



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 1: Lesson 3

Practicing Reading Closely: *Love That Dog* Pages 6–11 and “Stopping by Woods on a Snowy Evening”



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

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)
I can summarize the text, based on details from the story. (RL.4.2)
I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)
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)

Supporting Learning Targets

- I can summarize pages 6–11 of *Love That Dog*, based on details from the novel.
- I can explain what Jack understands about poetry, based on details from *Love That Dog*.
- I can identify characteristics of poetry by analyzing the poem “Stopping by Woods on a Snowy Evening”.

Ongoing Assessment

- Poetry Task 1 (from homework)
- Summary notes
- *Love That Dog* pages 6–11, and poetry note-catcher
- What Make a Poem a Poem? anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading Aloud and Summarizing: <i>Love That Dog</i> Pages 6–11 (10 minutes)Close Reading: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening” (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Revisiting the Learning Targets (10 minutes)Homework<ol style="list-style-type: none">Reread pages 6–11 of <i>Love That Dog</i> and “Stopping by Woods on a Snowy Evening”; add two vivid words or phrases to your poetry journal.Begin reading your book for independent reading.	<ul style="list-style-type: none">This lesson continues the cycle of character analysis and close reading that began in Lesson 2. Students continue their character analysis of Jack using the Jack’s Reflections notes in their reader’s notebooks. They closely read and analyze “Stopping by Woods on a Snowy Evening” by Robert Frost, to continue to build their background knowledge of the characteristics of poetry. Then they revisit the novel to analyze Jack’s writing and to infer what he has learned about poetry. This toggling from character analysis to poetry analysis helps to foster both engagement and comprehension. Students gain a deeper understanding of Jack’s character while also building their own background knowledge about poetry.Work Time B involves close reading. In the supporting materials is a Close Reading Guide for <i>Love That Dog</i> pages 6–11 and poetry, for teacher reference. This resource will help you guide students in a close reading process that is meant to give them a deeper understanding of the text. Students will reread the text to deconstruct its meaning, and then reconstruct the meaning using evidence through a series of text-dependent questions. Use these questions, along with the additional guidance in the right-hand column of the Close Reading Guide, to scaffold students’ understanding of the text. At the conclusion of this close reading experience, students should be able to synthesize their understanding by answering a focus question.The close reading process in this lesson and subsequent lessons is meant to be discussion-based. You may choose to invite students to work independently or in pairs or small groups when thinking about different questions. But you should guide the whole class in a discussion of each section of the text using the Close Reading Guide for notes on guiding students through the text and answers to the text-dependent questions. These questions should not be assigned to students to complete on their own as a worksheet.As students’ first close reading experience of the year, the time needed to complete the close reading in Work Time B may vary from class to class. Consider adjusting the pace of this portion of the lesson to meet the needs of your students.



Agenda	Teaching Notes
	<ul style="list-style-type: none">• Much like the main character Jack in <i>Love that Dog</i>, students are not likely to fully comprehend the poem “Stopping by Woods on a Snowy Evening”. While this lesson devotes some time for students to read this poem closely, it is not enough time for complete comprehension of such a complex text, nor is that the goal. Rather, the goal in this lesson is for students to enjoy this first exposure to a classic work of American Literature, to begin grappling with its meaning (literal and metaphorical) and to glean some understanding of some characteristics of poetry. They likely will revisit this classic poem many times throughout their school years.• Students are introduced to Thumb-O-Meter, a new Checking for Understanding Technique (see Appendix).• The What Make a Poem a Poem? anchor chart is added to nominally before and during the close reading exercise, then again in the Closing. See the What Makes a Poem a Poem? anchor chart (completed; for teacher reference in Lesson 1).• The homework for this lesson has students begin reading their books selected for independent reading. To allow for students to have time for this reading, they are not asked to complete a poetry task. The poetry task homework routine resumes again in Lesson 4. In Lesson 5 students will be asked to select on of their poems from these tasks to share with a classmate.• In advance:<ul style="list-style-type: none">– Review the What Makes a Poem a Poem? anchor chart (completed; for teacher reference) that was included in Lesson 1 Supporting Materials. This completed version of the anchor chart indicates possible additions to make during Lesson 2, as students read and analyze Frost’s poem.– Review Thumb-O-Meter in Checking for Understanding Techniques (see Appendix), so that you can clearly explain and/or model for students as necessary.– Review the Close Reading Guide carefully, particularly the probing questions in the right-hand column.– Post: learning targets; Close Readers Do These Things anchor chart, What Makes a Poem a Poem? anchor chart.



