



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2B: Unit 3: Lesson 2**

## **Analyzing, Comparing, Sharing: Modern Voices**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can effectively engage in sixth-grade discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

I can express my own ideas clearly during discussions. (SL.6.1)

I can build on others' ideas during discussion. (SL.6.1)

**Supporting Learning Targets**

- I can discuss concrete poems with diverse partners.
- I can express my own ideas clearly during discussions.
- I can build on others' ideas during discussion.

**Ongoing Assessment**

- Comparing Genres graphic organizer for “Jack, the Half-Wit” and “Kyle’s Story” (from homework)
- Modern Voices graphic organizer for “The Thank-You Letter”
- “I Think ... What Do You Think?” scavenger hunt to identify theme and evidence, infer, and discuss
- Self-assessment using speaking and listening criteria
- Reading Tracker and Reviewer’s Notes



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (3 minutes)</li><li>B. Compare and Contrast: “Jack, the Half-Wit” and “Kyle’s Story” (7 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing “The Thank-You Letter” and Engaging in Discussion (15 minutes)</li><li>B. Analyzing “The Wall” and Engaging in Discussion (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. “How I Taught My Cat to Love Poetry”: Turn and Talk (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read independently to meet your goal. Complete the Reading Tracker and Reviewer’s Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• At this point in the unit, students have read selected poems multiple times to determine theme and use evidence to analyze and make inferences. They have also compared and contrasted how similar ideas can be expressed through different genres and how reading and listening to the same text can influence their perception. These various ways of communicating all focus on the theme of adversities or challenges. Some are everyday challenges presented in light-hearted, humorous ways; others are expressed in a more serious tone. The voices that express these themes represent medieval and modern challenges, which have been progressively added to the Themes of Adversity graphic organizer and the Challenges of Modern Times anchor chart.</li><li>• Students continue to contribute new challenges to the Challenges of Modern Times anchor chart. They also consider how they personally connect to those themes. This progression leads students to selecting a theme for writing their own monologue in the second half of this unit.</li><li>• In addition to this progressive work, students discuss themes they have read about in this unit. The Speaking and Listening Criteria Discussion Tracker guides them to express their voice, respond to inquiries, and question to learn more about others’ perspectives.</li><li>• In advance:<ul style="list-style-type: none"><li>– Select partners for reading, analyzing, and discussing “The Wall.” Determine how partners will join other partners for discussion in a foursome.</li><li>– Add Lesson 2 vocabulary and definitions to the Academic Word Wall.</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
discussion, diverse, express, paraphrase, clarify, probe; footnotes, Polka (“The Thank-You Letter”)	<ul style="list-style-type: none"><li>• Academic Word Wall (begun in Unit 2, Lesson 14)</li><li>• Academic Word Wall ((from Unit 2, Lesson 14; for Unit 2 Lessons 14 and 15 and all Unit 3 lessons; for teacher reference)</li><li>• Effective Discussions anchor chart (from Unit 2, Lesson 14)</li><li>• Challenges of Modern Times anchor chart (begun in Unit 2, Lesson 14)</li><li>• Themes of Adversity anchor chart (from Unit 2)</li><li>• “The Thank-You Letter” in <i>Technically, It’s Not My Fault</i> (one per student)</li><li>• Modern Voices graphic organizer for “The Thank-You Letter” (one per student)</li><li>• Modern Voices folder (one per student)</li><li>• “The Wall” in <i>Blue Lipstick</i> (one per student)</li><li>• Speaking and Listening Criteria Discussion Tracker (from Unit 2, Lesson 15; one per student and one to display)</li><li>• “I Think ... What Do You Think?” scavenger hunt (one per student and one to display)</li><li>• “How I Taught My Cat to Love Poetry” in <i>Blue Lipstick</i> (one per student and one to display)</li><li>• Reading Tracker and Reviewer’s Notes (from Unit 2, Lesson 14)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can discuss concrete poems with diverse partners."</li><li>* "I can express my own ideas clearly during discussions."</li><li>* "I can build on others' ideas during discussion."</li></ul></li><li>• Ask students:<ul style="list-style-type: none"><li>* "Based on these learning targets, what do you think you'll be doing in today's lesson?"</li></ul></li><li>• Listen for students to note that they will be <i>discussing</i> or talking about concrete poems.</li><li>• Ask:<ul style="list-style-type: none"><li>* "What does <i>diverse</i> mean? When you are <i>discussing</i> with <i>diverse</i> partners, whom are you talking with?"</li></ul></li><li>• Listen for students to explain that <i>diverse</i> means the way that people are different from each other, and when they are talking with <i>diverse</i> partners, they are talking with other students who may have different ideas than they do.</li><li>• Point out that words and definitions for <i>discussion</i>, <i>diverse</i>, and <i>express</i> are on the <b>Academic Word Wall</b> for reference. Ask:<ul style="list-style-type: none"><li>* "What can you doing during a <i>discussion</i> to 'build on others' ideas'?"</li></ul></li><li>• Listen for responses that include asking questions and adding to others' ideas by contributing your own thoughts.