EXPEDITIONARY
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Grade 4: Module 1B: Unit 1: Lesson 1
Discovering the Topic: What Makes a Poem a Poem?

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

I can effectively engage in a range of collaborative discussions. (SL.4.1)
 	
  b. I can follow agreed-upon rules for discussions and carry out assigned roles.
  c. 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.
 	
I can document what I learn about a topic by taking notes. (W.4.8)

Supporting Learning Targets	Ongoing Assessment
• I can follow norms for discussion with my classmates. • I can record what I notice and wonder about pictures and text in a Carousel protocol.	• Observations of student discussion • I Notice/I Wonder notes on page 1 of students' reader's notebooks

Agenda	Teaching Notes

1. Opening
 	
   A. Reviewing Learning Targets (10 minutes)
2. Work Time
 	
   A. Establishing Discussion Norms (10 minutes)
 	
   B. Carousel Protocol (15 minutes)
 	
   C. Preparing a Poetry Journal (10 minutes
3. Closing and Assessment
 	
   A. Self-Assessing with the Learning Targets (10 minutes)
 	
   B. Launching Independent Reading (5 minutes)
4. Homework
 	
   A. Write a short response to the following questions on the next page in the reflection section of your poetry journal: Do you enjoy poetry? Why or why not?
	• This unit launches this module as well as reading and writing routines for the year. Students begin to establish routines for discussion and working with their peers. For this lesson and the first half of this unit, time is split between focusing on closely reading the novel *Love that Dog* and getting to know the main character (Jack) and identifying the characteristics of poems, as well as the important routines that will build classroom culture, strengthen student independence, and establish foundational skills for reading and writing throughout the year.
	
	• These early lessons include explicit instruction related to expectations for students when engaging in discussion protocols and working with their peers. Here in Lesson 1, students establish discussion norms, which will be revisited as new protocols are introduced throughout the module. Feel free to revisit and add to these norms even more often, based on the needs of your specific students.
	
	• Beginning in this lesson, and continued through out the module, are learning targets. Long-term learning targets are a translation of the NYS CCSS ELA standards and are included for teacher reference. Supporting learning targets are included in every lesson and are meant to be shared with students at the start of each lesson to focus the days' learning. Throughout all modules, students will use the supporting learning targets in order to get a clear picture of what they will be learning. At the end of lessons, they will then reflect on these targets to measure their progress. Learning targets are a research-based strategy that helps all students, especially challenged learners. Routines related to learning targets are an important formative assessment practice that engage students and hold them accountable for their learning. Unpacking the language of learning targets is also a powerful way to teach and reinforce academic vocabulary.
	
	• Also in this lesson, students receive two materials that will be used throughout the module: their reader's notebook and their poetry journals. The entire reader's notebook is contained in the supporting materials of this lesson, and should be prepared as a stapled packet in advance of beginning this lesson. These notebooks contain graphic organizers, prompts, and text-dependent questions for note taking and close reading during this module. The poetry journals, which are simple composition books prepared with students during Work Time C of this lesson, will be used by students for written reflection, capturing vivid words and phrases from the poems read, and to write their own poetry. Students divide a composition book or notebook into three different sections. These sections can be marked with adhesive tabs or by simply folding 2-3 pages to create separations for each section. Consider giving students a folder to keep these and subsequent materials throughout the module.

Agenda	Teaching Notes (continued)
	• Work Time B of this lesson includes a Carousel Protocol (see Appendix), which is designed to create a "need to know" for students. Reinforcing the idea that the quotes, pictures, and video are a "mystery" is important building student engagement with the topic. Do NOT explain in advance that students will be learning about poetry. If students ask what the topic is, it's a perfect time to say: "Part of what my job is this year is to help you make discoveries, and this is the first example of this. I am going to show you how to do this kind of exploration."
	• Students conduct the Carousel Protocol with a small group of four. Ideally, if you feel you know students well enough to strategically group them at this point in the year, then students would continue to work in the same group as their reading group as they read the central text, *Love That Dog* (starting in Lesson 2 and continuing through much of Unit 2). Place students in heterogeneous groups strategically, so they can support one another. Examples include placing more proficient readers with less proficient readers, placing ELLs with students who can support them (either more proficient English speakers or with students who speak the same home language), as well as placing together those students who can support one another with behavior expectations.
	• This lesson introduces a simple routine of I Notice/I Wonder. It lays a strong foundation for students to build their close reading skills, and helps them pay close attention to the text and ask or answer questions that might help them deepen their understanding.
	• At the end of this lesson, students have time to briefly browse the recommended texts for this module, noting which books they may like to select for independent reading later. This lesson does not provide enough time for students to "test drive" these books and determine whether they are "just right" books for their independent reading needs. Consider when and how to give students more time to select appropriate books to build knowledge and engagement on the module topic. For more information on independent reading, see the stand-alone document "Foundational Reading and Language Standards Resource Package for Grades 3–5." This resource package outlines how to ensure the volume of independent reading necessary to meet the NYSP12 CCLS ELA standards. Module lessons incorporate some time for students to do independent reading, but more time is needed and can be done during the additional literacy block described in the resource package.
	• In advance:
	– Write and post the learning targets for the lesson (note: learning targets will be annotated, so write them on your chalkboard, white board, interactive white board, or chart paper).

