



EXPEDITIONARY  
LEARNING

# Grade 4: Module 1B: Unit 1: Overview



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### Unit 1: Reading to Learn about Poetry

In this unit, students read the first half of the novel *Love That Dog* by Sharon Creech, as well as poems by authors such as William Carlos Williams, Robert Frost, and Valerie Worth, to help them begin to answer one of the guiding questions: “What makes a poem a poem?” Students follow the main character, Jack, as he learns about and begins to experiment with writing his own poetry. Students read each poem that Jack reads, along with Jack’s personal reflections on the poems. They work in small groups to capture notes that help them describe how Jack’s understanding of poetry develops over time as well as characteristics of poetry related to structure and word choice. Students apply what they learn through writing routines that encourage them to experiment with the poetic elements they learn about. Vocabulary work throughout this unit focuses on building students’ ability to determine the meaning of key terms from the context and explaining the meaning of simple metaphors and similes.

For the mid-unit assessment, students independently read then respond to text-dependent questions about pages 20–24 of *Love That Dog* and the poem “The Pasture” by Robert Frost, to demonstrate their ability to explain what the text says explicitly by referring to details from the text, describe Jack’s thoughts about poetry, and determine the meaning of key terms from the context. For the end of unit assessment, students independently read pages 39–41 of *Love That Dog* to determine the meaning of key terms through the use of a variety of strategies as well as plan and write a response to the question: What has Jack learned about poetry?

*Note: Although RL.4.5 is introduced in this unit, it is not fully assessed until later in the module when students have the opportunity to compare/contrast poetry and prose. Also, work with figurative language in this unit is cursory and serves as an introduction for deeper work with similes and metaphors in Unit 2.*

#### Guiding Questions and Big Ideas

- **What makes a poem a poem?**
- **What inspires writers to write poetry?**
- *Poetry has characteristics that are unique and distinct from prose.*
- *Writers draw inspiration from many places, including the work of other writers and their own lives.*



Mid-Unit 1 Assessment	<p><b>Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24 and “The Pasture” by Robert Frost</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1 and RL.4.3. Students will independently read pages 20–24 of <i>Love That Dog</i> and the poem “The Pasture” by Robert Frost. Then, students will determine the meaning of key terms from the context and explain Jack’s thoughts about poetry based on details from the text.</p>
End of Unit 1 Assessment	<p><b>Extended Response: <i>Love That Dog</i> Pages 1–41: What Has Jack Learned about Poetry?</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.3, W.4.4, and W.4.9. Students will refer to their notes, class co-constructed anchor charts, and pages 1–41 of <i>Love That Dog</i> to plan and craft an extended written response that answers the question: What has Jack learned about poetry? Students will use a Topic Expansion graphic organizer to plan. Then they will write a complete paragraph that contains a topic sentence that explains the main idea, details, and examples from notes and the text in support of the main idea, and a concluding statement. (<i>Note: Students will be formally assessed on W.4.2 in both Unit 2 and Unit 3 of this module. While this Unit 1 assessment is not a formal assessment of W.4.2, it does provide teachers with formative assessment information towards this standard.</i>)</p>

Texts
1. Sharon Creech, <i>Love That Dog</i> (New York, NY: Harper Collins Publishers, 2001), ISBN: 0-06-029287-3.
2. “The Red Wheel Barrow” by William Carlos Williams <sup>1</sup>
3. “Stopping by Woods on a Snowy Evening” by Robert Frost
4. “Dog” by Valerie Worth <sup>1</sup>
5. “Street Music” by Arnold Adoff <sup>1</sup>
6. “The Apple” by S. C. Rigg <sup>1</sup>

<sup>1</sup> All of these poems are included in the back of the novel *Love that Dog*.