</li><li>• Notice the words "my own ideas" and "others' ideas." Explain that a good <i>discussion</i> involves all people in a group and sharing different ideas helps us think about things in new ways.</li></ul>	<ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson. The learning targets provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Consider highlighting each syllable or letter of the word <i>diverse</i> with a different color or creating different ways to present key words in the learning targets that convey the message that everyone's voice is important in a discussion. For example, using a different style or font for each letter or for key words—like "Own" and "others"—will draw attention to the targets and their meaning.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Compare and Contrast: “Jack, the Half-Wit and “Kyle’s Story” (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that for homework they were to read the monologue “Jack, the Half-Wit” from <i>Good Masters! Sweet Ladies!</i> and “Kyle’s Story” and complete a Comparing and Contrasting Genres graphic organizer to compare and contrast the monologue and story.</li> <li>Invite students to take their graphic organizers and join their triads.</li> <li>Direct students’ attention to the <b>Effective Discussions anchor chart</b>. Remind students to refer to the sentence starters when discussing their homework. Also, remind students to paraphrase, clarify, and probe as they <i>discuss</i> and share their responses to the questions on the graphic organizer: <ul style="list-style-type: none"> <li>Point of View</li> <li>Author’s Purpose</li> <li>Language and Style</li> </ul> </li> <li>Ask triad partners to also identify what the themes of adversity are in both the monologue and the story. Encourage students to include evidence from the text as they share. Point out that by including those details, they can express their thoughts more clearly and discussion partners can understand what you noticed or what your point of view is.</li> <li>Circulate and ask probing questions to guide students in their discussion.</li> <li>Refocus students whole group. Call on triad volunteers to share their responses. Listen for: <ul style="list-style-type: none"> <li>The point of view in both genres is from a first-person voice. The narrator refers to himself or herself with the personal pronouns I, I’m, me, my, we ...</li> <li>The author’s purpose might be to inform people about bullying, to help others understand how painful it is to be bullied, or to explain how important it is to have someone who understands and cares enough about you to help you out.</li> <li>There are differences and similarities in language and style. “Jack, the Half-Wit” is written in stanzas like a poem. The structure of each stanza starts with the main thought and adds details. It has some figurative language and repetition. “Kyle’s Story” is written like a narrative or story in paragraphs. Both use mostly informal English.</li> </ul> </li> <li>Invite students to share the themes of adversity they found in the monologue and the story.</li> <li>Add the adversity or challenge to the <b>Challenges of Modern Times anchor chart</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Opening with activities linked to homework holds students accountable for independent reading and application of skills.</li> <li>Anchor charts serve as note-catchers when the class is co-constructing ideas.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Compare with the <b>Themes of Adversity anchor chart</b>. Consider if the challenge of being bullied is one that kids have faced over time. Ask students:<ul style="list-style-type: none"><li>* “Is it important to share adversities we face? Does it make a difference to speak up? Are there different ways to share your voice?”</li></ul></li><li>• Ask for volunteers to share.</li><li>• Explain that knowing how to share is important. They have been reading about challenges, comparing texts, and listening and exploring different genres. In this lesson, they practice ways to share thoughts and ideas through discussion.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing “The Thank-You Letter” and Engaging in Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they will read two concrete poems: “The Thank-You Letter” in <i>Technically, It’s Not My Fault</i> and “The Wall” in <i>Blue Lipstick</i>. After reading the poems, they will analyze both using the Modern Voices graphic organizer. Then they will have a chance to discuss. For the first poem, they will work with their triads.</li> <li>• Distribute <b>“The Thank-You Letter” from <i>Technically, It’s Not My Fault</i></b> and the <b>Modern Voices graphic organizer for “The Thank-You Letter”</b> to students.</li> <li>• Invite them to first look at the poem to see what they notice about how the text is arranged.</li> <li>• Call on students to share out. Listen for: “There are two main parts: The top half looks like a letter; the bottom part is arranged like a numbered list.”</li> <li>• Ask students to look at the title: <ul style="list-style-type: none"> <li>* “What do you notice about the title? What does the number 1 refer to?”</li> </ul> </li> <li>• Listen for: The title tells the reader what the poem is about—a thank-you letter. The number is a clue to look at the list below and that the list is <i>footnotes</i>. Ask: <ul style="list-style-type: none"> <li>* “What is a <i>footnote</i>?” (Point out that <i>footnote</i> is a compound word made up of two words. Each word tells something about the meaning.)</li> </ul> </li> <li>• Listen for: A <i>footnote</i> is a note that adds information from the writer and it is found below or at the “foot” of the main message or text. Ask: <ul style="list-style-type: none"> <li>* “Why did the author John Grandits present this poem in two different parts? How might that contribute to the theme?”