



EXPEDITIONARY
LEARNING

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

Using Evidence in Text-Based Discussions: How Jack's Attitude Towards Poetry is Changing



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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 analyze how Jack's attitude toward poetry is changing, using evidence from the text.
- I can identify characteristics of poetry by analyzing the poem "Dog."
- I can explain what Jack understands about poetry, based on evidence from *Love That Dog*.

Ongoing Assessment

- Summary notes
- Students' references to Text Evidence sentence strips in discussion
- Jack's Reflections notes: "Dog" by Valerie Worth
- What Makes a Poem a Poem? anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading Aloud and Summarizing: <i>Love That Dog</i> Pages 12–19 (10 minutes)B. Text-Based Discussion: How Is Jack's Attitude toward Poetry Changing? (20 minutes)C. Poetry Analysis: "Dog" by Valerie Worth (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Revisiting Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 12–19 of <i>Love That Dog</i> and "Dog"; add one vivid word or phrase to your poetry journal.B. Complete Poetry Task 2 in the "My Poems" section of your poetry journal.	<ul style="list-style-type: none">• This lesson follows a pattern similar to that of Lesson 2. Students first read and summarize pages 12–19 of <i>Love That Dog</i>. But in this lesson, students then engage in a brief text-based discussion to analyze Jack's character development, before moving on to analyze a poem that is referred to in the novel (in this case, the poem "Dog" by Valerie Worth) to consider what Jack has learned about poetry.• This discussion is focused on how Jack's attitude toward poetry is changing. Students base their explanation on evidence from the text. For this first discussion, students are given quotes from the text on sentence strips to cite as evidence. Later, in Unit 2, students will gather their own evidence to support a similar text-based discussion. This provides a gradual release of responsibility as students learn how to support their thinking with evidence from the text.• In advance:<ul style="list-style-type: none">– Copy on the board or display the Directions for Text-Based Discussion.– Copy and cut apart one complete set of sentence strips per group.– Review the What Makes a Poem a Poem? anchor chart (completed; for teacher reference; from Lesson 2) to see examples of additions to this anchor chart added in this lesson.– Review Fist-to-Five in Checking for Understanding Techniques (see Appendix).– Post: Guiding questions anchor chart, learning targets, Close Readers Do These Things anchor chart, What Makes a Poem a Poem? anchor chart, and I Notice/I Wonder anchor chart.



Lesson Vocabulary	Materials
free verse, imagery; lolls, alert, fly, rolls, carefully, afternoon	<ul style="list-style-type: none">• <i>Love That Dog</i> (book; from Lesson 2; one per student)• Reader's notebook (from Lesson 1; students' own)<ul style="list-style-type: none">– <i>Love That Dog</i> summary notes (from page 2-5 of the reader's notebook; one to display)– Jack's Reflections notes: "Dog" (from page 7 of the reader's notebook; one to display)• <i>Love That Dog</i> summary notes (answers, for teacher reference)• Discussion Norms anchor chart (from Lesson 1)• Directions for Text-Based Discussion (for teacher reference)• Textual Evidence sentence strips (one complete set cut apart per group; one uncut set for teacher reference)• Document camera• Close Readers Do These Things anchor chart (from Lesson 2)• Jack's Reflections notes: "Dog" (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)• Sticky notes (small- 1 ½" x 2"; 3-4 per student)• I Notice/I Wonder anchor chart (from Lesson 1)• Poetry Task 2 (one per student; for homework)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the learning targets:<ul style="list-style-type: none">* "I can analyze how Jack's attitude toward poetry is changing, using evidence from the text."* "I can identify characteristics of poetry by analyzing the poem 'Dog.'"* "I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>."• Point out that the first two learning targets are similar to ones students have worked toward in the previous two lessons. Then ask them to consider and discuss in groups what they think they will be doing that's similar to and different from previous lessons.• After 1 minute, invite a few students to share whole group. Listen for students to mention that they will probably read and reread a section of <i>Love That Dog</i> to explain what Jack understand about poetry and to identify characteristics of poetry, as in previous lessons. But they will be analyzing a new poem called "Dog" and discussing how Jack's attitude toward poetry is changing.• Underline the word <i>evidence</i> in the first learning target. Ask students to talk in groups about what this word means.• After a minute, invite a few students to share out their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– "Evidence means clues that you can see."– "Evidence is details from the text."– "Evidence is facts that help you figure out if something is true."• Explain that in these learning targets, the word <i>evidence</i> means details from the text that support students' responses to questions about the novel. Emphasize that if students' responses are based on specific evidence from the text, this will help them to keep thinking about the actual words and ideas in the text, which will help them understand Jack better. As fourth-graders, they will spend a lot of time practicing explaining evidence in text.• Tell students that throughout fourth grade, they will be required to write and speak about texts using evidence. Today is a great opportunity for them to practice discussing a text using details from the text.	<ul style="list-style-type: none">• Locate and display images of key words from the targets to support visual and second language learners.