Lesson Vocabulary	Materials
summarize, details, explain, understands, identify, characteristics, analyzing, structure, rhythm, structure, narrative poem, rhyme, repetition, imagery	<ul style="list-style-type: none"> • Reader’s notebook (from Lesson 1; students’ own) <ul style="list-style-type: none"> – <i>Love That Dog</i> summary notes (from pages 2-5 of the reader’s notebook; one to display) – Close Reading Questions and Notes: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening” (from pages 9-13 of reader’s notebook) • Close Readers Do These Things anchor chart (from Lesson 2) • <i>Love That Dog</i> (book; from Lesson 2; one per student) • <i>Love That Dog</i> summary notes (answers, for teacher reference) • What Makes a Poem a Poem? anchor chart (begun in Lesson 2) • What Makes a Poem a Poem? anchor chart (from Lesson 2; completed; for teacher reference) • Close Reading Guide: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening” (for teacher reference) • Poetry journals (from Lesson 1; students’ own)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their reader’s notebooks and join their groups. Then, focus students’ attention on the supporting learning targets: <ul style="list-style-type: none"> * “I can summarize pages 6–11 of <i>Love That Dog</i>, based on details from the novel.” * “I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.” * “I can identify characteristics of poetry by analyzing the poems “Stopping by Woods on a Snowy Evening”. • Underline terms in the targets students are familiar with from the previous lesson: <i>summarize, details, explain, understands, identify, characteristics, and analyzing</i>. • Ask students to briefly discuss within groups what they recall about what each of these words means, then talk about how they could restate each target in their own words, based on their understanding of the key terms. • After 1 minute, cold call a few students to share their thinking whole group. 	<ul style="list-style-type: none"> • Locate and display images of key words from the targets to support visual and second language learners. • Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.



Work Time	Meeting Students’ Needs
<p>A. Reading Aloud and Summarizing: <i>Love That Dog</i> Pages 6–11 (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their reading groups. • Review the Close Readers Do These Things anchor chart with students, then ask them to consider and discuss in groups: <ul style="list-style-type: none"> * “What did we do to start our close reading of <i>Love That Dog</i> in the previous lesson?” • After 1 minute, cold call a few students to share their thinking with the class. Listen for students to mention: “We read through once for gist then we reread to summarize sections of the text,” or similar ideas. • Tell students they are going to use the same process today, first by reading for gist then rereading sections of pages 6–11 to write summary statements supported by paraphrased or quoted details from the text. • Ask students to locate their copies of <i>Love That Dog</i> then provide the following directions: <ol style="list-style-type: none"> 1. Partner up with a member of your group. 2. Take turns reading each page aloud, starting at the top of page 6 and stopping at the end of page 11. 3. After one partner reads a page aloud, the other partner should explain what he or she thinks the gist of the page is. • Clarify directions as necessary. Then ask students to begin. Circulate to listen in on student conversations and to offer support. • After 3 or 4 minutes, invite student partners from a variety of groups to share out gist statements from their partner read. Listen for ideas such as these: <ul style="list-style-type: none"> – “Jack doesn’t understand the new poems he reads.” – “Jack doesn’t want to write more about the blue car.” – “Jack adds tiger sounds to his car poem.” – “Jack’s teacher puts his blue car poems on the board.” • Ask students to turn to the <i>Love That Dog</i> summary notes on pages 2-5 in their reader’s notebooks. To help focus their attention on the pages and dates they will need to summarize in this lesson, ask students to draw a star in the third and fourth rows of the notes page (“Oct. 17 pp. 6–7” and “Oct. 24–Nov. 6 pp. 8–11”). As needed, review how to complete each column of the summary notes. 	<ul style="list-style-type: none"> • Review the discussion norms as needed to support effective partner work. • Post directions for student reference. • Provide sentence starters to allow all students access to the conversation. Example: “These pages are mainly about how Jack ...”