Agenda	Teaching Notes (continued)
	– Create the Discussion Norms anchor chart (by writing the title "Discussion Norms" on the top of a piece of chart paper).
	– Create the I Notice/I Wonder anchor chart (by drawing on chart paper a T-chart titled "I notice…" on the left side and "I wonder…" on the right side).
	– Create the Guiding Questions anchor chart by writing these two questions on a piece of chart paper: What makes a poem a poem? What inspires writers to write poetry?
	– Prepare materials for the Carousel protocol: Display the Carousel Sheet, and set up stations with an internet-connected computer or tablet with speakers for playing the video links around the classroom with enough space for small groups of students to gather around each material.
	– Preview the video and audio files for Carousel Sheets 2 and 6: http://www.poetryfoundation.org/features/video/18 and https://media.sas.upenn.edu/pennsound/authors/Williams-WC/02_Library-of-Congress_05-05-45/Williams-WC_29_The-Red-Wheelbarrow_Library-of-Congress_05-05-45.mp3.
	– Collect familiar children's poetry books (for example, books by Dr. Seuss, Shel Silverstein, Jack Prelutsky) and place them on a table for Carousel Sheet 7.
	– Review the Carousel protocol, as well as Think-Pair-Share, cold call, and Fist to Five in Checking for Understanding Techniques (see Appendix).
	– Review the stand-alone document "Foundational Reading and Language Standards Resource Package for Grades 3–5" for recommendations on launching independent reading.

Lesson Vocabulary	Materials
norms, discussion, record, notice, wonder, text, carousel, protocol, reflection	• Fist to Five chart (for teacher reference) • Examples of possible nonlinguistic symbols for learning target vocabulary (one set; for teacher reference) • Discussion Norms anchor chart (new; co-created with students during Work Time A; see example for teacher reference in supporting materials) • Blank paper (one piece per student) • Carousel protocol directions (one to display) • Reader's notebook (one per student; one for display) – I Notice/I Wonder notes on page 1 of reader's notebooks (one per student; one for display) • Document camera • Carousel Sheets 1–8 (one copy of each posted to display on the walls around the classroom) • I Notice/I Wonder anchor chart (new; teacher created; see Teaching Notes above) • Guiding Questions anchor chart (new; teacher-created; see Teaching Notes above) • Poetry journals (composition notebooks; one per student) • Folders (one per student) • Unit 1 Recommended Texts list (for teacher reference) • Display of independent reading books (enough for at least one per student; see Unit 1 Recommended Texts list)

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Opening	Meeting Students' Needs
A. Reviewing Learning Targets (10 minutes) • Draw students' attention to the supporting learning targets and read them aloud to the class. 　– "I can follow norms for discussion with my classmates." 　– "I can record what I notice and wonder about pictures and text in a Carousel protocol." • Talk with students about the importance of learning targets—targets help them know what they are expected to learn and do during a lesson. • Display the **Fist to Five chart** and introduce the Fist to Five Checking for Understanding technique. Explain that students can use this strategy to rate their understanding of a learning target on a continuum from zero (fist), with no understanding of the target, to five (five fingers), having solidly met the target. Explain that you would not expect to see any fives if students rated themselves now, because they have just begun this lesson, but that they may have some understanding of these targets. • Ask students to think about where they would rate themselves right now with these targets. Explain that they do not have to put their fingers yet, but that this will be done at the close of the lesson. Give students a moment to quietly think. • Explain that learning targets are most helpful in preparing someone for learning when they are well understood before engaging in a lesson. In the first learning target, underline the words *norms* and *discussion*. Tell students that these words are important for understanding what this target means. Explain that "norms" means rules that a group makes and agrees to. Annotate the learning target by writing the word "rules" next to the word "norms." • Next, point to the word *discussion* and ask: 　– "Can you think of another word that has a similar meaning as this word?" • Call on a few volunteers and listen for suggestions such as "talk" or "conversation." Write one of these words next to the word "discussion." Then paraphrase the meaning of the target for students by explaining that this learning target means they will be learning to follow rules for talking with their classmates today. • Next, read the second target aloud. Invite students to turn and talk with a neighbor about which words they think might be important for understanding this target. • After students have had a minute to discuss the target with a partner, call on a few to share: 　* "Which words do you think are important in this target?" • Listen for students to name *record*, *notice*, *wonder*, and *text*. Underline these words as students mention them. When the term *Carousel protocol* is mentioned, circle this term.	• Discussing and clarifying the language of learning targets helps build academic vocabulary. • Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners the most. • Consider providing nonlinguistic symbols (e.g., two people talking for *discuss,* a pen for *record*, etc.) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year for directions and learning targets. Examples of possible nonlinguistic symbols can be found at the end of this lesson.