</li> </ul> </li> <li>• Listen for: “Each part might have a different message,” and “If you find out what the message is in each part, you could put that information together to figure out what the poem is mainly about or what the theme or challenge is.”</li> <li>• After looking at the arrangement of the poem, ask students: <ul style="list-style-type: none"> <li>* “What is the gist of the poem?”</li> </ul> </li> <li>• Listen for: “The poem is about a thank-you letter and has some notes to explain it.”</li> <li>• Tell students they will now have a chance to look for the gist as they include the words or text. Invite students to read silently along as you read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the graphic arrangement of the poem before reading introduces readers to the gist before reading the text. Noticing what the author is conveying through graphics contributes to understanding the overall theme.</li> <li>• Consider reading “The Thank-You Letter” first without adding the footnotes to experience the flow of the text and get the gist of the letter.</li> <li>• Consider providing note cards with sentence starters as students engage in discussion. Discussion prompts can help all students participate and contribute to the flow and depth of the discussion.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read “The Thank-You Letter” first.</li><li>• Then, reread and add the footnotes as they occur in the text. Ask students:<ul style="list-style-type: none"><li>* “Now that we’ve done a first read, what do you think the gist is?”</li></ul></li><li>• Listen for: “The poem is about a boy who writes a thank-you letter to his aunt for a gift/sweater that he doesn’t like.”</li><li>• Invite students to reread the poem silently to themselves. Suggest that they interject the footnote comments as they read the letter.</li><li>• Ask triads to discuss:<ul style="list-style-type: none"><li>* “In your own words, share the theme or challenge you noticed.”</li><li>* “Include evidence that you noticed that supports the theme. For example: ‘To me, the challenge Robert faces is ... because ...’”</li><li>* “Listeners acknowledge what you heard or noticed. For example: ‘That’s a good point’ or ‘Oh, I hadn’t thought of it that way’ or ‘That’s one of the things I noticed, too.’”</li><li>* “Note that as you discuss, you may identify different themes or perceive what the author’s message is differently. Your own experiences or the details you notice may influence how you interpret the message. Just as close reading helps the reader understand more deeply, how you share what you notice or have experienced leads to greater understanding.”</li></ul></li><li>• Tell students to complete their Modern Voices graphic organizer for “The Thank-You Letter” together after the discussion.</li><li>• Circulate to listen and observe students as they discuss. Provide support and feedback on the discussion criteria they incorporate.</li><li>• Refocus students whole group. Invite them to share the theme or challenge they felt Robert faced in “The Thank-You Letter.” Listen for: The challenge is how to accept or thank someone for something you don’t want or dealing with people who don’t understand you.</li><li>• Ask students to consider if those challenges are modern-day or if they are challenges people have faced over time. Is there value in sharing those challenges? Add challenges to the Challenges of Modern Times anchor chart.</li><li>• Provide feedback to the class on the successful discussion patterns you noticed. Offer next-step suggestions to enrich discussion.</li><li>• Tell students to add their Modern Voices graphic organizer for “The Thank-You Letter” to their <b>Modern Voices folders</b>.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing or modeling graphic organizers or recording forms, consider using a document camera to visually display the document to provide both visual and auditory approaches for engaging students with different learning strengths and weaknesses.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing “The Wall” and Engaging in Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Assign new partners. Redirect students' attention to the learning targets.</li> <li>Tell students they will now begin as a whole class, then work with their partners to read and analyze a poem, and then join another partnership to discuss a concrete poem called “The Wall” from <i>Blue Lipstick</i>.</li> <li>Provide an overview: <ul style="list-style-type: none"> <li>As a whole class: <ul style="list-style-type: none"> <li>Look at the graphics for gist.</li> <li>Read aloud and read along with the concrete poem “The Wall” for the gist.</li> </ul> </li> <li>As partners: <ul style="list-style-type: none"> <li>Reread “The Wall” together.</li> <li>Do a scavenger hunt to identify the theme or challenge, find evidence, and make inferences.</li> </ul> </li> <li>With another partnership: <ul style="list-style-type: none"> <li>Discuss findings.</li> </ul> </li> </ul> </li> <li>Distribute and display the <b>Speaking and Listening Criteria Discussion Tracker</b>. Remind students that part of their Mid-Unit 3 Assessment will include a discussion in which they will be evaluated on these criteria.</li> <li>Distribute <b>“The Wall” from <i>Blue Lipstick</i></b>. Provide background information about <i>Blue Lipstick</i>. Explain that all of the poems share messages from a girl named Jessie. Her brother Robert is the narrator of the poems in <i>Technically, It's Not My Fault</i>. Jessie's poems create an ongoing theme throughout the book. Robert's poems are more random and share different events or ideas. The poem they will read today, “The Wall,” is near the front of the book. Another poem, “The Wall Revisited,” near the back of the book, shows changes Jessie makes over time. Encourage students to read all the poems in both books for more insight into Jessie's and Robert's lives.