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Ask students to independently whisper read aloud pages 6 and 7, then to share their ideas about how to summarize these pages with group members. Circulate to check fluency and comprehension. • Once students have read and discussed their thinking, cold call a few students to share their ideas whole group—see <i>Love That Dog</i> summary notes (answers for teacher reference). • After several students have shared out, direct students to record a summary statement for pages 6 and 7 as well as paraphrased details or quotes from the text in support of their summary statement. • If necessary, model for students how to paraphrase and/or record quotes in support of a summary statement. (This might sound something like: “To support our summary statement I can easily quote these lines on page 8 of the text, “Here is the blue car with tiger sounds ...’, but I think I need to paraphrase the part where Jack lets his teacher put his blue car poems on the board, but only if his name isn’t on them”). • Ask students to independently whisper read pages 8–11 of <i>Love That Dog</i> then discuss in groups how they could write a statement to summarize that section of text. • After 3 or 4 minutes, invite students from different groups to share their ideas with the class—see <i>Love That Dog</i> summary notes (answers for teacher reference). • After students share out, ask them to record a summary statement for pages 8–11 as well as paraphrased details or quotes from the text in support of their summary. 	<ul style="list-style-type: none"> • To further support readers who struggle with fluency, consider having them read along with a partner who reads more fluently, or along with an audio recording of the text.
<p>B. Close Reading: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening” (35 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn to the Close Reading Questions and Notes starting on page 9 of their reader’s notebook. • Tell students they will be closely reading pages 6–11 of <i>Love That Dog</i> and one poem from the back of the book, “Stopping by Woods on a Snowy Evening.” • To model fluent reading, read “Stopping by Woods on a Snowy Evening” aloud as students follow along silently. • Then begin the close reading, using the Close Reading Guide: <i>Love That Dog</i> Pages 6–11 and “Stopping by Woods on a Snowy Evening” (for teacher reference). • After completing this close reading, give students specific positive feedback regarding their hard work closely reading and analyzing <i>Love That Dog</i> and the poem “Stopping by Woods on a Snowy Evening.” For example, revisit the Close Readers Do These Things anchor chart and point out the specific strategies you saw students’ using.. 	<ul style="list-style-type: none"> • For ways to support students during the close reading process, review suggestions in the right-hand column of the Close Reading Guide.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Revisiting the Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Focus them on the What Makes a Poem a Poem? anchor chart. Ask students: <ul style="list-style-type: none"> * “What do you notice about the <i>structure</i> of this poem?” • Add “examples/explanation” to the What Makes a Poem a Poem? anchor chart—see What Makes a Poem a Poem? anchor chart (completed; for teacher reference). • Listen for students to mention: <ul style="list-style-type: none"> – The poem rhymes (know/though/snow) – It has four stanzas with four lines per stanza – The poem tells a story • Next, to help students recognize that “Stopping by Woods on a Snowy Evening” has a regular <i>rhythm</i> (in contrast to the poem “The Red Wheelbarrow,” which they read during the previous lesson), have them read the first stanza of the poem aloud with you and clap/stomp on every other syllable so they can hear the consistent emphasis on specific syllables (e.g., students would clap/stomp on the following underlined words: “Whose <u>woods</u> these <u>are</u> I <u>think</u> I <u>know</u>; His <u>house</u> is <u>in</u> the <u>village</u>, <u>though</u>”). Students may need to read and clap/stomp several times before they get the rhythm. Be sure students don’t resort to a false sing-songy exaggeration of the rhythm; instead, practice reading it with them several different ways to see how you can tell Frost meant it to be read a certain way. • Then, add the definition and “examples/explanation” for “rhythm” to the What Makes a Poem a Poem? anchor chart—see What Makes a Poem a Poem? anchor chart (for teacher reference). • Next, direct students to review the questions and responses on their Close Reading Questions and Notes, in order to determine and discuss characteristics and examples/explanations that could be added to the anchor chart. Prompt students’ thinking by asking questions such as: <ul style="list-style-type: none"> * “In addition to the structure and rhythm, what other characteristic did you notice in the poems we read today?” * “How are ‘Stopping by Woods on a Snowy Evening’ and ‘The Red Wheelbarrow’ similar? How are they different?” • After 5 minutes, invite students from each group to share out. Add students’ ideas to the What Makes a Poem a Poem? anchor chart. Call attention to and add ideas from the teacher reference version of the chart that students do not mention. • Explain and model a Thumb-O-Meter for students. 	<ul style="list-style-type: none"> • Consider posting discussion questions to support visual learners. • To further support students with discussion, provide sentence starters and frames as needed.