Opening (continued)	Meeting Students' Needs
• Call on students to suggest words with similar meanings for *record*, *notice*, wonder, and *text* and annotate the learning target to help students understand the meanings of these words. • Tell students that the word *protocol* is an activity with specific steps or guidelines that help a group talk about something they see or read. Tell them that the class will use lots of protocols throughout the module and the entire year to help them work in groups with their classmates. Today the name of the protocol they will use is called a *Carousel*, because as with a carousel ride, students will move around the room in a circle. Tell them you'll go into more detail about the Carousel protocol later in the lesson.	

Work Time	Meeting Students' Needs
A. Establishing Discussion Norms (10 minutes) • Post the prepared **Discussion Norms anchor chart**. • Ask students to recall the meaning of the words *discussion* and *norms* from the learning targets they discussed. Call on a few students to explain the meaning of these words, and then ask students to get out a piece of **blank paper**. • Write the following prompt on the board: * "What norms would be helpful when discussing something we have read in class?" • Invite students to turn to an elbow partner and brainstorm some rules for conversation with classmates, and record their ideas on their papers. • After 3 or 4 minutes, refocus students whole group. Call on pairs to share one suggestion at time. Listen to students' suggestions. As you record norms, prompt students to explain what the norm will look like or sound like in action. For example, if a student says, "Everyone should get a chance to talk," prompt students to explain that this looks like one person speaking at a time and sounds like groups that are able to hear their group members speaking because the volume of the classroom conversation is not too loud. Use the **Discussion Norms anchor chart (for teacher reference)** to help guide students in adding norms to the anchor chart. (If students suggest similar ideas, you can honor their ideas by elaborating on existing norms or adding a check mark next to norms that many students suggested.) • Remind students of the first learning target: "I can follow norms for discussion with my classmates." Tell students that the norms they just helped to create will help guide their discussions throughout the year, and that today they will have an opportunity to practice following the norms.	• Class norms can facilitate group work when they are co-constructed with students. This allows students to feel ownership and hold one another accountable. Norms should be revisited often so that their meaning can clarified. Prompting students with, "What will this norm look like and sound like today when we_____?" is one way to review norms and clarify their meaning in a particular context. • Nonlinguistic symbols or pictures for norms can be helpful in clarifying their meaning with ELL students.

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Work Time (continued)	Meeting Students' Needs
B. Carousel Protocol (15 minutes)	• To support students in their discussion during the protocol, consider providing sentence frames such as the following: "I notice _____, and this makes me wonder _____. I wondered about that too, and I also wondered_____. Did you notice_____? What do you think about _____?"
• Tell students that today they will be asked to solve a mystery with a group of their peers. Explain that the mystery is figuring out what their topic of study will be for this module by examining various quotes, pictures, and video and discussing them with a small group. Build up the excitement.	
• Orient students to the materials: Display the **Carousel protocol directions** and page 1 of the **reader's notebook** and then, using a **document camera,** show the **I Notice/I Wonder notes**.	
• Review and clarify the directions as needed.	
• Then model examining a **Carousel Sheet** and taking notes on the I Notice/I Wonder notes page in their reader's notebook.	
– I Notice: Simply observing something (e.g., "I notice on Poster 3 that this picture has a name written on it")	
– I Wonder: Questioning the meaning, history, or purpose of what they see (e.g., "I wonder if Williams is the name of the man in this picture?")	
• Check students' understanding by asking them to turn to a partner and share something else that they notice and wonder about the poster.	
• Call on a few students to share.	
• Point out the discussion questions at the top of the poster and ask students to give examples of what the discussion norms will look like during the Carousel protocol. Listen for students to offer specific examples, "When we visit each poster, we should make sure every group member gets to share what he or she notices or wonders."	
• Place students in their groups of four. Assign each group a poster. Then share the signal you will use to prompt them to move to the next poster.	
• Begin the protocol and keep time for the groups, signaling when they should move to the next poster in the series. If necessary, pause the class and remind them of any norms or protocol directions. Allow students to visit several posters. It is not necessary for each group to visit every poster.	
• After groups have gotten to visit at least half of the posters, ask students to return to their seats. Collect the Carousel Sheets to display on the document camera. Call on groups to share something they noticed or wondered about each poster, ensuring that each group gets a chance to share.	
• Post the **I Notice/I Wonder anchor chart** and ask students to discuss the following with a neighbor:	
* "Overall, what did you notice or wonder about the posters?"	