</li> <li>Invite students to notice the graphics and the arrangement of the words in “The Wall”: <ul style="list-style-type: none"> <li>* “Based on what you notice, what might be the gist of the poem?”</li> </ul> </li> <li>Listen for: “The Wall” is about things that get in between Jessie and other people.</li> </ul>	<ul style="list-style-type: none"> <li>Determining partnerships and discussion groups ahead of time will ensure that students have the opportunity to engage in discussion with others whose perceptions and insights may differ from theirs.</li> <li>Observing discussion groups provides the opportunity to identify students who may benefit from individualized or small group opportunities to practice speaking and listening skills.</li> <li>Use of criteria such as the Discussion Tracker gives students a clear vision of what they need to be able to do to be successful with learning targets.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to follow along as you read the poem aloud. After, say:<ul style="list-style-type: none"><li>* “Now that we’ve read the poem, what do you think the gist of the poem is?”</li></ul></li><li>• Call on students to share how the words add to their thoughts about the gist of the poem. New thoughts may include: “Jessie keeps a wall between herself and other people who drag her down,” or “Jessie protects herself by not letting other people get too close.”</li><li>• Tell students they will reread the poem silently on their own. Then, with their partners, they will explore the poem to look for clues and evidence to answer the scavenger hunt questions.</li><li>• Distribute and display the <b>“I Think ... What Do You Think?” scavenger hunt</b>.</li><li>• Ask students to silently reread “The Wall” on their own.</li><li>• Then, ask students to complete the scavenger hunt with their partners. Remind students that the Speaking and Listening Criteria Discussion Tracker provides tips that may help them in their search.</li><li>• Circulate and guide students in their search and discussion. Ask guiding questions such as: “Have you offered your thoughts about the challenge?” and “Have you asked your partner to explain more about ...?”</li><li>• Refocus students whole group. Ask each pair to quietly move to join another pair.</li><li>• Invite students to share their answers on the scavenger hunt.</li><li>• Refocus students whole group. Direct students’ attention to the “I Think ... What Do You Think?” scavenger hunt questions.</li><li>• Ask students to notice the questions that have an <i>asterisk</i> or star in front of them.</li><li>• Tell students to choose one of the questions with an asterisk to discuss with their foursome. They will each <i>paraphrase</i> or share in their own words their response to the question they selected. They should include at least one detail or piece of evidence from the poem or their own life. Other members of the group will each contribute to the discussion by acknowledging what they heard, comparing what they heard to their own thoughts, or asking a clarifying or probing question.</li><li>• When everyone in the group has participated, the person who started the discussion by paraphrasing acknowledges the other group members and guides the discussion to another group member. For example: “Thanks for your input.... I’m wondering what _____’s thoughts are about the poem.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to begin.</li><li>• Circulate while students discuss. Encourage students to refer to the Effective Discussions anchor chart and the Speaking and Listening Criteria Discussion Tracker for discussion tips.</li><li>• Refocus students whole group. Give specific positive feedback for their work in using speaking and listening skills in their discussion.</li><li>• Ask students to share what they thought the theme or challenge of “The Wall” was.</li><li>• As students share, add the theme to the Challenges of Modern Times anchor chart.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. “How I Taught My Cat to Love Poetry”: Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to return to their original partner.</li><li>• Distribute and display the concrete poem <b>“How I Taught My Cat to Love Poetry”</b> and ask students to look at the graphics and read the poem silently to themselves.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “Paraphrase what you think the theme or challenge is that Jessie faces in this poem.”</li><li>* “Share a detail that you enjoyed. It can be a detail from the text or the graphics.”</li><li>* “Acknowledge your partner’s comments or ask a clarifying or probing question.”</li></ul></li><li>• Invite volunteers to share the theme. Listen for: “Jessie has been given an English assignment. It is number 27, and she is completely frustrated with the task of creating a poem for someone she loves. A possible theme could be doing an assignment for school that you do not want to do.”</li><li>• Add the theme to the Challenges of Modern Times anchor chart.</li><li>• Ask students to assess where they feel they are at this point in participating in discussion by marking a star or step by each of the criteria on the Speaking and Listening Criteria Discussion Tracker. If there is something in particular they observed about the group or felt they would like to strengthen or that they did well with, encourage them to add that to the notes at the bottom.</li><li>• Collect the Speaking and Listening Criteria Discussion Trackers or ask students to place them in their Modern Voices folders.</li></ul>	<ul style="list-style-type: none"><li>• A self-assessment helps students recognize what they are doing well and determine where they will need more support to reach proficiency.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently to meet your goal. Complete the <b>Reading Tracker and Reviewer’s Notes</b>.</li></ul>	