Closing and Assessment (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Then, ask students to read each of the learning targets aloud chorally, and to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.• Review the homework task and provide clarification as necessary.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread pages 6–11 of <i>Love That Dog</i> and “Stopping by Woods on a Snowy Evening” aloud to practice fluent reading skills. Pick out one vivid word or phrase each from Jack’s poem “Blue Car, Blue Car” and one from “Stopping by Woods on a Snowy Evening” to add to the “Vivid Words and Phrases” section of your poetry journal.• Begin reading your book for independent reading.	<ul style="list-style-type: none">• To support struggling readers, consider providing a recorded version of the text and poems.



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Grade 4: Module 1B: Unit 1: Lesson 3

Supporting Materials



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Love That Dog:
Summary Notes
(Answers, for Teacher Reference)

Dates/Pages	Summary Statement	Details from the Text (2–3)
Oct. 17 (pp. 6–7)	Jack doesn’t understand the poem about snowy woods. OR Jack doesn’t want to write more about the blue car.	He asks what was up with the snowy woods poem. He asks why the person in the poem doesn’t just keep going. OR “And why do I have to tell more about the blue car...?” “I don’t want to write about that blue car ...”
Oct. 24–Nov. 6 (pp. 8–11)	Jack revises his blue car poem after reading a tiger poem.	“Here is the blue car with tiger sounds ...” Jack lets his teacher put his blue car poems on the board, but only if his name isn’t on them.



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

Total Time: 40 minutes

“Stopping by Woods on a Snowy Evening” and <i>Love That Dog</i> Pages 6–7		
Directions	Questions	Close Reading Guide
<p>Read the first two stanzas of “Stopping by Woods on a Snowy Evening” aloud with your teacher.</p> <p>Then, work together to respond to the questions on the right.</p>	<p>What is the setting of the poem? How can you tell?</p> <p>What is happening in the first stanza of the poem? What evidence from the poem supports your answer?</p>	<p>Read the first two stanzas aloud with students. Then read the first question aloud and remind students that “setting” includes both place <i>and</i> time.</p> <p>After 2 or 3 minutes, invite a few students to share their thinking whole group. Listen for:</p> <p><i>The setting is snowy woods in the evening:</i> <i>The woods—“Whose woods these are ...”</i> <i>Between woods and a lake—“Between the woods and frozen lake”</i> <i>Winter—“The darkest evening of the year.”</i></p> <p>Ask students if they know the date of the darkest day of the year/the time of year we get the least amount of daylight. Listen for, or tell students, that December 21 is the shortest day of the year.</p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)


“Stopping by Woods on a Snowy Evening” and <i>Love That Dog</i> Pages 6–7		
Directions	Questions	Close Reading Guide
		<p>Then read the second question aloud to students and clarify as necessary.</p> <p>After 2 minutes, cold call a few students to share their thinking aloud. Listen for ideas similar to:</p> <p><i>A person (who is traveling somewhere) stops to watch the snow fall in the woods, he says, “stopping here to watch ... woods fill up with snow.”</i></p>
<p>With your group members, chorally reread the second stanza aloud.</p> <p>Then, work together to answer the question on the right.</p>	<p>Why would the horse think it’s <i>queer</i> to stop in the woods? Support your response with details from the poem.</p>	<p>After students reread the second stanza, read the question aloud and point out the italicized word <i>queer</i>. Define “queer” for students as meaning “strange, odd, or unusual.”</p> <p>Give students 2 or 3 minutes to work with group members to answer the question then cold call a few students to share their ideas aloud. Listen for suggestions such as: <i>The horse might think it’s strange to stop in the woods because there is no shelter nearby—the poem says, “To stop without a farmhouse near”; he also probably thinks it’s odd to stop because it’s snowing, “woods fill up with snow,” and dark, “The darkest evening of the year.”</i></p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

