

## STAGE 1 – DESIRED RESULTS

Grade Level: 2

### Unit Title: Author’s Voice

#### Established Goals:

This unit helps second grade children understand “voice” in literature

#### Learning Goal

The student will identify and describe the author’s voice (feelings) in a poem using the title and textual evidence.

#### Understandings: *Students will understand that...*

Through sound and poetry, children will distinguish author’s voice

#### Essential Questions:

- Why is “voice” important in communication?

### Common Core Standards

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RL.2.10](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## STAGE 2 – ASSESSMENT EVIDENCE

#### Performance Tasks:

Final assessment of the standard(s) - Pass out the poem “My Friend the Snake” by anonymous. Have students write a list of words and phrases that describes how the author of “My Friend, the Snake” feels about snakes. Then have them describe the author’s voice. Students unable to write can verbally answer the question.

#### Other Evidence:

Teacher assesses learning through class observation, qualitative assessment, which is developmentally appropriate.

## STAGE 3 – LEARNING PLAN

#### Necessary Materials

Poem, “Amazing Bats;” and “The Bat;”  
Comparison graphic organizer for two poems;  
Independent Poem, “My Friend, the Snake” and Worksheet  
Markers

## Lesson

Explain to the students that the way you say things is as important as what you say.

By changing your voice (intonation), you can change the meaning of what you are saying.

Example: “Jonathan, come here.” Can be said in different ways that affect what is being said (ex. Sad, happy, yelling mad). I

I’ll also explain that authors show how they are feeling by how they write and this is how we hear their voice.

We will then read two poems about bats and discuss the author’s feelings, or voice. Reading aloud “Amazing Bats” we discuss how the author feels about bats. Then we will read the poem “Amazing Bats,” from the title we might draw the conclusion that the author thinks bats are amazing and has positive feelings about bats.

As a class we read will the poem about bats called “The Bat” and discuss how this author feels about bats.

Using “turn and talk students” will share with their buddy, what they think the voice of the author’s was between readings. Are they the same voice? What is different about each one? What feelings do certain words have associated with them?

As a class we will chart word choices together on the board that tell us each author’s voice or about how each author feels about bats. Students will transfer answers onto their own charts.

### Differentiation

1. Struggling reader - Practice for struggling students by providing a word bank of example words and phrases from the text.
2. ELL student & special education students – can be provided with a word bank from the text and an audio of the poem for them to listen to.
3. Advanced student - Can create a poem that communicates their own voice about bats or another animal.

“Re-teach” activities – based on teacher observation and completed work, and in a small group, students use other readings to emphasize voice using graphic organizers, audio recordings and peer interactions. (During Reader’s Workshop)