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Work Time (continued)	Meeting Students' Needs

• Call on a few pairs to share what they noticed or wondered across posters and record notes and questions on the anchor chart. As you record what students share, do not discuss or answer questions. This will allow students to make connections to the pictures, quotes, and videos throughout the module. Students may notice or wonder the following:
 	
  – There are quotes from poems or about poetry.
  – Most of the photographs are black-and-white.
  – The videos were poems that were read aloud.
  – Who is Jack?
  – What do the people in the photographs have in common?
  – Are the people reading in the videos the same people as any of the photos?
  – Are we going to study poetry or poets?
 	
• Consider posting the Carousel Sheets on a bulletin board so the class can reference them and make connections over the course of the module.	

Work Time (continued)	Meeting Students' Needs

C. Preparing a Poetry Journal (10 minutes)
 	
• Ask students:
 	
  * "Has anyone inferred what we will be studying in this module?"
 	
• Listen for students to say: "poems," "poets," or "poetry."
 	
• Congratulate students on solving the mystery and discovering the topic they will be studying. Post the **Guiding Questions anchor chart** and call on two students to read each question.
 	
  * What makes a poem a poem?
 	
  * What inspires writers to write poetry?
 	
• Explain that the class will reflect on these questions throughout the module as they learn about poetry and poets.
 	
• Distribute students' blank **poetry journals** (composition notebooks). Explain to students that they will be keeping a poetry journal to reflect on these guiding questions, write other reflections, capture vivid words and phrases from the poems they read, and write their own poetry.
 	
• Once each student has a composition notebook, ask them to put their names and the title "Poetry Journal" on the cover.
 	
• Using the document camera, show students how to divide and title their poetry journals into three sections. Ask students to title the first section "My Reflections," the second section "Vivid Words and Phrases," and the third section "My Poems." (Note: Composition books can be divided by gluing in colored paper to divide each section, adding sticky tabs, or by folding three or four pages together in half to create a triangle).
 	
• Once students have prepared their poetry journals, ask them to turn to the first page in the "My Reflection" section. Explain that the word *reflection* has several meanings. Explain that one meaning is like the reflection in a mirror, but that another is to think about an experience and perhaps what you learned. Give students an example similar to the following, "As I reflect on last winter, I remember it being colder and snowier than years past. I remember enjoying the snow days, but it felt like a long winter and by the end I was really ready for the spring." Tell students that over the course of the module they will reflect on their learning experience in this section of the journal.
 	
• Ask students to write the first guiding question, "What makes a poem a poem?" on the first page of the "My Reflections" section. Explain that this question is not a right-or-wrong question and will not be graded. Explain that guiding questions are designed to help them think deeply about the topic. Explain that they will answer this question more than once as they learn about poetry and that their answer to this question is likely to change as they read and learn more about poetry, and at this point it is simply what they know about poetry now—this may be a lot or not much at all, and both are okay.
	• Some students may feel uncomfortable with this open-ended task. To provide further support, give them a sentence starter similar to the following or allow them to discuss their thinking with a partner or adult in advance of writing a reflection: "I think poetry is _____ because _____."
	
	• Consider giving examples for students who may need additional support, such as: "I think poetry can rhyme because my teacher read us poems last year and they had rhyming words."
	
	• Consider modeling reflection in a variety of ways: sentences, bullet points, examples, or pictures with captions. This can encourage reluctant students to respond to the guiding question because they will see that their response can take a variety of formats.