“Stopping by Woods on a Snowy Evening” and *Love That Dog* Pages 6–7

Directions	Questions	Close Reading Guide
<p>Read the third stanza once through silently in your head. Then reread the third stanza with group members, taking turns to each read one line.</p> <p>After reading, work together to answer the questions on the right.</p>	<p>What words and phrases does Robert Frost use to describe what the horse is doing in the third stanza?</p>  <p>Creative Commons share-alike</p> <p>What do these words and phrases help you understand about how the horse feels about stopping in the woods?</p>	<p>After students read the third stanza independently then with group members, point out the phrase “harness bells” to them. Refer students to the inserted image. This will help students who are otherwise unfamiliar with the term.</p> <p>Then direct students to read and answer both questions.</p> <p>After 3 or 4 minutes, invite students from a variety of groups to share out their responses with the class.</p> <p>Listen for students to share ideas such as: <i>The words and phrases Robert Frost uses to describe what the horse is doing are: harness bells shake; “ask if there is some mistake.”</i></p> <p><i>I don’t think the horse feels like stopping in the woods, because the horse shakes the bells on its harness like it’s trying to get the narrator’s attention, or it’s trying to get the person to move on. It also says the horse is asking if there is some mistake.</i></p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

“Stopping by Woods on a Snowy Evening” and <i>Love That Dog</i> Pages 6–7		
Directions	Questions	Close Reading Guide
		Emphasize the importance of the use of imagery in conveying the idea that the horse is restless and wants to move on, “The imagery of the horse helps the reader infer that the animal is restless. The phrase ‘gives his harness bells a shake’ creates a vivid picture of what the horse does when the narrator stops.” If necessary, review the meaning of the word <i>imagery</i> by recalling the imagery used in “The Red Wheelbarrow” read in Lesson 2.



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

“Stopping by Woods on a Snowy Evening” and *Love That Dog* Pages 6–7

Directions	Questions	Close Reading Guide
<p>Read the fourth stanza aloud with a partner in your group, twice.</p> <p>Then work with your group members to respond to the questions on the right.</p>	<p>What words does the narrator of this poem use to describe the woods?</p> <p>Draw a quick sketch below to show what you think the woods look like, based on the words the narrator uses.</p> <p>How does the narrator feel about the woods? What makes you think so?</p> <p>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?</p>	<p>After students read the fourth stanza with partners, ask them to read the first question aloud with you. Then ask students to look back to the poem to answer the question.</p> <p>After 1 or 2 minutes, cold call a few students to share out words the narrator uses to describe the woods. Listen for: <i>Lovely, dark, deep.</i></p> <p>Ask students to consider then briefly discuss in groups what “Lovely, dark, and deep” woods might look like. After 1 minute, invite a few students to share their thinking aloud. Prompt students to create a quick sketch of the woods based on the narrator’s description. Emphasize that this is to be a quick sketch and is not about their artistic ability.</p> <p>Then focus students on the third question and ask them to discuss their thinking in groups before recording a response.</p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

“Stopping by Woods on a Snowy Evening” and *Love That Dog* Pages 6–7

Directions	Questions	Close Reading Guide
	What conflict is the narrator of this poem experiencing? How do you know?	<p>After 2 or 3 minutes, cold call a few students to share their answers aloud and listen for:</p> <p><i>I think he likes the woods because he describes them as “lovely.” He also says the woods are “dark, and deep” which are words that seem to describing something comfortable/relaxing.</i></p> <p>Read the fourth question aloud to students. Then ask students to read, think about, then discuss their ideas within groups.</p> <p>After 2 or 3 minutes, cold call several students to share their thinking out loud. Listen for ideas such as:</p> <p><i>I think the last two lines mean that he has obligations/somewhere he has to be, but he still has a long way to go before he gets to his destination.</i></p> <p>Read the last question about the fourth stanza aloud then focus students on the word <i>conflict</i> in this question. Define “conflict” for students as: a struggle that results from competing wants or needs.</p>