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LEARNING

# Grade 6: Module 2B: Unit 3: Lesson 2

## Supporting Materials



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“The Thank-You Letter”

**The Thank-You Letter<sup>1</sup>**

Dear Aunt Hildegard,

Thank you<sup>2</sup> for the amazing gifts.<sup>3</sup> It was terrific<sup>4</sup> getting your package!<sup>5</sup> I grabbed it immediately.<sup>6</sup> But when my parents saw it,<sup>7</sup> they said<sup>8</sup> I shouldn't open it until my birthday. You can imagine how I felt when I found two gifts!<sup>9</sup> The sweater was totally awesome.<sup>10</sup> It's amazing how well you know me.<sup>11</sup>

Then there was the poster you got for my room.<sup>12</sup> You're in luck; I don't already have a Polka Hall of Fame poster.<sup>13</sup> I'm putting it right under my World Wrestling Federation poster.<sup>14</sup>

Thanks,<sup>15</sup> thanks,<sup>16</sup> and thanks again.<sup>17</sup> I'm already planning when to wear my new sweater.<sup>18</sup>

Your 11-year-old<sup>19</sup> nephew,  
Robert

**1. with Footnotes**

2. For nothing!

3. Do you have the slightest clue what an 11-year-old boy likes?

4. I almost croaked when I saw the package. I still remember last year's gift. "Oh, no! Not again!" I screamed.

5. I was in luck. Mom didn't see the mailman.

6. I hid the package in the garage under the hose.

7. What were the chances that Dad would decide to wash the car *that* day?

8. "What's this?" they said. "When did this come?"