**This unit is approximately 1.5 weeks or 8 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Discovering the Topic: What Makes a Poem a Poem?	<ul style="list-style-type: none"> <li>I can effectively engage in a range of collaborative discussions. (SL.4.1)               <ul style="list-style-type: none"> <li>I can follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>I can pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> </ul> </li> <li>I can document what I learn about a topic by taking notes. (W.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can follow norms for discussion with my classmates.</li> <li>I can record what I notice and wonder about pictures and text in a Carousel protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of student discussion</li> <li>I Notice/I Wonder notes on page 1 of students' reader's notebooks</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Norms anchor chart</li> <li>I Notice/I Wonder anchor chart</li> <li>Guiding Questions anchor chart</li> <li>Carousel protocol</li> </ul>
<b>Lesson 2</b>	Establishing Reading Routines: <i>Love That Dog</i> Pages 1–5 and “The Red Wheelbarrow” by William Carlos Williams	<ul style="list-style-type: none"> <li>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)</li> <li>I can summarize the text, based on details from the story. (RL.4.2)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> <li>I can explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize pages 1–5 of <i>Love That Dog</i>, based on details from the novel.</li> <li>I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.</li> <li>I can identify characteristics of poetry when analyzing the poem “The Red Wheelbarrow.”</li> </ul>	<ul style="list-style-type: none"> <li>Summary notes</li> <li>Jack’s Reflection notes: “The Red Wheelbarrow”</li> <li>What Makes a Poem a Poem? anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>What Makes a Poem a Poem? anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Practicing Reading Closely: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening”	<ul style="list-style-type: none"> <li>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)</li> <li>I can summarize the text, based on details from the story. (RL.4.2)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> <li>I can explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize pages 6–11 of <i>Love That Dog</i>, based on details from the novel.</li> <li>I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.</li> <li>I can identify characteristics of poetry by analyzing the poem “Stopping by Woods on a Snowy Evening”.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Task 1 (from homework)</li> <li>Summary notes</li> <li><i>Love That Dog</i> pages 6–11, and poetry note-catcher</li> <li>What Make a Poem a Poem? anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>What Make a Poem a Poem? anchor chart</li> </ul>
<b>Lesson 4</b>	Using Evidence in Text-Based Discussions: How Jack’s Attitude Towards Poetry is Changing	<ul style="list-style-type: none"> <li>I can summarize the text, based on details from the story. (RL.4.2)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> <li>I can explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how Jack’s attitude toward poetry is changing, using evidence from the text.</li> <li>I can identify characteristics of poetry by analyzing the poem “Dog.”</li> <li>I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Summary notes</li> <li>Students’ references to Text Evidence sentence strips in discussion</li> <li>Jack’s Reflections notes: “Dog” by Valerie Worth</li> <li>What Makes a Poem a Poem? anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Norms anchor chart</li> <li>Textual Evidence sentence strips</li> <li>Close Readers Do These Things anchor chart</li> <li>What Makes a Poem a Poem? anchor chart</li> <li>I Notice/I Wonder anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Mid-Unit Assessment: Text Dependent Questions: <i>Love That Dog</i> , Pages 20–24	<ul style="list-style-type: none"> <li>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>.</li> <li>I can reflect on my progress toward the learning target.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Task 2 (in poetry journal; from homework)</li> <li>Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i>, pages 20–24</li> <li>Reflection in poetry journal</li> </ul>	<ul style="list-style-type: none"> <li>What Makes a Poem a Poem? anchor chart</li> <li>Close Readers Do These Things anchor chart</li> </ul>
<b>Lesson 6</b>	Reading Closely and Shared Writing: <i>Love That Dog</i> , Pages 25–30	<ul style="list-style-type: none"> <li>I can summarize the text, based on details from the story. (RL.4.2)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> <li>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)</li> <li>I can draw evidence from literary texts to support analysis, reflection, and research. (W.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize pages 25–30 of <i>Love That Dog</i>, based on details from the novel.</li> <li>I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.</li> <li>With peers, I can write a paragraph to explain what Jack has learned about poetry, based on his poem “You Come Too.”</li> </ul>	<ul style="list-style-type: none"> <li>Summary notes</li> <li>Close Read Questions and Notes: <i>Love That Dog</i>, pages 25–30</li> <li>Topic Expansion graphic organizer</li> <li>What Makes a Poem a Poem? anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>What Makes a Poem a Poem? anchor chart</li> <li>Close Readers Do These Things anchor chart</li> <li>Quality Paragraphs anchor chart</li> </ul>
<b>Lesson 7</b>	Explaining and Making Inferences Based on Details: <i>Love That Dog</i> Pages 31–41, “Street Music” by Arnold Adoff, and “The Apple” by S.C. Rigg	<ul style="list-style-type: none"> <li>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)</li> <li>I can summarize the text, based on details from the story. (RL.4.2)</li> <li>I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li> <li>I can explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize pages 31–41 of <i>Love That Dog</i>, based on details from the novel.</li> <li>I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.</li> <li>I can identify characteristics of poetry by analyzing the poems “Street Music” and “The Apple.”</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Task 3 (in poetry journal; from homework)</li> <li>Summary notes</li> <li>Jack’s Reflections notes</li> <li>What Makes a Poem a Poem? anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Guiding questions anchor chart;</li> <li>Close Readers Do These Things anchor chart</li> <li>What Makes a Poem a Poem? anchor chart</li> <li>I Notice/I Wonder anchor chart.</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	End of Unit Assessment: Extended Response: <i>Love That Dog</i> , Pages 1–41: What Has Jack Learned about Poetry?	<ul style="list-style-type: none"><li>• I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)</li><li>• I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)</li><li>• I can draw evidence from literary texts to support analysis, reflection, and research. (W.4.9)</li></ul>	<ul style="list-style-type: none"><li>• I can plan and write a quality paragraph to explain what Jack has learned about poetry, using details and examples from pages 1–41 of <i>Love That Dog</i> as evidence.</li><li>• I can reflect on my progress toward the learning target.</li></ul>	<ul style="list-style-type: none"><li>• Poetry Task 4 (in journal; from homework)</li><li>• End of Unit 1 Assessment</li><li>• Reflection in poetry journal</li></ul>	<ul style="list-style-type: none"><li>• Guiding questions anchor chart;</li><li>• What Makes a Poem a Poem? anchor chart</li><li>• Quality Paragraph anchor chart</li><li>• Back-to-Back, Face-to-Face protocol</li></ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite a local author in to speak to students about the writing process and what inspires them as a writer.