Work Time	Meeting Students' Needs
<p>A. Reading Aloud and Summarizing: <i>Love That Dog</i> Pages 12–19 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their text <i>Love That Dog</i> and reader's notebook and join their reading groups.• Ask students to turn to page 12. Invite them to chorally read aloud pages 12–19 with you.• After reading, pause to ask students to turn and talk with a partner about the gist of this section of the text:<ul style="list-style-type: none">* “What were these pages mostly about?”• After 1 minute, invite a few students to share their ideas whole group. Listen for them to mention that these pages are about how Jack likes the small poems, or similar ideas.• Next, ask students to turn to the <i>Love That Dog</i> summary notes on pages 2-5 of their reader's notebook. Focus students on the three rows of their notes dated “Nov. 9–Nov. 22 (pp. 12–14),” “Nov. 29 (pp. 15–16),” and “Dec. 4–Dec. 13 (pp. 28–30)” then ask them to circle or star these dates to help focus their attention on the rows they will need to add summary statements and details to.• Tell students that now that they have the gist of this section, they will reread and work with group members to summarize and add details to their notes, as they have done in previous lessons. Remind them to record mostly paraphrased details and no more than one short, relevant quote in support of their summary statements.• Clarify as needed then release students to work in groups. Circulate to provide support.• After 6 or 7 minutes, cold call students from a variety of groups to share out the summary statements and supporting details that they added to their notes. See <i>Love That Dog</i> summary notes (answers for teacher reference) for ideas students may share.	<ul style="list-style-type: none">• Provide sentence frames to allow all students access to the conversation. Example: “A summary of pages ____ is____, and the details that support this summary are ____.”