9. You monster.

10. In the history of sweaters, there has never been an uglier waste of yarn.

11. Where did you *ever* find a sweater that not only has Barney on it but also is two sizes too big for me?

12. I'm old enough to decorate my own room.

13. Just what I need—a picture of an old guy with an accordion.

14. And I do mean UNDER.

15. For trying to embarrass me in front of my friends.

16. For the lectures from my parents.

17. For making me waste an hour of my life writing this stupid thank-you letter.

18. I know they'll make me wear it the next time you come to visit. I just hope nobody sees me.

19. I'm 11!!! Get it?!!



Modern Voices Graphic Organizer  
“The Thank-You Letter”

.....  
**Name:**  
.....

**Date:**  
.....

Theme or Challenge	Evidence from the Text	Inferences (What this make me think)

Explain how you or the modern voices of today connect to this poem.

.....

.....

.....

.....

.....

.....





“The Wall”

## The Wall

### MY SIDE

Lisa—only  
my best  
friend in the  
universe

Mom  
and  
Dad

My little  
cousin  
Natalie

Robert  
(half of the  
time)

My cat,  
Boo-Boo  
Kitty

Life is simpler if  
you have a wall.  
It keeps away  
people who drag  
you down, like  
this girl I knew  
in seventh grade.  
Agnes. We were  
sort of friendly.  
I told her I liked  
her tank top.  
She insisted,  
she *insisted* that I  
borrow it. It sort of  
got ruined.  
An accident.  
She insisted,  
she *insisted* that I  
pay her for it.  
I paid her for it.  
Then she forgot  
I'd paid her for it.  
She conveniently  
forgot I'd paid!  
My mother said,  
“It's not worth  
the grief” and went  
over to Agnes's  
house and paid  
her mother—even  
though I'd already  
paid Agnes.  
And that was that.  
You've got to be  
careful who you  
make friends with.  
So now I've got  
this wall . . .

### THE OTHER SIDE

Fast-food chains  
that cook their  
french fries in  
animal fat

Smokers  
(of anything)!

12-year-old  
talentless  
pros

Rich girls who  
spend more on  
one pair of shoes  
than I spend on  
clothes in a year

Meat  
eaters

Kids who cut  
the cafeteria  
line

Mr. Holt,  
my English  
teacher

People  
with  
totally  
boring  
karma

Cheerleaders

Robert  
(the other half  
of the time)

The school  
bus driver  
(yuck!)

Grown-ups  
who talk  
to you as  
if you're  
three

Guy  
jocks

Everybody  
on the  
school bus,  
near the  
school bus,  
or even  
wearing  
that shade  
of yellow



**“I Think ... What Do You Think?”**  
Scavenger Hunt

.....  
**Name:**

.....  
**Date:**

Question	I think ...	Partner thinks ...
* What is the theme or challenge of “The Wall”?		
What words tell you whose voice is speaking?		
* Why do you think Jessie has a wall?		
Who is someone Jessie trusts?		
Identify three groups of people Jessie keeps away from.		
Who is someone Jessie doesn’t care for?		
* What is one thing you can infer about Jessie and the wall she has created?		
* Share something you can relate to in the wall or on either side of the wall.		



“How I Taught My Cat to Love Poetry”

# HOW I TAUGHT MY

*Totally Lane*  
English Assignment #27:  
Create a poem for  
someone you love;  
then read it out loud  
to him or her.

Give me a break! Who was I going to write an I-love-you poem to?

Mom or Dad? Boring. Robert? Puh-leese. Lisa or Elton? No way.

So I wrote a poem for BooBoo Kitty.

I put a lot into it, and I was very pleased with the way it turned out.

But when I read it to her, she just yawned.

That was disappointing. Nobody wants to be dissed, even by a cat.