Work Time (continued)	Meeting Students' Needs
• Give students 5 minutes to write a reflection on the guiding question. Reassure them that whatever their response to the question, it is appropriate. They will dig into this topic more in the coming weeks.	

Closing and Assessment	Meeting Students' Needs
A. Self-Assessing with the Learning Targets (10 minutes) • Ask students to take a minute to silently reread the supporting learning targets and the Discussion Norms anchor chart from today's lesson. • Tell them that in a moment, you would like them turn to a partner and share one thing they felt went well in today's lesson and one thing they think the class might need to work on. Give them an example: "I think we did a good job asking questions about what we examined in the carousel. I think we might need to work on taking turns during discussion. This is hard when everyone is excited to share their ideas." • Give students 2 minutes to turn and talk. Call on a few pairs to share their thinking. If needed, add to the Discussion Norms anchor chart. As a class, set a goal for discussion in their groups for the next lesson and write this goal on the board as a reminder. • Draw students' attention back to the learning targets. Explain that reflecting on learning targets is a way to improve your skills. Provide an analogy: "All-star athletes don't start out as professionals. They think about their performance, get guidance from their coach and teammates, and set goals for improving. The same is true for becoming a skilled reader, writer, speaker, and listener. We all have areas of strength and areas for growth, and we are all responsible for practicing, getting guidance, setting goals, and improving." • Point out the Fist to Five chart. Ask students to think about how they would rate their understanding of each of the learning targets now. Tell students that they will have a lot more practice with similar targets in the future and it is okay if they do not feel that they have reached a 5. • Ask students to reflect on their progress toward the learning targets by writing both learning targets at the top of their paper in their journals and write a response to the following prompt: – Using the Fist to Five scale, rate your progress toward these targets. Explain why you choose your rating for each target using specific examples from your learning today.	• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most. • Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson. • Additional support with written reflection can include conferring with a teacher or peer in advance of written reflection or using a sentence frame, similar to the following: "I gave myself a rating of _____ on this target because today I _____."

Closing and Assessment (continued)	Meeting Students' Needs
• Collect students' poetry journals and note students who may need additional support with written reflection. • Distribute a **folder** to each student and ask them to keep all module materials, including their reader's notebooks and poetry journal in this folder.	
B. Launching Independent Reading (5 minutes) • Gather students around the area where you've placed the **display of independent reading books** for Unit 1. Tell students that throughout this module they will be expected to read independently. Explain that they will have an opportunity to select a "just right" book from these texts during the scheduled time for independent reading. In order to prepare for this, they should browse these texts for a few minutes to get some ideas of the books they will be able to select from.	• Give students time to browse books, but do not allow them to select a book until you or the library media specialist has formally launched independent reading with a mini lesson on selecting a "just right" book. See "Foundational Reading and Language Standards Resource Package for Grades 3–5" for guidelines on launching independent reading and organizing an additional literacy block with scheduled time for independent reading.

Homework	Meeting Students' Needs
• Write a short response to the following questions on the next page in the reflection section of your poetry journal: Do you enjoy poetry? Why or why not?	

