from the United Nations World Water Organization asking Bach 4th graders to write and share poems in celebration of World Water Day (March 22). Students will spend the next month identifying poetry that speaks to them and discovering how to use performance, language, and structure to create a powerful poem that will inspire others to appreciate and conserve water. During the unit students will create seven poems:

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| Poem | Mini-Lessons | Mentor Text(s) |
| Water Cinquian  | - Descriptive Language  | - *There is a Wading Pool In Our Park* – Arnold Adoff  |
| Call and Response  | - Repetition- Reading with Expression  | - *What is Earth?* -- *J. Patrick Lewis* |
| Found Poems  | - White Space- Using the most important words | *- Ocean Rhythm – Constance Levy* |
| Seashell Poems  | - Personification- Metaphor- Simile  | *- Safety Pin – Valerie Worth**- City Jungle – Pie Corbert**- Dreams – Langston Hughes*  |
| Water Haiku  | - Rhythm- Mood  | - *Water Haiku* – Jane Yolen  |
| 13 Ways of Looking at Water | - Perspective | - *13 Ways of Looking at a Blackbird* – Wallace Stevens |
| Final Poems  | - Descriptive Language- Editing and Revising  | *- Long Trip – Langston Hughes* |

Throughout the unit, students will discuss the use of different media to enhance the experience of reading poetry – audio, visual, and text layout – and create an iMovie using these elements to accompany their final poems.

The project will culminate in a Poetry Café on March 23rd where students share poems with parents and members of the community. Students may volunteer, with parent permission, to share written and/or recorded versions of their poems with the UN World Water day for official publication on their website.

**Week 1**

**What is poetry? (Launch)**

Monday February 23

*Mentor Text: Personally selected poem for each student.*

Introduce audience and purpose. Discuss what is the United Nations and why it is important to celebrate World Water Day. Be sure to use some of the vocabulary from science about how water is a “natural resource” and how students use large amounts of water in their daily lives. Give students a poem with a letter about why I chose it for them. Discuss characteristics of poetry using personally selected texts.

**Poets are inspired by the world around them.**

Tuesday February 24

*Mentor Text: There is a Wading Pool in Our Park – Arnold Adoff*

Discuss memories with water (brainstormed during Science as part of Watery Earth). Students brainstorm adjectives, gerunds, descriptive phrases, and similes to write cinquians. Students share cinquians in a mini-poetry café.

**Poets use repetition.**

Wednesday February 25

*Mentor Text: What is Earth? -- J. Patrick Lewis*

Discuss use of repetition in poetry (creates rhythm, focuses attention). Students work individually and then in groups of three to write, “What is Water?” poems. (Students are encouraged to think about science where we are learning about the ways that animals and plays need and use water). Teacher circulates and collects one line from each student to write a class “What is Water?” poem. Poem is projected on the board and read aloud by class.

**Poets read with expression.**

Thursday February 26

*Mentor Text: What is Earth? -- J. Patrick Lewis*

Discuss how poets read with expression (pausing, loud voice, with feeling, change pitch). Students change at least three words in their poems to be more powerful and then practice reading. Students record their poems on iMovie.

**Poets give and receive constructive criticism.**

Friday February 27

Use “for-with-by” to model giving constructive criticism that is specific and relevant. Students listen to each other’s poems and give constructive feedback to one another on their reading techniques

**Week 2**

**Poets use white space. (Day 1)**

**Poets use only the most important words.**

Monday March 3

*Mentor Text: Ocean Rhythm – Constance Levy*

Day 1: Students read Ocean Rhythm in prose and paragraph form and discuss the structural characteristics of poetry (line breaks, white space, and leaving out connector words). Students then write found poems from the SRB about the different forms water takes (connected to Drop of Water lesson in science).

**Poets use white space. (Day 2)**

**Poets use only the most important words.**

Tuesday March 4

Students revise their poems looking at the text with “fresh eyes” and eliminating all unnecessary words. Students practice performing their poems. Students perform their poems to the class. Teacher calls notices and names how different groups have chosen to use white space and line breaks to enhance the meaning of the poem.

**Poets use personification.**

Wednesday March 5

*Mentor Texts: Safety Pin – Valerie Worth & City Jungle – Pie Corbert*

Students look at safety pin. Students read “safety pin” and discuss the use of personification in the poem. Students define personification. Students look for examples of personification in “City Jungle” and vote on their favorites. Each student is given a seashell and writes a personification poem about a seashell.