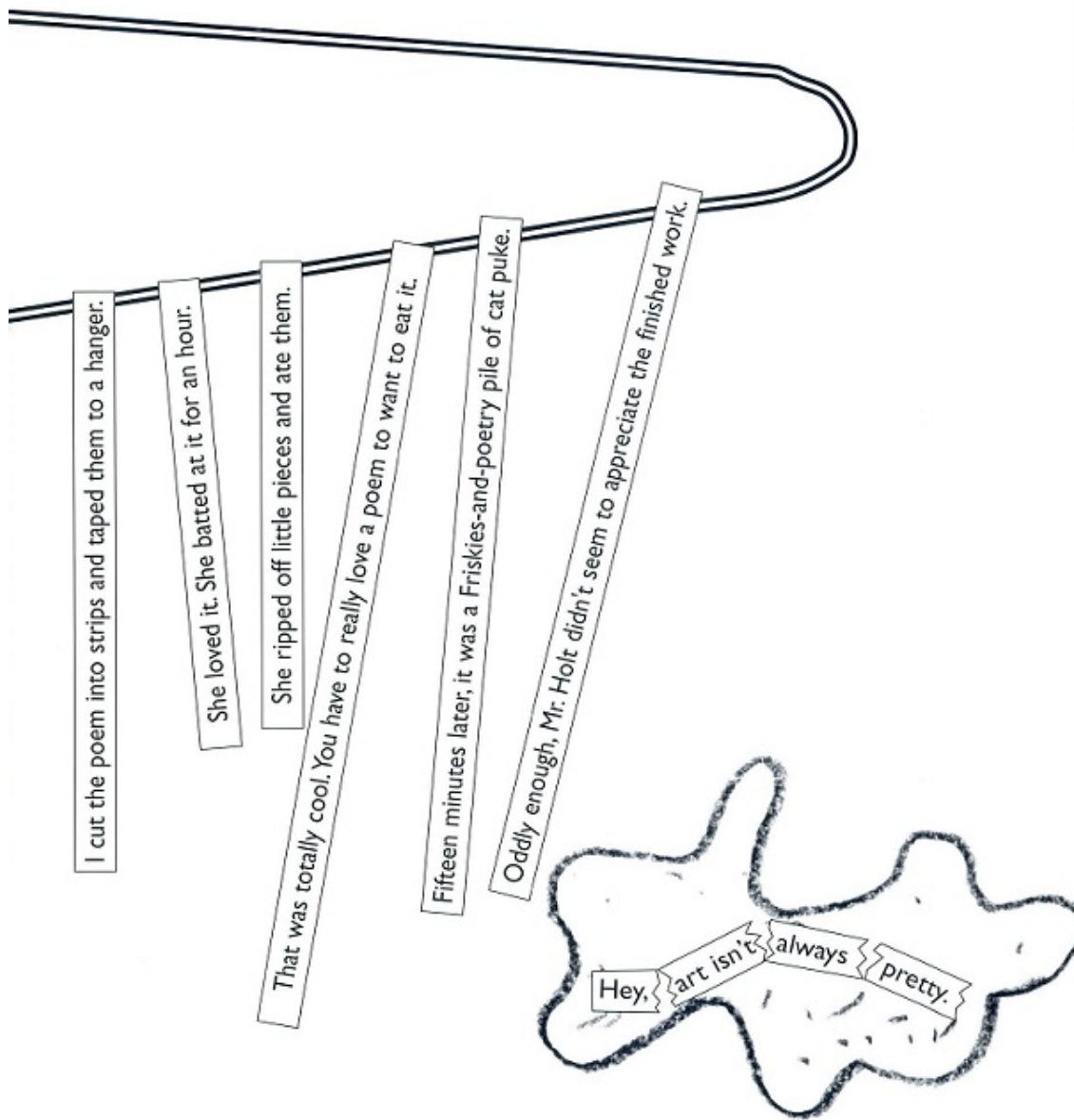
I tried again. She turned her back on me. I kept trying. She fell asleep.

That's when I had a brilliant idea.



“How I Taught My Cat to Love Poetry”

# CAT TO LOVE POETRY



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