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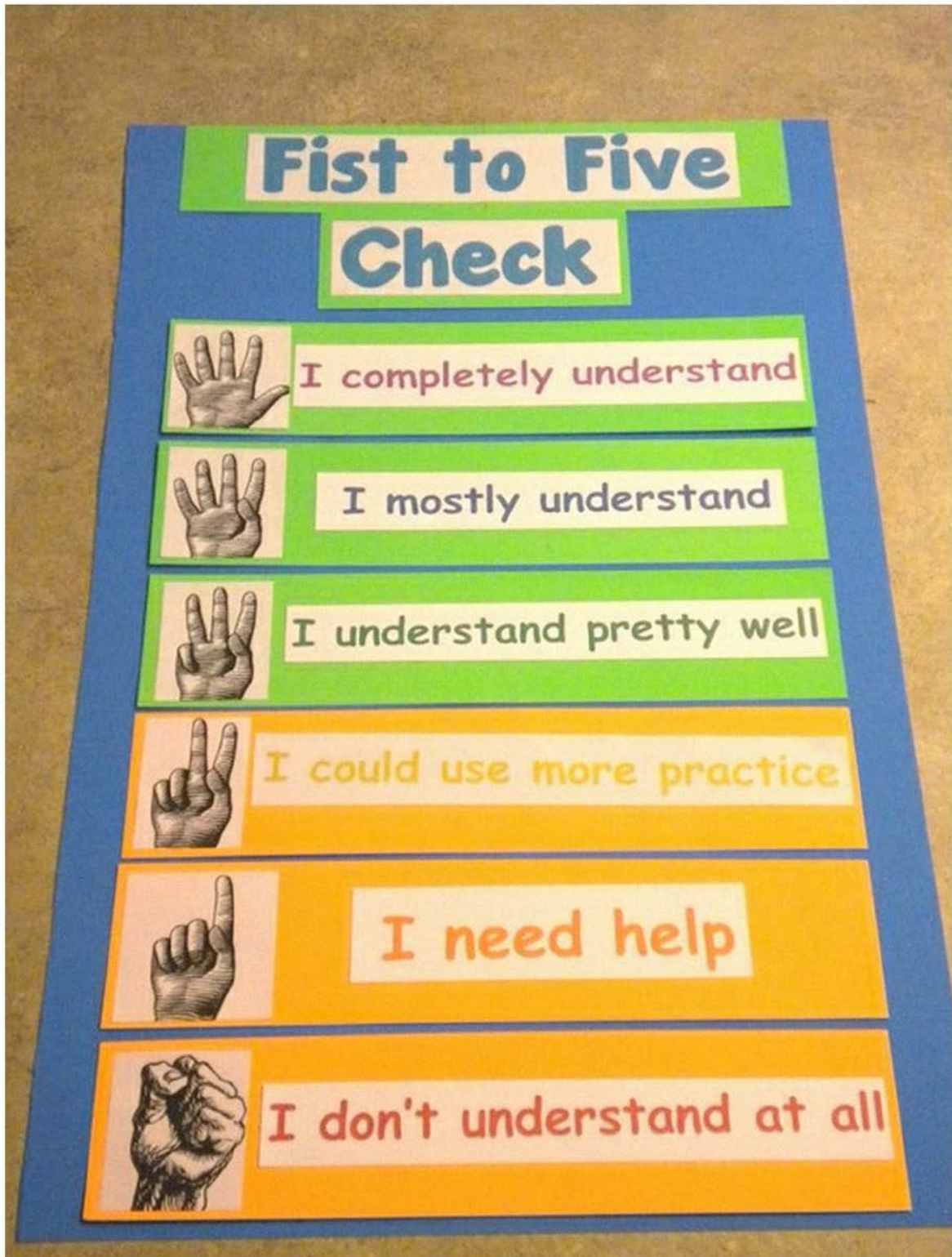# Grade 4: Module 1B: Unit 1: Lesson 1
Supporting Materials

Examples of Possible Nonlinguistic Symbols for Learning Target Vocabulary
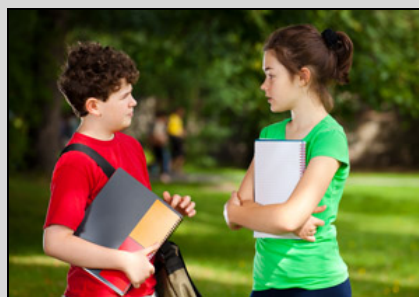

Record

Notice

Explain

Wondering

Discuss

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Discussion Norms Anchor Chart
(For Teacher Reference)

Teacher Directions: This anchor chart should be co-constructed with students during Work Time A. Below are possible norms to include.

Discussion Norms:

- Everyone should contribute to the discussion, but take turns talking.
  - This means we should say things like, "Do you have something to add?" and "Can you tell us what you're thinking?"
- Everyone should show specific details or evidence from the text to support their thinking.
  - This means do things like pointing to specific pages, lines, or photographs and say things like, "Here is an example of what I am talking about."
- Everyone should ask questions so we can understand one another's ideas.
  - This means we say things like, "Can you tell me more about that?" and "Can you say that another way?"
- Everyone should respect the ideas and questions of others.
  - This means we use kind words, try not to interrupt, and say things like, "I think your idea is interesting, but I disagree because …"

Carousel Protocol Directions

1. Join your group and be sure you have a pencil and your reader's notebook with you.

2. Read your Carousel Sheet and follow the directions.

3. Individually, record what you notice and wonder about the item.

4. Use quiet voices to discuss the item: Take turns sharing what you noticed or wondered with your group and add to your notes.

5. Listen for the teacher's signal before moving to the next poster.

Directions: Read the following quote and record what you notice and wonder.

"I don't want to because boys don't write poetry." –Jack

Directions: Watch the following video and record what you notice and wonder. Replay as many times as you like.

http://www.poetryfoundation.org/features/video/18

Directions: Examine the pictures and record what you notice and wonder.