**Poets use similes and metaphors. (Day 1)**

Thursday March 6

*Mentor Text: Dreams – Langston Hughes, Harlem -- Langston Hughes*

Students notice the differences between personification, similes, and metaphors by looking at examples from their seashell poems. Students define metaphors and similes. Students read “Harlem” and “Dreams” by Langston Hughes and identify metaphors and similes. Students brainstorm metaphors and similes about bodies of water discussed in Science Lesson 4 and then watch a video of the “ice snow” before writing their own poems.

**Poets use similes and metaphors. (Day 2)**

Friday March 6

Students review definitions of personification, metaphors, and similes and classify examples from mentor texts. Students copy one example of figurative language they wrote about seashells onto their origami seashells (made during art). Students return to their seashell poems and add descriptive language to their metaphors.

**Week 3**

**Poets use syllables to make music with their words.**

Tuesday, March 10

*Mentor Text: Water Haiku – Jane Yolen*

Distribute haikus to class. Read aloud chorally. In pairs students discuss what they notice about the structure of the poems (3 lines, 5-7-5, seasonal words). Students write water haikus. Come together and the end of class and discuss Japanese Renga poetry and then sit in a circle and perform a class Renga poem.

**Poets look at the same things in many different ways (perspective).**

Wednesday March 11

*Mentor Text: 13 Ways of Looking at a Blackbird – Wallace Stevens.*

Students brainstorm different forms that water takes (drawing from science readings). Students look at visuals from science textbook. Read stanzas 1 and 13 in *Ways of Looking at a Blackbird*. Discuss how Wallace Stevens looks at the blackbird from different perspectives. Discuss similarities and differences between the stanzas and haikus. Students expand upon their haiku poems by beginning writing “Ways of Looking at Water” poems.

**Poets look at the same things in many different ways (perspective).**

Thursday March 12

Students share one stanza from their ways of looking at water poems. Students continue to work on Ways of Looking at Water poems.

**Poets “crack open” words to show readers the image in their head.**

Friday March 13

*Mentor Text: Long Trip – Langston Hughes*

Students read “Long Trip” independently and circle a word/phrase that speaks to them. As students are reading, circulate and ask students to read aloud. Read poem aloud as a class and record. Students share phrases that speak to them. Discuss why Hughes didn’t use the word “beautiful” – how he is using descriptive language to create a clear image. Show student example of language that needs to be “cracked open” from their own poems. Write the words on eggs and crack them open as students give ideas of more descriptive language to use. Students return to their poems and circle words that need to be cracked open and include more descriptive language. Share out at the end of lesson “Share a phrase before and after you cracked it open?”

**Week 4**

**Poets relook and revise (Day 1).**

Monday, March 16

Students and teacher co-create a checklist of poetic devices they can use to enhance their poems. Students underline at least two parts of the poems they will publish for World Water Day (any water inspired poem they have begun) that can be revised. Students may begin to type poems in Google docs.

**Poets relook and revise (Day 2)**

Tuesday, March 17

10 Students: share their poem with a partner. Students give and receive one compliment “a phrase you used that gave me a really strong image was \_\_\_\_\_\_” and one constructive criticism “a phrase where you could have used a stronger image was \_\_\_\_\_\_\_. Students revise their writing.

10 students: conference with a teacher

**Poets relook and revise (Day 3)**

Wednesday March 18

10 Students: share their poem with a partner. Students give and receive one compliment “a phrase you used that gave me a really strong image was \_\_\_\_\_\_” and one constructive criticism “a phrase where you could have used a stronger image was \_\_\_\_\_\_\_. Students revise their writing.

10 students: conference with a teacher

**Poets read with expression.**

Thursday, March 19

Mentor Text: http://www.tedxsmu.org/talks/asha-christensen-tedxkids-smu/

Perform excerpt of Asha’s poem without expression. Watch Ahsha perform her poem. Discuss “What did Asha do to make her performance effective? Where is a place that you can \_\_\_\_\_\_\_\_ in your own performance?” One student performs for class. Model how to give feedback and elicit feedback from students. Students perform for a classmate and receive feedback. Conclude by sharing feedback students received and how they incorporated it into their performance. During guided reading, teacher pulls students one by one to record their poems (to reduce noise in recordings).

**Poets share their work with others.**

Friday, March 20

Model how to give specific feedback using the checklist created on Monday. (I noticed that you used personification when you said, “opening its mouth wider and wider” and that helped me to see the seashell in a new way). Watch the videos with students and elicit specific feedback. (\* If technology is available have students leave feedback on blog on 3 peer videos assigned by teacher \*). Submit the poems to UN World Water and discuss how our poems might help others to appreciate and conserve water.