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Based Discussion: How Is Jack's Attitude toward Poetry Changing? (20 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Discussion Norms anchor chart. Briefly give positive feedback on a few norms you have seen students following well in their small group discussions, and review expectations for discussions. Remind students that today they will be paying particular attention to the norm "Everyone should show specific details or evidence from the text to support his or her thinking."• Distribute a set of Textual Evidence sentence strips to each group of students.• Point out the Directions for Text-Based Discussion written on the board or displayed with a document camera:<ol style="list-style-type: none">1. Read each sentence strip aloud with your group.2. Sequence the strips based on the order of events in the novel (reference the novel as needed).3. Think about the question posed by the teacher.4. Reread the strips to find the evidence that best supports a response to the question.5. Take turns sharing your response to the question with your group. Point out the evidence strip(s) that support your answer.• Review the directions and explain that first you would like them to complete steps one and two only with their groups. Clarify these steps as needed and encourage students to look back in the novel, locate each quote in the text, and reread that page of text if needed.• Invite groups to take 5 minutes to complete steps one and two: reading and sequencing the strips. Circulate to probe or coach as needed, but don't give the answers.• Call on a few groups to share their sequences. Confirm the sequence of events (based on the complete and uncut set of Textual Evidence strips), and which event each quote is referring to.• Tell students that you are going to ask them to discuss a question in small groups. They will use the evidence from their sentence strips to support their response to the question. To model this for students, pose the following question:<ul style="list-style-type: none">* "How did Jack feel about poetry at the very beginning of the book?"	<ul style="list-style-type: none">• To provide further support for ELLs or students who struggle with discussion, provide students with sentence stems like the following: "I think Jack _____ because _____."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite a few volunteers to share their answers. If one of these students directly references a sentence strip in his or her answer, point this out for the class. If not, model how to specifically reference a sentence strip when answering: "I think Jack did not like poetry at the beginning of the book because he said, 'I don't want to because boys don't write poetry.'" As you model, use a document camera to display and reference the corresponding sentence strip.• Have students quickly turn to a neighbor and describe what they saw you do during your modeling. Call on a student to share their observations. Listen for students to notice that you verbally and physically referenced a sentence strip as evidence for your response.• Draw students' attention to the Close Readers Do These Things anchor chart and add the following to the anchor chart "When discussing a text, refer to evidence in the text that supports your thinking."• Next, write the following question on the board:<ul style="list-style-type: none">* "How is Jack's attitude toward poetry changing?"• Underline the word <i>attitude</i> and ask:<ul style="list-style-type: none">* "What does the word 'attitude' mean?"• Call on a few students to share their ideas. Then clarify that attitude is a person's way of thinking about something or their behavior toward something.• Remind students to point to the sentence strips that support their responses as they discuss.• Give students about 5 minutes to discuss the question in their small groups. As they discuss, circulate and listen to observe students' ability to refer to and incorporate the Textual Evidence sentence strips.• Refocus students' attention whole group. Call on a few groups to share their responses, prompting them to name specific sentence strips that support their thinking. Listen for students to articulate something similar to the following: "I think Jack didn't like poetry in the beginning, but he is starting to like it a little more after reading some poems and writing his own."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Help them cite examples from the sentence strips to support their thinking:<ul style="list-style-type: none">– At first he didn't like poetry or want to write it because he said, 'I don't want to because boys don't write poetry' and 'I tried. Can't do it. Brain's empty.'– Then he wrote his own poem but didn't want his teacher to share it. He said, 'Do you promise not to put it on the board?'– Then he read a few more poems that he liked: 'I did not really understand the tiger tiger burning bright poem but at least it sounded good to my ears' and 'I liked the small poems we read today.'– Then he decided to let his teacher post his poem on the board. He said, 'I guess you can put it on the board if you want to but don't put my name on it.'"	