Close Reading Guide:
Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

“Stopping by Woods on a Snowy Evening” and <i>Love That Dog</i> Pages 6–7		
Directions	Questions	Close Reading Guide
		<p>Clarify as needed then ask students to work together to answer the last question.</p> <p>After 2 or 3 minutes, cold call a few groups to share their ideas aloud and listen for suggestions such as: <i>The narrator of this poem is struggling between his desire to stay in the “lovely, dark, and deep” woods and the fact that he has to move on/go somewhere else “miles to go before he sleeps.”</i></p>
<p>Go back to reread pages 6 and 7 of <i>Love That Dog</i> independently and silently in your head.</p> <p>Then, work with group members to answer the question on the right.</p>	<p>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?</p>	<p>After students reread pages 6 and 7 and discuss their thinking, invite a few students to share their ideas whole group. Listen for: <i>Jack doesn’t understand why the narrator of the poems doesn’t just keep going. He asks, “Why doesn’t the person just keep going if he’s got so many miles to go before he sleeps?”</i></p> <p>Point out to students that Jack is being a good close reader because he is asking clarifying questions about the poem. Explain that asking clarifying questions can support readers’ ability to gain a deeper understanding of a text. Then add “Ask clarifying questions to build understanding” to the Close Readers Do These Things anchor chart.</p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

<i>Love That Dog</i>, pages 8-9		
Directions	Questions	Close Reading Guide
<p>With group members, read “The Tiger” aloud, taking turns to each read one line.</p> <p>Then, independently reread pages 8 and 9 of <i>Love That Dog</i>, silently in your head.</p> <p>With a partner in your group, read Jack’s poem on page 8 aloud, taking turns to each read one full stanza.</p> <p>After reading the poem and pages 8 and 9, work with group members to answer the questions on the right.</p>	<p>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.</p> <p>What similarities do you notice between Jack’s revised “Blue Car, Blue Car” poem and “The Tiger”?</p>	<p>After students read “The Tiger” and pages 8 and 9, ask students to read the first question chorally aloud with you. Then, direct them to record a response to the first question.</p> <p>After 1 or 2 minutes, cold call a few students to share their answers aloud and listen for: <i>He likes the way it sounds/“it sounded good in my ears.”</i></p> <p>Next, focus students on the second question. Ask them to read the question aloud chorally with group members then to work together to write a response to the question.</p> <p>After 2 or 3 minutes, invite a few students to share their ideas whole group. Listen for suggestions like: <i>Jack’s poem and “The Tiger” both use the (rhyming) words “night” and “bright.”</i> <i>Jack repeats “blue car” just like the word “tiger” is repeated in the first line of the poem.</i></p>



Close Reading Guide:

Love That Dog Pages 6–11 and
“Stopping by Woods on a Snowy Evening”
(For Teacher Reference)

<i>Love That Dog</i>, pages 8-9		
Directions	Questions	Close Reading Guide
<p>Synthesize: With group members, review your responses to the above questions then discuss how you could respond to the question at the right.</p>	<p>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.</p>	<p>Read the synthesis question aloud to students and remind them that this question is similar to the synthesis question they answered on Jack’s Reflections notes in the previous lesson. Clarify as needed then ask students to work with group members to answer the question.</p> <p>After 3 or 4 minutes, invite students from a variety of groups to share their ideas with the class. Listen for ideas such as: <i>Jack has learned to repeat words/phrases, “Blue car” and “Like a comet in the night.”</i></p> <p><i>Jack has learned to use words that rhyme, “bright, night” “by, sky.”</i></p> <p><i>He has learned to use imagery: “shining bright,” “darkness,” “speeding by.”</i></p> <p>Congratulate students on their close reading of <i>Love That Dog</i> and “Stopping by Woods on a Snowy Evening.” Explain that students will need to refer to the responses in their notes from this close reading to add to the What Makes a Poem a Poem? anchor chart during the debrief.</p>