



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 1B: Unit 1: Lesson 7**

## **Explaining and Making Inferences Based on Details: *Love That Dog* Pages 31–41, “Street Music” by Arnold Adoff, and “The Apple” by S.C. Rigg**



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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 31–41 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 poems “Street Music” and “The Apple.”

Ongoing Assessment

- Poetry Task 3 (in poetry journal; from homework)
- Summary notes
- Jack’s Reflections notes
- What Makes a Poem a Poem? anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening Work Time               <ol style="list-style-type: none"> <li>A. Engaging the Reader and Reviewing Learning Targets (10 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 31–41 (10 minutes)</li> <li>B. Poetry Analysis: “Street Music” and “The Apple” (15 minutes)</li> <li>C. Inferring What Jack Has Learned about Poetry: <i>Love That Dog</i>, Pages 31–41 (15 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 31–41 of <i>Love That Dog</i> and the poems “Street Music” and “The Apple.” Add two vivid words or phrases to your poetry journal.</li> <li>B. Complete Poetry Task 4 in the “My Poetry” section of your poetry journal.</li> <li>C. Read your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson follows a pattern similar to that of Lesson 2. Students read pages 31–41 of <i>Love That Dog</i> to summarize sections of the text, then reread to explain what Jack says and writes about two poems (“Street Music” by Arnold Adoff and “The Apple” by S.C. Rigg) to make inferences about what Jack has learned about poetry.</li> <li>• Although both “Street Music” and “The Apple” are studied in this lesson, the analysis of these poems is brief and designed to build background knowledge before analyzing what Jack has learned about poetry on pages 31–41 in the novel. This gradual release of responsibility helps to prepare students for the End of Unit 1 Assessment (Lesson 8), when students will independently write a paragraph about what Jack has learned about poetry so far in the novel.</li> <li>• This lesson introduces students to “concrete poems”: poems are structured to form a shape that is related to the content of the poem. Students will likely enjoy this playful approach to organizing language. Consider finding additional concrete poems to share with students.</li> <li>• Note that S.C. Rigg is the pseudonym that Sharon Creech uses. You may or may not wish to share this information with students during the lesson.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).</li> <li>– Post: Guiding questions anchor chart; learning targets; Close Readers Do These Things anchor chart, What Makes a Poem a Poem? anchor chart, I Notice/I Wonder anchor chart.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
summarize, details, explain, understands, identify, characteristics, analyzing, pseudonym, structure, irregular, onomatopoeia, concrete poem, imagery, repetition	<ul style="list-style-type: none"><li>• Poetry journals (from Lesson 1; students’ own)</li><li>• What Makes a Poem a Poem? anchor chart (begun in Lesson 2)</li><li>• <i>Love That Dog</i> (book; from Lesson 2; one per student)</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; one to display)</li><li>– Jack’s Reflections notes: “Street Music” and “The Apple” (from page 8 of the reader’s notebook; one to display)</li></ul></li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• <i>Love That Dog</i> summary notes (answers, for teacher reference)</li><li>• Jack’s Reflections notes: “Street Music” and “The Apple” (answers, for teacher reference)</li><li>• What Makes a Poem a Poem? anchor chart (from Lesson 2; completed; for teacher reference)</li><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• I Notice/I Wonder anchor chart (from Lesson 1)</li><li>• Poetry Task 4 (one per student; for homework)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader and Reviewing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn to “My Poems” section in their <b>poetry journals</b> and reread the poem they wrote for homework.</li><li>• Reassure students that while they may still feel a bit nervous about sharing their poems with a classmate, that this is something that writers must eventually do, share their work with an audience. This will be good practice for later in the module when they read one of their poems to a larger audience.</li><li>• Partner students then give students the following directions:<ol style="list-style-type: none"><li>1. Read your poem to your partner.</li><li>2. Tell your partner what you like about your poem.</li><li>3. Point out the characteristics of poetry featured in your poem (use literary terms).</li><li>4. Repeat.</li></ol></li><li>• Refer students to the literary terms listed in the “Characteristics of Poetry” section of the <b>What Makes a Poem a Poem? anchor chart</b> in their discussion.</li><li>• Next, focus students’ attention on the learning targets:<ul style="list-style-type: none"><li>* “I can summarize pages 31–41 of <i>Love That Dog</i>, based on details from the novel.</li><li>* “I can explain what Jack understands about poetry, based on details from <i>Love That Dog</i>.”</li><li>* “I can identify characteristics of poetry by analyzing the poems ‘Street Music’ and ‘The Apple.’”</li></ul></li><li>• Point out that these targets are similar to ones students have worked toward in previous lessons. Ask them to consider and discuss in groups what they think they will be doing today.</li><li>• After 1 minute, invite a few students to share whole group. Listen for students to say something like they will read and reread pages 31–41 of <i>Love That Dog</i> to explain what Jack understands about poetry, and to identify characteristics of poetry in two new poems.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Reading Aloud and Summarizing: <i>Love That Dog</i>, Pages 31–41 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Cold call a few students to share out how they have been starting their close readings of sections from <i>Love That Dog</i>. Listen for students to mention reading the text aloud, determining the gist, and then summarizing.</li> <li>• Tell them that they will follow a similar routine today. Ask students to take out their copies of <b><i>Love That Dog</i></b>, turn to page 31, and follow along silently as you read aloud pages 31–41. Pause after reading to ask students: “What were these pages mostly about?”</li> <li>• After 1 minute, invite a few students to share their ideas whole group and listen for students to mention that these pages are about how Jack reads and writes two new poems.</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 last three rows of their notes dated “Feb. 15 (pp. 31–34),” “Feb. 21–Feb. 26 (pp. 35–37),” and “March 1–March 7 (pp. 38–41)” 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.</li> <li>• Tell students that, just as they have done in previous lessons, they are to reread and work with group members to summarize and add details to their notes. Remind students to record mostly paraphrased details and no more than one short, relevant quote in support of their summary statements. Clarify as needed.</li> <li>• Invite students to begin. Circulate to offer guidance and support.</li> <li>• After 10 minutes, cold call several students 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>.</li> <li>• Then, ask students to prepare for a reread of pages 31–41 of <i>Love That Dog</i> as well as a first read and analysis of the poems “Street Music” and “The Apple.”</li> </ul>	<ul style="list-style-type: none"> <li>• Refer students to the Close Readers Do These Things anchor chart to help support their thinking.</li> <li>• 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 ____.”</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Poetry Analysis: “Street Music” and “The Apple” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the <b>Guiding Questions anchor chart</b> and remind students of this guiding question: “What makes a poem a poem?” as well as the second and third learning targets.</li> <li>• Ask students to consider then briefly discuss with group members how they have met these targets in previous lessons.</li> <li>• After 1 minute, invite a few students to share out. Listen for them 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.</li> <li>• Next, display and ask students to turn to the page titled <b>Jack’s Reflections notes: “Street Music” and “The Apple”</b> on page 8 in their reader’s notebooks. Orient students to the notes page (“What Jack says about poetry .../Page,” “What Jack writes .../What we can infer ...” and “Synthesize”).</li> <li>• Then, ask students to turn to page 31 of <i>Love That Dog</i> and to read chorally aloud with you, starting with “I like the poem we read today ...” and pausing at the end of page 34, “... before they sleep.”</li> <li>• After reading aloud, ask students to talk with group members about what “Jack says about poetry ...” on pages 31–34. Encourage students to refer to the text during their discussions.</li> <li>• After 2 or 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, “Jack says about poetry .../Page”—see <b>Jack’s Reflections notes: “Street Music” and “The Apple” (answers, for teacher reference)</b>.</li> <li>• Then, ask students to turn to page 35 and follow along silently as you read aloud, beginning with “That was so great ...” and ending on page 36, “... what it’s about.” Once again, ask students to talk with group members about what “Jack says about poetry ...” on pages 35 and 36.</li> <li>• After 2 or 3 minutes, cold call a few students to share their thinking aloud then ask students to add paraphrased details and quotes to the first box, “Jack says about poetry .../Page”—see Jack’s Reflections notes: “Street Music” and “The Apple” (answers for teacher reference).</li> <li>• Remind 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 poems “Street Music” and “The Apple.” Then on the <b>What Makes a Poem a Poem? anchor chart</b>, in the “Street Music” row, add the terms <i>structure</i> and <i>onomatopoeia</i> to the “Characteristics” column. Ask students to turn the poem “Street Music” by Arnold Adoff in the back of <i>Love That Dog</i>. Then ask students to read the poem chorally aloud with you, at least twice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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?”</li> <li>• Post discussion questions for student reference.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Ask students to turn to a partner and discuss what they liked about the poem and the images this poem brought to their mind. Give students a few minutes to share and call on a few to share with the whole class. Students should notice a lot of words that help them imagine the sounds of the city.</li> <li>• Next ask them what they notice about the structure of this poem. Listen for them to mention that some words are spaced in an unusual way; it’s difficult to tell if there are stanzas and lines. Write the word <i>irregular</i> next to <i>structure</i> on the poetry anchor chart. Remind students of their work with affixes and roots and ask:             <ul style="list-style-type: none"> <li>* “What does ‘irregular’ mean? Can you see a familiar word in this word?”</li> </ul> </li> <li>• Listen for students to point “regular” and explain that this is the root of the word. Go on to explain that “ir-” is an affix, something you add to a word to change its meaning. Give a few examples of other affixes: “un-” means not, so if you add “un-” to happy you get unhappy or not happy. Tell students that the affix “ir-” also means not. Ask:             <ul style="list-style-type: none"> <li>* “So what does ‘irregular’ mean?”</li> </ul> </li> <li>• Listen for “not regular.” Ask:             <ul style="list-style-type: none"> <li>* “What does ‘irregular structure’ mean?”</li> </ul> </li> <li>• Listen for students to explain that the poem does not have a regular structure. It changes throughout and is organized differently than most of the poems they have read so far.</li> <li>• Then add the term <i>onomatopoeia</i> and its definition to the anchor chart—see <b>What Makes a Poem a Poem? anchor chart (completed; for teacher reference; from Lesson 2)</b>.</li> <li>• Then ask students to discuss in groups:             <ul style="list-style-type: none"> <li>* “What examples of onomatopoeia can you find in Arnold Adoff’s poem?”</li> </ul> </li> <li>• After 1 or 2 minutes, invite a few students to share their thinking with the class and add examples to the third column of the anchor chart—see the What Makes a Poem a Poem? anchor chart (for teacher reference).</li> <li>• Next, ask students to turn to the poem “The Apple” by S.C. Rigg in the back of their text. Ask:             <ul style="list-style-type: none"> <li>* What do you immediately notice about this poem? Listen for students to comment on the words of the poem forming the shape of an apple.</li> </ul> </li> </ul>	





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• On the What Makes a Poem a Poem? anchor chart, in “The Apple” row, add the terms: <i>structure</i> and next to <i>structure</i>, write <i>concrete</i>. Explain that a poem written in the shape of the thing it is describing is called a concrete poem. Explain that the poem is described as concrete way because one of the meanings of the word concrete is something you can see. Then add the definition for concrete poem to the anchor chart—see <b>What Makes a Poem a Poem anchor chart (from Lesson 2; completed; for teacher reference)</b>.</li><li>• Next, ask students to read the poem chorally aloud with you, at least twice, then ask them to consider and discuss in groups:<ul style="list-style-type: none"><li>* “What do you like about this poem? What does it make you think about?”</li><li>* “What imagery is used in this poem?”</li><li>* “What are examples of repetition found in this poem?”</li></ul></li><li>• After 3 or 4 minutes, invite students to share ideas from their group discussions whole class and add students’ ideas to the anchor chart—see the What Makes a Poem a Poem? anchor chart (completed; for teacher reference; from Lesson 2).</li><li>• After recording students’ ideas on the chart, ask them to turn back to page 31 of <i>Love That Dog</i>.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>C. Inferring What Jack Has Learned about Poetry: <i>Love That Dog</i>, Pages 31–41 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have revisited characteristics of poetry and listed examples/explanations of those characteristics from “Street Music” and “The Apple,” the class can revisit what Jack wrote on pages 31–37 of <i>Love That Dog</i> and make inferences about what Jack has learned about poetry.</li> <li>• Ask students to chorally reread pages 31–34 aloud then ask students to discuss in groups: <ul style="list-style-type: none"> <li>* “What do you notice about how Jack uses characteristics similar to ‘Street Music’ when he writes about his own street?”</li> </ul> </li> <li>• After 2 or 3 minutes, ask a few students to share out what they notice about Jack’s writing—see Jack’s Reflections notes: “Street Music” and “The Apple” (answers for teacher reference). Then, ask students to record their inferences into the “What Jack writes.../What we can infer...” box.</li> <li>• Next, ask students to look at, then chorally read aloud Jack’s poem “My Yellow Dog,” on page 37.</li> <li>• After reading the poem aloud, ask students to think about then discuss in groups: <ul style="list-style-type: none"> <li>* “What do you notice about how Jack uses characteristics similar to ‘The Apple’ in his poem ‘My Yellow Dog’?”</li> </ul> </li> <li>• After 2 or 3 minutes, cold call a few students to share out what they notice about Jack’s poem—see Jack’s Reflections notes: “Street Music” and “The Apple” (answers for teacher reference). Then, ask students to add their inferences to the “What Jack writes .../What we can infer...” box.</li> <li>• After students complete the second box on their notes, focus them on the last box of the reflection notes, “Synthesize,” and ask them to discuss: “What do you think Jack has learned about poetry based on what he says and writes on pages 31–37?” Remind students to refer to the text, their notes, and the What Makes a Poem a Poem? anchor chart to support their discussions.</li> <li>• After 2 or 3 minutes, cold call a few students to share their thinking aloud. Then ask the whole class 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.</li> <li>• As time allows, invite students to share their synthesis statements in groups and/or with a partner outside their group then revise as needed, based on ideas they heard from peers.</li> </ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: I Notice/I Wonder about Poetry (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Bring students together whole group and focus their attention on the <b>I Notice/I Wonder anchor chart</b>. Ask students to consider then turn to a nearby partner who is <i>not</i> a member of their small group to discuss: <ul style="list-style-type: none"> <li>“Thinking about the poems ‘Street Music’ and ‘The Apple,’ what do you notice about poetry now?”</li> <li>“What do you still wonder about poetry?”</li> </ul> </li> <li>After 2 or 3 minutes, invite a few student partners to share their thinking with the class and add their ideas to the I Notice/I Wonder anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>Consider posting discussion questions to support visual learners.</li> <li>To further support students during discussions, provide sentence starters as needed. Example: “After reading ‘Street Music’ and ‘The Apple,’ I notice that poetry ...” and “Now I wonder ...”</li> </ul>
<p><b>B. Revisit Learning Targets and Review Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Redirect students’ attention to the learning targets then ask them to use the Glass, Bugs, Mud Checking for Understanding technique to demonstrate how they feel about their individual level of mastery toward each target.</li> <li>Tell students they will take the End of Unit 1 Assessment in the next lesson. Explain that in this assessment they will have an opportunity to demonstrate what they have been practicing for the last several lessons: their ability to write a quality paragraph using evidence from a new section of the text.</li> <li>Review the homework assignment and clarify tasks as necessary.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Reread pages 31–41 of <i>Love That Dog</i> and the poems “Street Music” and “The Apple.” Add two vivid words or phrases to the “Vivid Words and Phrases” section of your poetry journal.</li> <li>Complete Poetry Task 4 in the “My Poetry” section of your poetry journal.</li> <li>Read your independent reading book.</li> </ul> <p><i>Note: Review and provide feedback on students’ notes (from their reader’s notebooks) before the next lesson so students can refer to them during the End of Unit 1 Assessment.</i></p>	<ul style="list-style-type: none"> <li>To support struggling readers, consider providing a recorded version of the text and poem.</li> <li>Some students may benefit from having a partially completed poetry task, or help with brainstorming and recording ideas before the end of the school day.</li> </ul>



EXPEDITIONARY  
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# Grade 4: Module 1B: Unit 1: Lesson 7

## 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)
Feb. 15 (pp. 31–34)	<b>After reading a poem about street music, Jack writes about his own street.</b>	<b>“I liked that poem we read today about street music ...”</b>  <b>He writes that his street isn’t as loud as the one in the poem.</b>  <b>Jack uses imagery to describe his street.</b>
Feb. 21–Feb. 26 (pp. 35–37)	<b>Jack really likes the poems where the words make the shape of something.</b>	<b>Jack says the poems that make a shape are really great.</b>  <b>Jack writes a shape poem called “My Yellow Dog.”</b>
March 1–March 7 (pp. 38–41)	<b>Jack lets his teacher type up his yellow dog poem.</b>  <b>OR</b>  <b>Jack really likes the tree poem by another student in his class.</b>	<b>Jack tells his teacher she can type up his poem and that it would look good on yellow paper.</b>  <b>Jack is embarrassed when people compliment his poem.</b>  <b>OR</b>  <b>“... I really really like the one you put up about the tree ...”</b>  <b>He wants to know why the tree poet didn’t put her or his name on the poem.</b>  <b>He asks his teacher to tell the tree poet that his or her poem is really good.</b>



**Jack's Reflections Notes:**  
"Street Music" and "The Apple"  
(Answers, for Teacher Reference)

**Focus Question: What has Jack learned about poetry?**

<b>What Jack says about poetry ...</b>	<b>Page</b>
<b>He likes the poem about street music.</b>	<b>Page 31</b>
<b>He likes the poems that make the shape of what's being described in the poem.</b>	<b>Page 35</b>
<b>"My brain was pop-pop-popping when I was looking at those poems."</b>	<b>Page 35</b>
<b>"I never knew a poet person could do that funny kind of thing."</b>	<b>Page 35</b>

<b>What Jack writes ...</b>	<b>What we can infer ...</b>
<b>"My street is not in the middle of the city so it doesn't have that LOUD music of horns and trucks clash flash screech"; "... whisp, meow, swish."</b>	<b>Jack learned to use onomatopoeia.</b>
<b>A poem called "My Yellow Dog" in the shape of a dog.</b>	<b>Jack learned to use a concrete structure to make the poem in the shape of the dog being described.</b>
<b>Head, head ... body, body, body ... tail, tail ... yellow, yellow ... leg, leg ...</b>	<b>Jack can use repetition.</b>
<b>Wag, slobber, yellow, sniff ...</b>	<b>Jack uses imagery.</b>

**Synthesize:** Explain what Jack has learned about poetry, based on what he says and writes.

**Jack has learned to use onomatopoeia, repetition, and imagery in his own poetry. He also learned to use a concrete structure.**



What Makes a Poem a Poem? Anchor Chart  
(For Teacher Reference)

**Teacher Directions:** The following anchor chart is co-constructed with students during Work Time B and added to throughout the module. Be sure the definitions for the characteristics of poetry, in **bold**, are added to the chart. Possible examples and explanations are also listed.

Name of poem	Characteristics of Poetry	Examples
"The Red Wheelbarrow" by William Carlos Williams	<b>Structure</b> —how a poem is organized; what the poem looks like <ul style="list-style-type: none"><li>• <b>Line</b>—a row with a group of words</li><li>• <b>Stanza</b>—a group of lines divided by a space</li></ul> <b>Free Verse</b> – a poem written with no rhyme and no clear rhythm <b>Imagery</b> – words and phrases an author uses to help the reader imagine with the senses (sight, sound, touch, taste, smell)	One sentence broken into four stanzas/two lines per stanza  None of the words rhyme  Words that help me SEE the wheelbarrow: red; glazed; white



What Makes a Poem a Poem? Anchor Chart  
(For Teacher Reference)

Name of poem	Characteristics of Poetry	Examples
“Stopping by Woods on a Snowy Evening” by Robert Frost	<p><b>Structure</b></p> <p><b>Rhythm</b>—emphasis on certain syllables throughout a piece</p> <p><b>Narrative poem</b>—a poem that tells a story (character, setting, conflict)</p> <p><b>Rhyme</b>—words that have the same end sounds</p> <p><b>Repetition</b>—words and/or lines of the poem that repeat</p> <p><b>Imagery</b></p>	<p>Four stanzas/four lines per stanza</p> <p>Every other/every second syllable in “Stopping by Woods on a Snowy Evening” is emphasized</p> <p>Tells the story of a man stopping in the woods on his way somewhere. He wants to stay, but knows he shouldn’t.</p> <p>know/though/snow; queer/near/year; shake/mistake/flake; deep/keep/sleep “And miles to go before I sleep.”</p> <p>“... harness bells ... shake”; “... the sweep of easy wind and downy flake”</p>
“Dog” by Valerie Worth	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Punctuation</b>—marks in writing to separate sentences and parts of sentences to make the meaning clear.</li> </ul> <p><b>Free verse</b></p> <p><b>Imagery</b></p>	<p>Not broken into stanzas; has many lines. Uses punctuation to help the reader know which places to pause in the poem.</p> <p>Doesn’t rhyme or have a pattern of rhythm.</p> <p>SIGHT: lies down; lolls limp tongue; long chin; carefully; alert; heavy jaws; slow fly; blinks; rolls; closes; loose SOUND: yawns; chops; sighs</p>





What Makes a Poem a Poem? Anchor Chart  
(For Teacher Reference)

Name of poem	Characteristics of Poetry	Examples
"The Pasture" by Robert Frost	<b>Structure</b>  <b>Repetition</b>  <b>Rhyme</b>	Two stanzas; four lines each  "I shan't be gone long. – You come too." (fourth and eighth lines) "I'm going out to ..." (first and fifth lines)  "away/may" "young/tongue"
"Street Music" by Arnold Adoff	<b>Structure</b> —irregular ( <i>ir-</i> not; <i>regular</i> normal; not normal)  <b>Onomatopoeia</b> —words that imitate sounds  <b>Metaphor</b> —a comparison that suggests one thing is the same as another	Words, lines and stanzas do not have a pattern (spaced apart in different ways); no recognizable stanzas or lines  Grinding; clash; screeching; roar; blasts  "hot metal language"—compares language (what he hears) to hot metal (burns)  "planes overhead roar an orchestra of rolling drums"—compares the sound of airplanes to the drums of an orchestra



What Makes a Poem a Poem? Anchor Chart  
(For Teacher Reference)

Name of poem	Characteristics of Poetry	Examples
"The Apple" by S.C. Rigg	<b>Structure—concrete:</b> words written in the shape of what the poem is about  <b>Imagery</b>          <b>Repetition</b>	Jack describes "The Apple" poem as "the words / make the shape / of the thing / that the poem / is about."  Words that help me SEE: Stem; red; yellow; green  Words that help me HEAR: Crunchy  Words that help me TASTE: Juicy; delicious; yum; yuk  Apple; yum; juicy; crunchy; red; yellow; green; delicious; yum; yuk



Poetry Task 4

1. Think of something you would like to create a concrete poem of. Then draw a picture of what you want to write about.
2. Brainstorm a list of five to seven words that represent parts of the picture you drew and/or that would help a reader see, smell, taste, hear, or feel what you will write a poem about.
3. Create a concrete poem in the shape of your picture that repeats the five to seven words you brainstormed. (If necessary, refer to the poems “My Yellow Dog” and “The Apple” from *Love That Dog* as examples.)