Work Time (continued)	Meeting Students' Needs
<p>C. Poetry Analysis: “Dog” by Valerie Worth (20 minutes)</p> <ul style="list-style-type: none"> Remind students of the guiding question “What makes a poem a poem?” as well as the first and second learning targets. Ask students to take a minute to consider and briefly discuss in groups how they have met these targets in previous lessons. Then invite a few students to share out. Listen for students to mention that they reread to capture notes about Jack's impressions of a poem, then read and annotated the poem themselves to draw their own conclusions about what poetry is. Next, display and ask students to turn to the page titled Jack's Reflections notes: “Dog” by Valerie Worth on page 7 in their reader's notebooks. Point out that this page looks similar to students' previous notes page, for “The Red Wheelbarrow” (“What Jack says about poetry...”, “What Jack writes.../What we can infer...” and “Synthesize”). Ask students to turn to page 15 of <i>Love That Dog</i> and prepare to read the text aloud chorally. Ask them to look and listen for things that Jack says that shows that he has learned something about poetry as the class reads together. Start the choral reading with “I liked those small poems ...” on page 15 and end on page 18 after reading, “Like how I wrote it the first time.” Pose the following question for students to discuss with their groups. Remind them that close readers refer back to evidence in the text during discussions. <ul style="list-style-type: none"> * What does Jack say on pages 15 and 18 that show he has learned something about poetry? Invite students to begin their brief discussion. Circulate to listen in and offer guidance as needed. After 3 minutes, invite a few groups to share their ideas whole class then ask students to record paraphrased and relevant, short quotes from the text into the first box, “What Jack says about poetry...” Model as necessary; see Jack's Reflections notes: “Dog” by Valerie Worth (answers for teacher reference). Explain to students that before they complete the second box (“What Jack writes/ What we can infer ...”), they will need to analyze characteristics of poetry found in the poem that Jack read, “Dog”, by Valerie Worth. Then review the literary terms on the What Makes a Poem a Poem? anchor chart: structure, line, stanza, free verse, imagery, rhythm, narrative poem, rhyme, and repetition. Remind students that identifying and explaining specific characteristics of the poem will help them to infer what Jack learned when he read the small poems then wrote about them. Ask students to find the poem “Dog” by Valerie Worth in the back their text, and to read along silently as you read the poem aloud to them. Pause only where there is punctuation (commas, semicolons, colon, and period). 	<ul style="list-style-type: none"> Consider rereading the text aloud to small groups of struggling readers, then lead them through a discussion of what Jack says/writes, by asking questions such as: What does Jack say/write about the poem? How do you know? Consider supporting struggling writers by annotating with them and/or adding one or two annotations to the poem in advance.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to turn a talk with a partner about what they liked about the poem and what images came to mind as they listened to it read aloud. Give students a few minutes to share, then call on a few students to share what they liked most about the poem and the images it created for them. • Tell students that they will have a chance to annotate this poem. But first you would like to notice a characteristic of poetry specifically related to how poems are read. Ask students to listen as you read the poem aloud once more and notice where you pause. Students should notice that you pause your reading not at the end of the lines, but in accordance with punctuation: commas, semicolons, colon, and period. • Explain that even though poems are often written in short lines (such as “Dog” and “The Red Wheelbarrow”), the lines do not tell the reader where to pause. Just as with prose, in poetry the punctuation tells the reader how to read the poem. The punctuation is a part of the poem’s structure (as are lines and stanzas). • Remind students that “The Red Wheelbarrow” was read as one long sentence, because the only punctuation was a period at the end. Briefly flip to “The Red Wheelbarrow,” point out the punctuation at the end, and reread this poem. • Direct students’ attention to the What Makes a Poem a Poem? anchor chart. In the row for “Dog,” add the word <i>structure</i> with a bullet and the word <i>punctuation</i> underneath with a definition in the column for characteristics. Then add an example/explanation from the poem—see What Makes a Poem a Poem? anchor chart (for teacher reference). • Review the characteristics of poetry noted on the anchor chart that they have learned so far: <i>structure</i>, <i>line</i>, <i>stanza</i>, <i>free verse</i>, <i>imagery</i>, <i>rhythm</i>, <i>narrative poem</i>, <i>rhyme</i>, and <i>repetition</i>. Tell students that now it is their turn to annotate the poem “Dog” and look for more characteristics of poetry with a partner. • Distribute sticky notes and clarify directions and expectations as needed. Then ask students to begin working with a peer in their group to annotate the poem “Dog.” Circulate to offer guidance and support. • After 3 or 4 minutes, cold call members from different groups to share out “Examples/Explanation” of the “structure,” “free verse” style, and “imagery” in the poem “Dog”—see What Makes a Poem a Poem? anchor chart (for teacher reference) for examples/explanations students may share—and synthesize to add students’ thinking to the anchor chart. • Then ask students to turn back to page 15 of <i>Love That Dog</i>. Tell students that now that they have revisited characteristics of poetry and listed examples/explanations of those characteristics from “Dog,” the class can revisit novel and make inferences about what Jack learned about poetry from reading Valerie Worth’s poem. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to follow along silently as you reread pages 15 and 16 aloud.• Then ask students to discuss in groups:<ul style="list-style-type: none">* "What do you notice about how Jack uses characteristics similar to 'Dog' in his own writing?"• After 2 or 3 minutes, invite students to share out what they notice about Jack's writing. Listen for students to notice his use of imagery, "yellow dog", "tongue all limp", "comp at a fly". Then, ask:<ul style="list-style-type: none">* "Based on what Jack says and his writing what are some things we can infer that he learns about poetry in this section of the text?"• Ask students to take 5 minutes to discuss with their groups.• Then refocus students whole group to complete the second box "What we can infer..." as a class.• Once the second box is filled in, focus students on the last box of the reflection notes, "Synthesize," and ask them to discuss:<ul style="list-style-type: none">* "What do you think Jack has learned about poetry based on what he says about small poems?"• Remind students to use evidence from the text, their notes, and the What Makes a Poem a Poem? anchor chart to support their discussions.• After 2 minutes, invite several students to share their thinking aloud then ask students to independently record an answer in the "Synthesize" box of their notes. Remind students that their responses should include key words from the prompt and be supported by details from the text, their reflection notes, and the poetry anchor chart.• As time allows, invite students to share their synthesis statements in groups and/or with a partner outside of their group then revise as needed, based on ideas they heard from peers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Revisiting Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to quickly pair up with a student who is <i>not</i> a member of their regular group. • Then, focus students' attention on the I Notice/I Wonder anchor chart and ask them to consider then discuss with their partner: "What did you notice and what do you wonder about the poem 'Dog' by Valerie Worth?" • After 1 or 2 minutes, invite students to share an idea they heard from their partner and add students' thinking to the anchor chart. • Have students reread the learning targets and give you a Fist to Five to indicate their progress towards these targets. • Review the homework assignment and clarify tasks as necessary. 	<ul style="list-style-type: none"> • To further support students during the discussion, provide sentence starters as needed. Example: "After reading 'Dog,' I notice that poetry ..." "Now I wonder if poetry ..."
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 12–19 of <i>Love That Dog</i> and the poem "Dog" aloud to someone at home or in front of the mirror to practice fluency. Pick out one vivid word or phrase from the poem "Dog" to add to the "Vivid Words and Phrases" section of your poetry journal. • Complete Poetry Task 2 in the "My Poems" section of your poetry journal. <p><i>Note: In Lesson 5, students will take their first assessment. Prepare students in advance by explaining that there will be an assessment in the next lesson, and that this is simply an opportunity to show what their progress towards the learning targets (RL.4.1 and RL.4.3).</i></p>	<ul style="list-style-type: none"> • To support struggling readers, consider providing a recorded version of the text and poem for students to read along with. • Consider providing a partially completed poetry task, or help students start the task before the end of the school day, to support individuals who have difficulty completing work independently.