**Cross-Curricular Links**

**Week 1:**

Science, Watery Earth Lesson 1: Students engage in experiences that encourage them to appreciate water, look at it with “Fresh “eyes (and other senses) and think about its importance and value in their lives.

Science, Watery Earth Lesson 2A: Students discuss all the ways they used water during a prior- 24 hour period. They learn a simple definition of the term “natural resource” and discuss why we consider water a natural resource.

Science, Watery Earth Lesson 2B: Students read about the ways that animals and plants need and use water. They compare the ways humans and three other organisms use water, and see some of the ways that water is necessary for living things.

Guided Reading: Students are participating in non-fiction guided reading about “Life Straws” (from TFK) and “The Great Lakes Pollution” (from TFK)

**Week 2**

Science, Watery Earth, Lesson 3A & B: In this two-session lesson, students begin a multi-lesson exploration of the water cycle by considering what happens to a drop of rain after it falls. They test and refine their ideas by simulating rain on different surfaces.

Science, Watery Earth, Lesson 4A: Examining and discussing views of Earth from space in Session 1, students see that most of Earth’s surface is water. They build on their understanding of water by locating Earth’s surface water on maps, and they assess the location and types of surface water they find.

Guided Reading: Students are in literature groups reading non-fiction books about water: Tsunamis, Penguins, and Pirates.

**Week 3**

Science, Watery Earth, Lesson 4B: Students see a model that represents the amount of surface water on the planet, and will eventually represent all the water on Earth.

Science, Watery Earth, Lesson 5A: Students create a model that helps them understand how water percolates through the earth’s layers and is stored underground.

Science, Watery Earth, Lesson 5B: Students observe the water in their groundwater models. The class adds the water that represents the fresh water in groundwater to the Earth’s Water model begun in Lesson 4.

Guided Reading: Students are in literature groups reading non-fiction books about water: Tsunamis, Penguins, and Pirates.

**Week 4**

Guided Reading: Students are in literature groups reading non-fiction books about water: Tsunamis, Penguins, and Pirates.

Social Studies: Students continue to learn about agricultural change in the United States from 1800 to present, focus is placed on the importance of water for farming.

Read Aloud: Out of the Dust – Karen Hesse

**Resources and Collaborators**

**Awakening the Heart – Georgia Heard**

* Text Revision poems (pg. 14)
* Living Anthology Project (pg. 23)
* Self-Portrait Poems (pg. 35 – 43)
* Poet quotes on “Where poems hide” (Pg. 48)
* Poetry Toolbox: Tools to Help Craft Poetry (Pg. 65)
* Six Room Poem (Pg. 67-69)
* Ordinary to Poetic Poems (Pg. 76)
* Guess the Metaphors Exercise (Pg. 81)
* Word Guessing Exercise (Pg. 83 – 84)
* Observational Drawing (Pg. 94)
* Transforming Observations into Poems (Pg. 97)
* Heart Mapping (Pg. 108 -111)

**AAPS Fourth Grade Poetry Curriculum – Chuck Hatt**

* Responding to the Poetry of Others (Pg. 7)
* “I Am From Poems (Pg. 9)
* Responding to Peer Poems (Pg. 20)
* Reflect on Learning (Day 21)
* Poetry Rubric (Pg. 22)

**Reading and Writing With Purpose –Nell Duke**

* Integrating Reading and Writing (Pg. 19)
* Identifying Purpose and Audience (Pg. 36-40)
* Planning the Project Launch (Pg. 59-64)

**Joyful Noises: Creating Poems for Voices and Ears – Laura Apol & Jodi Harris**

* Strategies for teaching students to read poems for two voices (Pg. 317 -318)
* Teaching students to write poems for two voices (Pg. 318 – 320)

**Kelly Conlon (4th Grade Teaching Intern – Mitchell Elementary)**

* Suggested theme of water for poetry project
* Collaborated on choosing poetic devices to include in the project

**Tori Javonoski (4th Grade Teaching Intern – Mitchell Elementary**

* Suggested using World Water Day as a purpose for the unit

**Cathy Reischl (Clinical Associate Professor, University of Michigan School of Education)**

* Brainstormed possible themes for project
* Introduced Joyful Noise and the concept of Poems for Two Voices
* Provided lectures on creating project-based curriculum with purpose and audience

**Liz Kolb (Clinical Assistant Professor, University of Michigan School of Education)**

* Provided feedback on choosing a blog provider for the project
* Suggested using Garage Band to record audio

**Robin Gleason (4th Grade Teacher, Bach Elementary)**

* Talked through potential ideas for the project
* Suggested including opportunities for students to include water less-literally in their final poems
* Suggested “I am From” poems
* Suggested beginning the writing as early as possible in the unit