**Fieldwork:**

- Arrange for students to visit a family friendly poetry reading.

**Service:**

- Arrange for students to practice their fluent reading skills by visiting classrooms and reading poems to younger students.

**Optional: Extensions**

- Closely read additional poems by William Carlos Williams, Robert Frost, Valerie Worth, and Walter Dean Myers (see recommended text lists for all three units of this module).





### Preparation and Materials

#### **Reader's Notebook and Poetry Journal**

In Lessons 1–8, students will use Reader's Notebook when they are asked to analyze text and take notes about the novel *Love that Dog* and the poems they read closely. The Reader's Notebook will be referenced and used in Units 2 and 3 as students continue to read and analyze poems and study poets in preparation for the final performance task, A Poet's Performance. *Note: Each lesson contains a completed page of the Reader's Notebook for teacher reference.*

In addition, students will need a composition notebook or spiral notebook to keep as a Poetry Journal. This Poetry Journal will be used through out Units 1 and 2 and referenced by students in Unit 3. In Lesson 1, students will prepare their Poetry Journals divide this journal into three sections, "My Reflections", "Vivid Words and Phrases", and "My Poems". This can be easily done by folding a few papers to divide each section, or by adding adhesive tabs.

Before starting this unit, prepare the Reader's Notebooks (in Lesson 1) as a copied and stapled packet. In addition, consider providing students with a folder to use throughout the module, to help them keep their materials (Reader's Notebooks, Poetry Journals, and additional texts and graphic organizers) in one place.

#### **Independent Reading and Volume of Reading**

Students are encouraged to do independent reading; see the Unit 1 Recommended Texts lists, and also the stand-alone document Foundational Reading and Language Standards: Grades 3-5 Resources Package overview. See also Lesson 1 teaching notes.