Public Domain

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Photo Walter Dean Myers

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Directions:
Read the following quote and record what you notice and wonder.

"Whose woods these are I think I know. His house is in the village, though."

Directions: Read the following quote and record what you notice and wonder.

"Maybe he was just making pictures with words." –Jack

Directions: Listen to the following and record what you notice and wonder. Replay as many times as you like.

https://media.sas.upenn.edu/pennsound/authors/Williams-WC/02_Library-of-Congress_05-05-45/Williams-WC_29_The-Red-Wheelbarrow_Library-of-Congress_05-05-45.mp3

Carousel Sheet 7

Directions: Examine the books on the table below and record what you notice and wonder.

Directions: Read the following quote and record what you notice and wonder.

"so much depends upon a red wheel barrow"

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Name:

Date:

I notice ...	I wonder ...

Dates/Pages	Summary Statement	Details from the Text (2-3)
Sept. 13-Sept. 21 (pp. 1-2)		
Sept. 27 – Oct. 10 (pp. 3-5)		
Oct. 17 (pp. 6-7)		
Oct. 24 – Nov. 6 (pp. 8-11)		
Nov. 9 – Nov. 22 (pp. 12-14)		
Nov. 29 (pp. 15-16)		

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Dates/Pages	Summary Statement	Details from the Text (2-3)
Dec. 4 – Dec. 13 (pp. 17-19)		
Jan. 24 (pp. 25-27)		
Jan. 31 – Feb. 7 (pp. 28-30)		
Feb. 15 (pp. 31-34)		
Feb. 21 – Feb. 26 (pp. 35-37)		
March 1 – March 7 (pp. 38-41)		

Dates/Pages	Summary Statement	Details from the Text (2-3)
March 14 (pp. 42-45)		
March 22 & 27 (pp. 46-49)		
April 4-24 (pp. 50-63)		
April 26- May 2 (pp. 64-65)		
May 7-8 (pp. 66-67		
May 14 (pp. 68-72)		

Dates/Pages	Summary Statement	Details from the Text (2-3)
May 15-17 (pp. 73-74)		
May 21-29 (pp. 75-79)		
June 1-6 (pp. 80-85)		
Jack's "Love That Dog" poem (pp. 86)		

Focus Question: What does Jack learn about poetry?

What Jack says about poetry …	Page

What Jack writes …	What we can infer …

Synthesize: Explain what Jack has learned about poetry at this point in the novel, based on what he says and writes.

_____

_____

_____

_____

Focus Question: What does Jack learn about poetry?

What Jack says about poetry …	Page

What Jack writes …	What we can infer …

Synthesize: Explain what Jack has learned about poetry at this point in the novel, based on what he says and writes.

Jack's Reflections Notes: "Street Music" by Alfred Adoff and "The Apple" by S.C. Rigg

Focus Question: What does Jack learn about poetry?

What Jack says about poetry …	Page

What Jack writes …	What we can infer …

Synthesize: Explain what Jack has learned about poetry at this point in the novel, based on what he says and writes.

Close Reading Questions and Notes: *Love That Dog* (Pages 6–11) and "Stopping by Woods on a Snowy Evening"

"Stopping by Woods on a Snowy Evening" and *Love that Dog,* pages 6-7	
Directions	**Questions**
Read *the first two stanzas of Stopping by Woods on a Snowy Evening,* aloud with your teacher. Then, work together to respond to the questions on the right.	What is the setting of the poem? How can you tell? What is happening in the first stanza of the poem? What evidence from the poem supports your answer?
With your group members, chorally *reread the second stanza* aloud. Then, work together to answer the question on the right.	The word *queer* means strange. Why would the horse think it's strange to stop in the woods? Support your response with details from the poem.

"Stopping by Woods on a Snowy Evening" and *Love that Dog,* pages 6-7	
Directions	**Questions**
Read *stanza three* once through silently in your head. Then reread stanza three with group members, taking turns to each read one line. After reading, work together to answer the questions on the right.	What words and phrases does Robert Frost use to describe what the horse is doing in the third stanza? Creative Commons share-alike What do these words and phrases help you understand about how the horse feels about stopping in the woods?

