



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 1B: Unit 1: Lesson 6**

## **Reading Closely and Shared Writing: *Love That Dog*, Pages 25–30**



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

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 produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)

I can draw evidence from literary texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can summarize pages 25–30 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*.
- With peers, I can write a paragraph to explain what Jack has learned about poetry, based on his poem “You Come Too.”

Ongoing Assessment

- Summary notes
- Close Read Questions and Notes: *Love That Dog*, pages 25–30
- Topic Expansion graphic organizer
- What Makes a Poem a Poem? anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reading Aloud and Summarizing: <i>Love That Dog</i>, Pages 25–30 (10 minutes)</li> <li>B. Close Reading: <i>Love That Dog</i>, Pages 25–30 (20 minutes)</li> <li>C. Shared Writing: What Has Jack Learned about Poetry? (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Revisiting Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 25–30 of <i>Love That Dog</i> aloud to practice fluency; add one vivid word or phrase to your poetry journal.</li> <li>B. Complete Poetry Task 3 in the “My Poetry” section of your journal.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• For Lessons 6–8, students continue to consider what Jack has learned about poetry. Over the course of this unit, this focus question has allowed them to analyze Jack’s growing knowledge about poetry while building their own. In Unit 2, students will shift to focus on a deeper character analysis of Jack, by considering what has inspired him as a writer. Students’ learning throughout Unit 1 -- their strengthened knowledge of poetry, close reading strategies, summarization skills, and ability to use evidence from the text to support their thinking – will prepare them for this deeper and more independent analysis of novel in Unit 2.</li> <li>• This lesson follows a pattern similar to that of Lesson 3. Students first summarize, then participate in a close reading of pages 25–30 of <i>Love That Dog</i>. Then, they use details from their close reading note-catchers to engage in a shared writing experience to explain: “What can you infer that Jack learned about poetry, based on his poem ‘You Come Too’?” This close reading and shared writing supports students’ ability to analyze text and organize and write a complete paragraph for the end of unit assessment in Lesson 8.</li> <li>• The purpose of the shared writing experience in Work Time C is to help students recognize the characteristics of a quality paragraph and to practice planning and developing a written piece. In shared writing, the teacher and students plan and compose text together, with both contributing their thoughts and ideas to the process while the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students, which allows students to focus on both the thinking and process involved in writing.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• During this shared writing experience, students are introduced to the use of models as mentor texts during writing instruction. Using strong models gives students a concrete example of the high quality work that will be expected in a particular task. Careful guided analysis of a model can have a powerful impact on student's work (especially when strong student work is used as a model). Analyzing a model helps students identify and deconstruct the qualities of strong writing. In this particular lesson, students use a model paragraph that is written about the topic of how poetry and prose differ. This is done for two purposes. First, the content of the model paragraph reinforces the knowledge students have been building about poetry during the unit. Second, the structure of the model helps students analyze what makes a strong paragraph. Since students are already familiar with the topic, students are able to focus more quickly on structure, without spending too much time having to make sense of the paragraph itself.</li><li>• In advance:<ul style="list-style-type: none"><li>– Create a new anchor chart: Quality Paragraphs.</li><li>– Post: Learning targets, What Makes a Poem a Poem? anchor chart, Close Readers Do These Things anchor chart, Quality Paragraphs anchor chart (new).</li><li>– Post a piece of chart paper or prepare an interactive whiteboard for shared writing.</li></ul></li></ul>



Lesson Vocabulary	Materials
summarize, details, explain, understands, peers, paragraph, structure, imagery, synthesize, indented, topic sentence, main idea, conclude, conventional (errors)	<ul style="list-style-type: none"><li>• <i>Love That Dog</i> (book; from Lesson 2; one per student)</li><li>• What Makes a Poem a Poem? anchor chart (begun in Lesson 2)</li><li>• What Makes a Poem a Poem? anchor chart (completed; for teacher reference; from Lesson 2)</li><li>• Reader's notebook (from Lesson 1; students' own)<ul style="list-style-type: none"><li>– <i>Love That Dog</i> summary notes (from pages 2-5 of the reader's notebook)</li><li>– Close Read Questions and Notes: <i>Love That Dog</i>, pages 25–30 (from pages 14-16 of the reader's notebook)</li></ul></li><li>• <i>Love That Dog</i> summary notes (answers, for teacher reference)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Colored pencils, crayons, or markers (for each student or group to share)</li><li>• Close Reading Guide: <i>Love That Dog</i>, pages 25–30 (for teacher reference)</li><li>• Sample quality paragraph (one to display and one per group)</li><li>• Quality Paragraphs anchor chart (new; teacher created)</li><li>• Quality Paragraphs anchor chart (for teacher reference)</li><li>• Topic Expansion graphic organizer (one per group)</li><li>• Topic Expansion graphic organizer (sample answers, for teacher reference)</li><li>• Chart paper or Interactive White Board (for shared writing)</li><li>• Poetry Task 3 (one per student; for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite volunteers to read each learning target aloud. Ask students to pay attention to familiar vocabulary words from the target and be ready to share the meaning.<ul style="list-style-type: none"><li>* “I can summarize pages 25–30 of <i>Love That Dog</i>, based on evidence from the novel.”</li><li>* “I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>.”</li><li>* “With peers, I can write a paragraph to explain what Jack has learned about poetry, based on his poem ‘You Come Too.’”</li></ul></li><li>• Ask students to discuss with group members:<ul style="list-style-type: none"><li>* “Based on our previous lessons, which of these targets are familiar to you?”</li><li>* “What do you think we will be doing in this lesson?”</li><li>* “What questions do you have about what we will be doing in this lesson?”</li></ul></li><li>• After 2 or 3 minutes, invite members from a variety of groups to share their ideas and questions whole class. Clarify any misconceptions students may have about the targets then ask them to prepare for the first read and reread of new pages from <i>Love That Dog</i>.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Aloud and Summarizing: <i>Love That Dog</i>, Pages 25–30 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the first learning target then cold call a few students to share out how they have typically started their close reads of sections from <i>Love That Dog</i>. Listen for students to mention reading the section aloud, determining the gist, and then summarizing chunks of text.</li><li>• Ask students to turn to page 25 of their books and to read aloud pages 25–27 with you. Pause at the end of page 27 and ask students: “What is the gist of these pages?”</li><li>• After 1 minute, invite a few students to share their ideas whole group. Listen for them to mention that these pages are a poem Jack wrote about going to get a new dog.</li><li>• Then, ask students to follow along silently as you read pages 28–30 aloud. Once again, pause at the end of page 30 and ask students to consider and discuss in groups what the gist of these pages is.</li><li>• After 1 minute, cold call a few students to share out and listen for ideas such as:<ul style="list-style-type: none"><li>– “Jack lets his teacher put up his poem.”</li><li>– “Jack calls his new poem ‘You Come Too.’”</li></ul></li><li>• Next, ask students to turn to the <b><i>Love That Dog</i> summary notes</b> on pages 2–5 of their <b>reader’s notebooks</b>. Focus students on the rows of their notes dated “Jan. 24 (pp. 25–27)” and “Jan. 31–Feb. 7 (pp. 28–30)” then ask them to circle or star these dates to focus their attention on the rows they will need to add summary statements and details to.</li><li>• Briefly explain to students that they are to reread and work with group members to summarize and add details to their notes, just as they have done in previous lessons. Clarify as needed then release students to work with group members. Circulate to offer guidance and support.</li><li>• After 5 or 6 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 <b><i>Love That Dog</i> summary notes (answers for teacher reference)</b> for ideas students may share.</li><li>• Then, ask students to prepare for a close reading of pages 25–30 of <i>Love That Dog</i>.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters to allow all students access to the conversation. Example: “These pages are mainly about how Jack ...”</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Close Reading: <i>Love That Dog</i>, Pages 25–30 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students of the second learning target then bring their attention to the <b>Close Readers Do These Things anchor chart</b> and ask them to consider and discuss in groups: <ul style="list-style-type: none"> <li>* “How does rereading sections of <i>Love That Dog</i> more closely support your understanding of the story and/or the main character, Jack?”</li> </ul> </li> <li>After 1 minute, invite a few students to share their ideas whole class.</li> <li>When students are ready, distribute <b>colored pencils, crayons, or markers</b> and ask students to turn to the <b>Close Read Questions and Notes: <i>Love That Dog</i>, pages 25–30</b> on pages 14–16 in their reader’s notebooks. Then, begin the close reading using the <b>Close Reading Guide: <i>Love That Dog</i>, pages 25–30 (for teacher reference)</b>.</li> <li>Afterward, give students specific positive feedback regarding moves they made as close readers. Then ask students to prepare for a shared writing experience.</li> </ul>	<ul style="list-style-type: none"> <li>Review suggestions in the “Teacher Notes” of the Close Reading Guide for ways to support students during the close reading.</li> <li>Work with small groups and/or individual students who may need more support.</li> </ul>
<p><b>C. Shared Writing: What Has Jack Learned about Poetry? (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Refocus students whole group and remind them of the third learning target.</li> <li>Tell students that for the last few lessons they have been focusing on close reading and the characteristics of poetry. Explain today they will be shifting to focus on the qualities of writing a paragraph in prose. Note that students like already know a lot about writing paragraphs, but that today they will be reviewing and refreshing these skills. Explain that the ability to write a quality paragraph is very important because it is the foundation of most of the writing they will do in school as well as the writing they will need to do as adults in college and in a career.</li> <li>Go on to explain that for the upcoming end of unit assessment, they will be asked to independently write a paragraph to explain what Jack has learned about poetry throughout the entire first half of the novel <i>Love That Dog</i>. So today they will participate in a shared writing experience on a small part of the book to learn how to identify relevant details, organize their ideas, and write a quality paragraph to explain what Jack has learned about poetry, based on his poem “You Come Too,” which they just finished reading closely.</li> <li>Tell students that before they begin planning and writing a quality paragraph, it is important for them to review their understanding of what a “quality paragraph” is. Ask students to turn and talk with a partner about the following prompt: <ul style="list-style-type: none"> <li>* What are the qualities of a strong paragraph?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post directions for student reference.</li> <li>Post discussion questions for student reference.</li> <li>Provide sentence starters to allow all students access to the conversation. Examples: “The paragraph looks like ...” or “The paragraphs begins/ends by ...”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students a few minutes to discuss, and then cold call a few pairs to share their thinking. List their responses on the board temporarily. Listen for students to list the following ideas (note student explanations of the qualities below is not likely to include the same terminology:<ul style="list-style-type: none"><li>– The first sentence of the paragraph should be <i>indented</i>.</li><li>– Writing should include a <i>topic sentence</i> that states the <i>main idea</i>.</li><li>– Writing should include at least three <i>details</i> that tell more about the main idea.</li><li>– Paragraph should <i>conclude</i> with a sentence that restates the main idea and/or explains why the topic matters.</li><li>– It should be written in complete sentences with <i>few conventional errors</i>.</li></ul></li><li>• Display and distribute the <b>sample quality paragraph</b> and draw students' attention to the new <b>Quality Paragraphs anchor chart</b>.</li><li>• Then, ask students to complete the following in groups:<ol style="list-style-type: none"><li>1. Independently read the sample quality paragraph once.</li><li>2. Discuss what you notice about the paragraph:<ul style="list-style-type: none"><li>• What does the paragraph look like?</li><li>• How does the paragraph begin and end? What is similar/different about the first and last sentences?</li><li>• What kinds of details are included in the paragraph?</li><li>• How do the details connect to the first and last sentences of the paragraph?</li></ul></li></ol></li><li>• Clarify as needed then ask students to work with group members to identify characteristics of a quality paragraph. Circulate to offer support.</li></ul>	<ul style="list-style-type: none"><li>• Note which ideas students omit from the list above. Do not name these for students as you will spend time identifying these qualities from the model paragraph. Qualities that students omit may need more instructional time during analysis of the model paragraph.</li><li>• If a significant number of students struggled with writing complete sentences on the mid-unit assessment, consider spending some additional instructional time on sentence construction.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After 3 minutes, invite groups to share out their thinking with the class. Add students' ideas to the Quality Paragraphs anchor chart—see <b>Quality Paragraphs anchor chart (for teacher reference)</b>. Point out and add to the chart any characteristics on the teacher reference that students do not mention or cannot name accurately, such as: <i>indented</i>, <i>topic sentence</i>, <i>main idea</i>, <i>conclude</i>, <i>language (appropriate to audience)</i>, <i>conventional (errors)</i>.</li> <li>• Once students have identified and are clear about the characteristics of a quality paragraph, explain that now they are going to work together as a class to write a paragraph that explains what they can infer Jack has learned about poetry, based on the poem he wrote called “You Come Too.”</li> <li>• Display and distribute the <b>Topic Expansion graphic organizer</b> then tell students that good writers take time to think about what they want to say before writing and that generating and organizing ideas in advance supports their ability to craft a stronger, richer piece of writing.</li> <li>• Orient students to the graphic organizer by first pointing out the large box on the left, “Main Idea.” Ask students to quickly discuss in groups what they notice about this box then invite a few students to share out. Listen for:             <ul style="list-style-type: none"> <li>– “It has a question for the main idea.”</li> <li>– “The topic sentence in the box answers the question.”</li> <li>– “There are words from the question in the sentence.”</li> </ul> </li> <li>• Focus students specifically on the fact that the topic sentence in the box uses key words from the main idea question. Tell them that a good topic sentence includes key words from the prompt (in this case a question) so that the reader knows what the piece will be about.</li> <li>• Then, point out the “Detail” boxes to students and draw their attention to the blank lines and phrase “Example from the text.” Explain that students will look back at their note-catchers from their close reading to determine and record a general detail in support of the main idea as well as a specific example from the text that is related to the detail.</li> <li>• Model using a think-aloud to complete the first box. For ideas, see <b>Topic Expansion graphic organizer (sample answers, for teacher reference)</b>. Continue modeling as needed or release students to work with group members to record a detail and example in the remaining “Detail” box(es). Circulate to support as needed.</li> <li>• Once student groups have recorded their thinking into the graphic organizer, cold call a few groups to share their thinking whole class. Synthesize to add students' ideas to the displayed graphic organizer. See Topic Expansion graphic organizer (sample answers, for teacher reference) for ideas students may share.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Focus students on the large box on the right of the graphic organizer, “Concluding Statement.”</li><li>• Explain that a concluding statement is a sentence that restates the main idea of paragraph (What?) and can be used to explain the “So what?”—why the topic matters—to the reader.</li><li>• Ask students to work with group members to look back at the topic sentence, details, and examples on their graphic organizers then consider and discuss:<ul style="list-style-type: none"><li>* “What sentence could we write to restate the main idea (What?) and explain why it matters (So what?) that Jack has learned about poetry?”</li></ul></li><li>• After 2 or 3 minutes, invite a few groups to share their ideas aloud—see Topic Expansion graphic organizer (sample answers, for teacher reference). Synthesize students’ thinking to record a “Concluding Statement” onto the displayed graphic organizer.</li><li>• Explain to students that they are going to work together as a class to use the ideas from their graphic organizers to develop a quality paragraph that explains what they can infer Jack has learned about poetry, based on his poem “You Come Too.”</li><li>• Begin by indenting to write the provided topic sentence from the graphic organizer onto a large piece of <b>chart paper</b> then tell students that they will refer to the details and examples from their own graphic organizers to develop sentences that support the main idea.</li><li>• Before students begin trying to craft detail sentences in groups, help them recognize that detail sentences can be organized differently by bringing their attention back to the sample quality paragraph. Ask students to read the second and third sentences aloud: “For one, poetry has a different structure from prose. Poems have stanzas and lines or can be written in a shape, but prose is written using complete sentences organized into paragraphs.” Point out that Sentence 2 is a more general detail that supports the main idea and it is followed by a separate but related and specific example.</li><li>• Then, point out the fourth sentence: “Also, some poetry includes rhyming words such as ‘night and bright’ or ‘shake and mistake’”—and help students notice how it combines a general detail and a related, specific example into the <i>same</i> sentence.</li><li>• Continue to provide additional examples (from the fifth and sixth sentences) if necessary, then release students to discuss and record detail/example sentences in the margin of their graphic organizers. Circulate to offer guidance.</li><li>• After 4 or 5 minutes, invite members from different groups to share a sentence with the class. Synthesize students’ thinking to add detail sentences to the chart paper.</li><li>• Ask students to then consider the topic and detail sentences on the chart paper. Guide the class in adding a concluding statement to the chart.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to read the complete paragraph aloud with you then refer to the Quality Paragraphs anchor chart and discuss in groups:<ul style="list-style-type: none"><li>* “What makes this a quality paragraph?”</li></ul></li><li>• After 1 minute, cold call several students to share out their thinking with the class. Listen for them to mention characteristics listed on the Quality Paragraphs anchor chart.</li><li>• Give students specific positive feedback regarding the ways they followed the discussion norms while working with peers to develop a whole class quality paragraph.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Revisiting Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Ask them to Think-Pair-Share with a partner who is <i>not</i> a member of their regular group:<ul style="list-style-type: none"><li>* “How does reading closely and writing about what we read help us to better understand a text?”</li></ul></li><li>• After 2 minutes, invite a few student pairs to share their thinking whole group.</li><li>• Then, draw students’ attention back to the learning targets. Ask them to show a thumbs-up, -down, or -sideways to indicate their level of mastery toward each target.</li><li>• Review the homework task with students and provide clarification as necessary.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing a sentence frame to ensure all students have access to the conversation. Example: “Reading closely and writing about what we read helps me better understand _____ about the text.”</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 25–30 of <i>Love That Dog</i> aloud to practice fluency. Pick out two vivid words or phrases from Jack’s poem “You Come Too” to add to the “Vivid Words and Phrases” section of your poetry journal.</li><li>• Complete Poetry Task 3 in the “My Poetry” section of your journal.</li></ul> <p><i>Note: Review and provide feedback on students’ notes (from their reader’s notebooks) before Lesson 8, so students can refer to them during the end of unit assessment.</i></p>	<ul style="list-style-type: none"><li>• To support struggling readers, consider providing a recorded version of the text and poems.</li><li>• Consider providing a partially completed poetry task, or allow students to work together before the end of the school day, to support students who have difficulty completing work independently.</li></ul>



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# Grade 4: Module 1B: Unit 1: Lesson 6

## Supporting Materials



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

<b>Dates/Pages</b>	<b>Summary Statement</b>	<b>Details from the Text (2-3)</b>
Jan. 24 (pp. 25–27)	<b>Jack writes a poem about going to get a new dog.</b>	<b>His poem says they drove to the animal protection shelter.</b>  <b>Jack describes the dogs he sees.</b>  <b>Jack finds a yellow dog and chooses him.</b>
Jan. 31–Feb. 7 (pp. 28–30)	<b>Jack lets his teacher type up his poem called “You Come Too” and seems pleased to share it with others</b>	<b>He says, “Yes you can type up what I wrote about my yellow dog ...”</b>  <b>He tells his teacher the poem looks good on yellow paper.</b>



**Close Reading Guide:**

*Love That Dog*, Pages 25–30

(For Teacher Reference)

Total Time: 20 minutes

Directions	Questions	Close Reading Guide
<p>With group members, whisper read Jack’s entire poem once (pages 25–27).</p> <p>Then work together to answer the questions at the right.</p>	<p>How many stanzas are in Jack’s poem? What do you notice about the stanzas?</p> <p>Notice the <i>italicized words/phrases</i> throughout Jack’s poem, then discuss with group members: What do the italics indicate to the reader? How do you know?</p>	<p>After 1 minute, cold call a few students to share out whole group and listen for: <i>Jack has stanzas (six) and each stanza has lines; some stanzas have more lines than others, but each has at least two lines.</i></p> <p>If students struggle with the first question, show them how to recognize where a new stanza begins/ends across page breaks by pointing out that the first word in each stanza is capitalized and stanzas always end with punctuation.</p> <p>Consider using a document camera to display and point out italicized words and phrases to students. Then, prompt student thinking by asking questions such as:</p> <p>“How is the content of the italicized words in this poem different from other parts of the poem?”</p> <p>After 1 or 2 minutes, invite a few students to share out and listen for suggestions such as: <i>The italicized words and phrases indicate that someone/something is speaking. I know this because before the lines “We won’t be gone long—you come too” it says “and my father said.” Also, in other stanzas before “Me! Me! ...” and “Thank you ...” the line reads “as if ... saying”</i></p>



**Close Reading Guide:**  
*Love That Dog*, Pages 25–30  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>With a partner in your group, reread the first and second stanzas, taking turns to read each stanza.</p> <p>After reading independently, work with group members to answer the question on the right.</p>	<p>Discuss in groups: How does Jack help the reader understand what the shelter is like?</p> <p>Record two examples of imagery from the second stanza.</p>	<p>Before students begin to discuss the first question, ask them to consider which <i>characteristic</i> of poetry Jack uses to help the reader understand what the shelter is like (refer students to the What Makes a Poem a Poem? anchor chart for support).</p> <p>After 1 minute, invite one or two students to share their thinking aloud, and listen for students to mention that he uses <i>imagery</i>—words that help the reader see and hear what is being described.</p> <p>Then, focus students on the second part of the question and ask them to refer to the second stanza to identify words that helped them see and hear the dogs at the shelter. Listen for ideas such as: <i>Words that helped me see the dogs: big, small, fat, skinny, hiding, jumping.</i></p> <p><i>Words that helped me hear the dogs: bark-bark-barking, saying, “Me! Me! Choose me! I’m the best one!”</i></p>



**Close Reading Guide:**  
*Love That Dog*, Pages 25–30  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>Read Stanzas 5 and 6 aloud with a different partner in your group.</p> <p>After reading, work with all group members to respond to the question on the right.</p>	<p>How does the dog feel about being adopted by Jack and his family? Use evidence from the text to support your answer.</p>	<p>After students read Stanzas 5 and 6 with a group partner, ask them to read the question aloud with you. Clarify as needed then ask students to work with group members to answer the question</p> <p>After 2 minutes, cold call a few students to share their ideas with the class. Listen for suggestions such as:</p> <p><i>The dog is happy/thankful because the poem describes the dog resting his head on Jack's chest and wrapping his paws around Jack's arm as if he were saying "thank you ..."</i></p>



**Close Reading Guide:**  
*Love That Dog*, Pages 25–30  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>Read pages 28–30 independently and silently in your head.</p> <p>Then read the questions at the right and discuss your thinking with group members, before recording your responses.</p>	<p>Why do you think Jack titled his poem “You Come Too”? Support your response with details from the text.</p>	<p>After students read pages 28–30, focus them on the question. It may be necessary to tell students they should also refer to the poem to help them answer this question. Prompt students’ thinking by posing questions such as:</p> <p>“Who is coming too?”</p> <p>“How does this title synthesize/sum up the big idea of Jack’s poem?”</p> <p>After 2 minutes, invite several students to share out their thinking with the class. Listen for ideas such as:</p> <p><i>I think he titled his poem “You Come Too” because his poem is about him and his family choosing/taking home a dog from the animal shelter; the title refers to how the dog can come with them.</i></p> <p>If students do not also mention that the title Jack chooses is similar to lines from “The Pasture” (discussed during the Opening), point this out to them: <i>“I shan’t be gone long. – You come too.”</i></p>



**Close Reading Guide:**  
*Love That Dog*, Pages 25–30  
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<b>Synthesize:</b> 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.	<p>Remind students this is similar to the prompt from their Jack’s Reflections notes and that to <i>infer</i> means to come to a conclusion based on evidence rather than something that’s explicitly stated in the text. Clarify further as needed then ask students to work with group peers to formulate a response to the question. Circulate to offer support.</p> <p>After 3 or 4 minutes, invite several students to share their ideas aloud. Listen for suggestions such as:</p> <p><i>I can infer Jack has learned a lot about poetry because he uses different poetry characteristics in his own writing, such as: stanzas and lines; repetition (Me! Me! Choose me! Thank you thank you thank you); he uses imagery (red, blue, big, small, fat, jumping ...); he has also learned to add a title to his poetry and asks his teacher to call it “You Come Too”; he has learned that a poem should look a certain way/be typed up a certain way because he tells his teacher it would look good typed up on yellow paper.</i></p>



**Close Reading Guide:**

*Love That Dog*, Pages 25–30

(For Teacher Reference)

Directions	Questions	Close Reading Guide
		<p>If time allows, prompt students to consider the following: Since the beginning of the book Jack’s attitude towards poetry has begun to change. In this section of the text Jack doesn’t mind if his poem is posted by his teacher. He even wants to put a title on it, but he still doesn’t want his name on it. Is Jack’s confidence as a poet growing, why or why not? Encourage students to use evidence from the poem to support their responses. Listen for students to make an argument that his confidence is the same because he doesn’t want his name on the poem, or that his confidence has grown, because he wrote a longer poem, doesn’t mind if it is shared anonymously, and wants it to have a title.</p>



### Sample Quality Paragraph

Poetry is very different from prose. One important difference is that poetry has a different structure from prose. Poems have stanzas and lines or can be written in a shape, but prose is written using complete sentences organized into paragraphs. Also, some poetry includes rhyming words such as “night and bright” or “shake and mistake.” Poetry can have repetition, too. In the poem “Stopping by Woods on a Snowy Evening,” the last two lines repeat: “And miles to go before I sleep.” Poetry is really interesting because it’s so different from most things we read!

Written by Expeditionary Learning for instructional purposes.



Quality Paragraphs Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** This anchor chart is co-created with students during the lesson, based on student suggestions. However, be sure the following are included:

**Writing Quality Paragraphs**

The first sentence of the paragraph should be *indented*.

Writing should include a *topic sentence* that states the *main idea*.

Writing should include at least three *details* that tell more about the main idea.

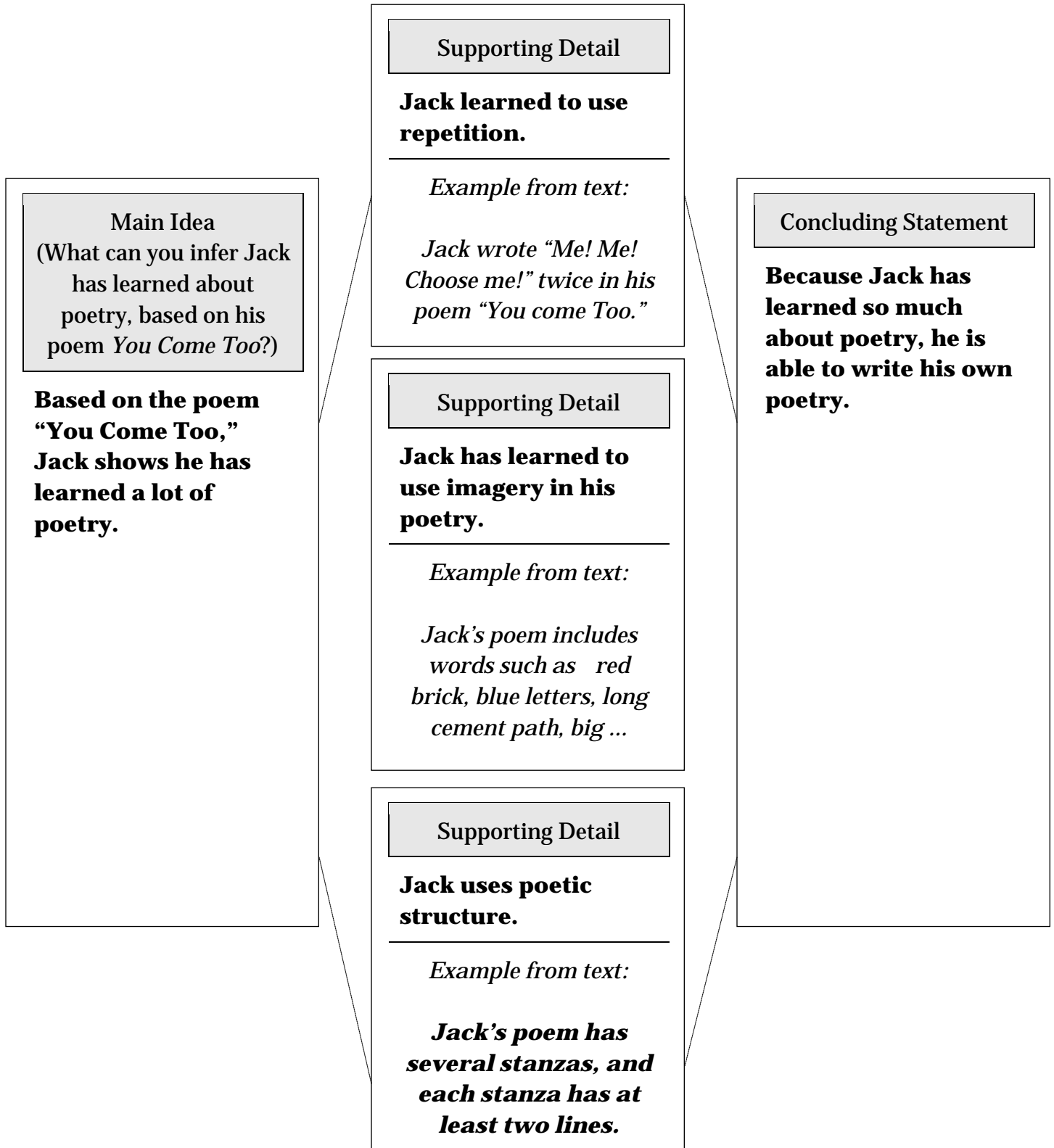
Paragraph should *conclude* with a sentence that restates the main idea and/or explains why the topic matters.

Paragraphs include complete sentences with *few conventional errors*.

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Topic Expansion Graphic Organizer  
(Sample Answers, for Teacher Reference)

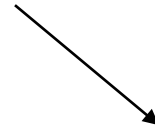
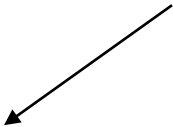




Poetry Task 3

1. Think about a time you took a trip with your family or friends. Where did you go? What did you see? What did you hear? What did you feel? Add your ideas to the boxes below.

**Where**



**See**

**Hear**

**Feel**

2. Use the ideas you recorded above to write a poem in the “My Poetry” section of your poetry journal (at least two stanzas, with at least two lines each) to describe the place you traveled to. Your poem may have rhyme and rhythm or be written in free verse.