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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)
Nov. 9–Nov. 22 (pp. 12–14)	Jack doesn't want to write a poem about a pet.	"I can't write a POEM about one." Jack used to have a pet but doesn't want to write about it.
Nov. 29 (pp. 15–16)	Jack liked the new poems he read.	"I liked those small poems we read today." He says that he really likes the dog poem because it reminds of him of his dog.
Dec. 4–Dec. 13 (pp. 17–19)	Jack lets his teacher put what he wrote about reading small poems on the board.	"I guess you can put it on the board ..." Jack says it does look like a poem when it's typed up. Jack tells his teacher that it might look better if there was more space between the lines.



Directions for Text-Based Discussion
(For Teacher Reference)

Teacher Directions: Write the directions below on the board in advance of the lesson, or display during the lesson with a document camera.

Directions for Text-Based Discussion

1. Read each sentence strip aloud with your group.
2. Sequence the strips based on the order of events in the novel (reference the novel as needed).
3. Think about the question posed by the teacher.
4. Reread the strips to find the evidence that best supports a response to the question.
5. Take turns sharing your response to the question with your group. Point out the evidence strip(s) that support your answer.



Textual Evidence Sentence Strips:

Love That Dog

Teacher Directions: Copy enough sentence strips for each group to have one set. Before the lesson begins, cut apart the strips and place each complete set in an envelope (or clip together with a paperclip).

“I don’t want to because boys don’t write poetry.” p. 1

“I tried. Can’t do it. Brain’s empty.” p. 2

“Do you promise not to put it on the board?” p. 4

“I did not really understand the tiger tiger burning bright poem but at least it sounded good to my ears.” p. 8

“I liked the small poems we read today.” p. 15

“I guess you can put it on the board if you want to but don’t put my name on it.” p. 17



Jack's Reflections Notes: "Dog" by Valerie Worth
(Answers, for Teacher Reference)

Focus Question: What has Jack learned about poetry?

What Jack says about poetry...	Page
"When they're small like that you can read a whole bunch"	15
Small poems make pictures in your head.	15
"I guess typed up it does look like a poem."	18

What Jack writes...	What we infer...
"yellow dog"; "tongue all limp"; "chomps at a fly"	Jack has noticed how poems use imagery to make pictures in the reader's head.



Poetry Task 2

1. Think about a pet you have had OR an object that is special to you.
2. Write the name of your pet OR the object at the top of a blank page in the “My Poetry” section of your poetry journal.
3. Brainstorm and record a list of at least 10 words and/or phrases you could use to describe your pet OR object (HINT: think about *imagery*, words that help a reader see, hear, feel, smell, and taste what is being described).
4. Use the words and phrases you brainstormed to write a *free verse poem*, with at least five lines, that will help your reader imagine your pet OR the object in your poem.