Close Reading Questions and Notes: *Love That Dog* (Pages 6–11) and "Stopping by Woods on a Snowy Evening"

"Stopping by Woods on a Snowy Evening" and *Love that Dog,* pages 6-7	
Directions	**Questions**
With a partner in your group, read the fourth stanza aloud, twice. Then work with your group members to respond to the questions on the right.	What words does the narrator of this poem use to describe the woods? Draw a quick sketch below to show what you think the woods look like, based on the words the narrator uses. How does the narrator feel about the woods? What evidence from the text makes you think so? Reread the last two lines of the poem, aloud with group members, then consider and discuss: What do you think these last two lines of the poem mean? Use evidence from the text to support your answer. What conflict is the narrator of this poem experiencing? How do you know?

"Stopping by Woods on a Snowy Evening" and *Love that Dog,* pages 6-7	
Directions	**Questions**
Go back to reread pages 6-7 of *Love that Dog*, independently and silently in your head. Then, work with group members to answer the question on the right.	Turn and talk with a partner about: What does Jack have trouble understanding about the snowy woods poem? What question does he ask about it?

Love that Dog, pages 8-9	
Directions	**Questions**
With group members, read *The Tiger* poem aloud, taking turns to each read one line. Then, independently reread pages 8-9 of *Love that Dog*, silently in your head. With a partner in your group, read Jack's poem on page 8 aloud, taking turns to each read one full stanza. After reading the poem and pages 8-9, work with group members to answer the questions on the right.	Why does Jack like the *Tiger* poem even though he doesn't understand what it means? Use details from the text to support your response. What similarities do you notice between Jack's revised *Blue Car, Blue Car* poem and *Tiger*?

Close Reading Questions and Notes: *Love That Dog* (Pages 6–11) and "Stopping by Woods on a Snowy Evening"

Love that Dog, pages 8-9	
Synthesize: With group members, review your responses to the above questions then discuss how you could respond to the question at the right.	Based on what Jack's poem "Blue Car, Blue Car" what do you think he has learned about poetry at this point in the novel? Support your response with examples from the text.

Directions	Questions
With group members, whisper read through Jack's entire poem once (pages 25-27). Then work together to answer the questions at the right.	How many stanzas are in Jack's poem? What do you notice about the stanzas? Notice the *italicized words/phrases* throughout Jack's poem, then discuss with group members: What do the italics indicate to the reader? How do you know?
With a partner in your group, reread the *first stanza*, taking turns to read every other line. Then, work with all your group members to respond to the questions on the right.	Draw a quick sketch of what Jack sees when they stop driving. Which words in the first stanza best helped you create your sketch? Explain.

Directions	Questions
Independently whisper read the second stanza. After reading independently, work with group members to answer the question on the right.	Discuss in groups: How does Jack help the reader understand what the shelter is like? Record 2 examples of imagery from the second stanza.
Read the third and fourth stanzas, aloud with group members. Then, work together to answer the question at the right.	Draw a quick sketch of the dog that Jack and his family chose. Label at least three parts of your sketch with words/phrases from stanzas three and four.
Read stanzas five and six aloud, with a different partner in your group. After reading, work with all group members to respond to the question on the right.	How does the dog feel about being adopted by Jack and his family? How do you know?

Directions	Questions
Read pages 28-30, independently and silently in your head. Then read the questions at the right and discuss your thinking with group members, before recording your responses.	Why do you think Jack titled his poem YOU COME TOO? Support your response with details from the text.
Synthesize: With group members, review your responses to the above questions then discuss and record an answer to the question on the right.	Based on Jack's poem and what he writes to his teacher, what can you infer he has learned about poetry? Use details from pages 25-30 to support your response.

My Selected Poet:

Title of the Poem:

Directions:	Questions:
Read your poem once though silently. Then read the poem aloud with your group. Taking turns reading the poem aloud paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem?
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right.	List any unfamiliar words below and record their definitions.
Then reread your poem as a group and discuss the question on the right. Record your groups thinking.	How does knowing the meanings of these words help you better understand your poem?

Directions:	**Questions:**
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem?
Record at least three vivid words or phrases that helped you to visualize what you drew in the box above. Look up the meanings of these words in a dictionary and record their definitions in the box on the right.	What are three words that helped you visualize the poem and what are their definitions?

Directions:	Questions:
Describe the characteristics of your poem using literary terms from the "What Makes a Poem a Poem?" anchor chart.	

What inspires Jack?	How I know	Evidence from the text	Page

What inspires Jack?	How I know	Evidence from the text	Page

Discussion Question: What was Jack's biggest inspiration?

Preparation: Look back in *Love That Dog* to find evidence that helps you answer the discussion question.

What was Jack's biggest inspiration?	I think this was his biggest inspiration because…	Evidence from the text

My Literary Discussion Notes: Ideas and Questions

My teacher's feedback: