



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 3

Reading Closely: *Love That Dog*, Pages 42–67



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

I can explain what a text says, using specific details from the text. (RL.4.1)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can summarize pages 42–67 of *Love That Dog*.
- I can describe what inspires Jack to write poetry, based on evidence from the text.

Ongoing Assessment

- Participation in writing of Frayer models
- Summary notes
- What Inspires Jack? graphic organizer



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Reviewing Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading Aloud and Summarizing: <i>Love That Dog</i>, Pages 42–67 (20 minutes) B. What Does It Mean to Inspire? (Frayer Model) (10 minutes) C. Rereading to Gather Evidence: <i>Love That Dog</i>, Pages 42–67 (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Revisiting Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread one of your favorite poems from Unit 1. In the “My Reflections” section of your poetry journal, reflect on the following question: What do you think inspired the poet to write this poem? Use evidence from the poem to support your answer. | <ul style="list-style-type: none"> • This lesson begins a four-lesson arc in which students answer the guiding question “What inspires writers to write poetry?” as this question relates specifically to Jack. Students begin by reading and summarizing sections of <i>Love That Dog</i> (as was the routine throughout Unit 1), adding to their summary notes in their reader’s notebook. Then, students are introduced to the focus question “What inspires Jack?” and reread sections with this question in mind. In Lessons 5 and 6, students will prepare for and participate in a literary discussion in which they discuss their thinking about what inspires Jack. • In this lesson, students are introduced to the What Inspires Jack? graphic organizer, which they will use to keep track of things that inspire Jack and collect evidence from the text that supports their thinking. Students will add to this graphic organizer in Lessons 4 and 5, and will use it when planning for and participating in the literary discussion in Lessons 5 and 6. • In the Opening, students are introduced to the word “inspire” through quote (or quotes). This is meant as an engaging way to introduce this word, not an in-depth discussion of the term. See the Quotes about Inspiration (in supporting materials) and choose one or more to share with students. Or find your own quote about inspiration for this portion of the lesson. • Then, in Work Time B, students go into more depth about the meaning of the word “inspire,” using a Frayer model to analyze and understand the meaning of this word. Students are introduced to Frayer model by practicing defining the more familiar word “poetry.” This helps reinforce students’ learning from Unit 1. If you prefer, consider using another familiar word instead, based on your students’ needs. • The Frayer model can be used in a variety of ways. In this instance students begin using the Frayer model with the teacher sharing a dictionary definition of word <i>inspire</i>. This is done since students have not read any text (the novel or poems) that includes that word. Students then move on to identify characteristics of the word, and identify examples and non-examples of the word. They then circle back to write the definition of the word using their own words. • When using the Frayer model with students, carefully choose the non-examples. You likely will find that students’ comprehension of new terms becomes considerably more focused and refined if they can identify examples of what the term is not about or inappropriate applications of the term’s use. For example, if you were using the Frayer model for the word “walk,” the words “sit” and “run” are both non-examples. Yet “run” is a better choice for a non-example, because running is a movement that is similar to yet still different from walking. Non-examples that provide nuance of meaning may be more helpful and those that are simply an antonym. |



| Agenda | Teaching Notes (continued) |
|--------|--|
| | <ul style="list-style-type: none"> • In Lesson 4, students will read pages 68–72 of <i>Love That Dog</i> in which the main character Jack shares a poem with his teacher about the death of his dog. Lesson 4 is designed to help students navigate the emotional impact of this event in the text, but the content could prove sensitive for some students. Review pages 68–72 of <i>Love That Dog</i> and consider whether you would like to inform students' care takers about the content of the text. Spoiler alert: if you decide to inform parents and guardians, be aware that this may result in students knowing the content of these pages in advance of the lesson. • In advance: <ul style="list-style-type: none"> – Select a quote (or quotes) to introduce the term “inspire” to students (see Quotes about Inspiration in the supporting materials for possibilities). – Review the Frayer Model in Vocabulary Strategies (see Appendix) – Prepare two pieces of chart paper for blank Frayer Model graphic organizers. – Display the Close Readers Do These Things anchor chart and the Guiding Questions anchor chart. |

| Lesson Vocabulary | Materials |
|--|--|
| inspire, characteristics, examples, non-examples, definition | <ul style="list-style-type: none"> • Quotes about Inspiration (for teacher reference) • Close Readers Do These Things anchor chart (from Unit 1, Lesson 2) • Reader's notebook (students' own; from Unit 1) <ul style="list-style-type: none"> – <i>Love That Dog</i> summary notes (from pages 2-5 of the reader's notebook) – What Inspires Jack? graphic organizer (from pages 20-21 of the reader's notebook) • <i>Love That Dog</i> summary notes (answers, for teacher reference) • Guiding Questions anchor chart (from Unit 1, Lesson 1) • Frayer Model graphic organizer (one per student and two blank copies for teacher modeling) • Frayer Model—Poetry (for teacher reference) • Frayer Model—Inspire (completed, for teacher reference) • What Inspires Jack? graphic organizer (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader and Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Display a quote or quotes about inspiration—see Quotes about Inspiration (for teacher reference). Ask students to turn and talk with a partner briefly about each of the following questions, then call on a few pairs to share for each:<ul style="list-style-type: none">* “What do you notice and wonder about this quote?”* “What does ‘inspiration’ mean?”* “Do you think this quote means?”• Tell students that today, they will be exploring the meaning of the word <i>inspire</i>, the root word for “inspiration,” and discussing how Jack was inspired to write poetry.• Direct students’ attention to the posted learning targets:<ul style="list-style-type: none">* “I can summarize pages 42–67 of <i>Love That Dog</i>.”* “I can describe what inspires Jack to write poetry, based on evidence from the text.• Ask students to discuss with a partner what they think these targets mean.• After 1 or 2 minutes, invite a few partnerships to share their thinking with the whole class. Clarify any misconceptions students may have about key terms or the targets. | <ul style="list-style-type: none">• If there are misconceptions about the meaning of the words inspiration, note them but do not address them at this point. These will be addressed during the lesson• Discussing and clarifying the language of learning targets helps build academic vocabulary. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Reading Aloud and Summarizing: <i>Love That Dog</i>, Pages 42–67 (20 minutes)</p> <ul style="list-style-type: none">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, then summarizing chunks of text. Tell students they are going to use the same process today, first by reading for gist then rereading pages 42–67 to write summary statements supported by paraphrased or quoted details from the text.Give the following directions:<ol style="list-style-type: none">Partner up with a member of your group.Take turns reading each page aloud, starting at the top of page 42 and stopping at the end of page 45.After one partner reads a page aloud, the other partner should explain what he or she thinks the gist of the page is.Clarify directions as necessary then ask students to begin. Circulate to listen in on student conversations and to offer support.After 3 or 4 minutes, invite student partners from a variety of groups to share out gist statements from their partner read. Listen for ideas such as:<ul style="list-style-type: none">“Jack discovers Walter Dean Myers.”“Jack is excited about the poems by Walter Dean Myers.”“Jack’s favorite poem by Walter Dean Myers is ‘Love That Boy.’”Ask students to turn to the <i>Love That Dog</i> summary notes on pages 2–5 in their reader’s notebooks. Have them draw a star in the next to the rows for “March 14 pp. 42–45” through “May 7–May 8 pp. 66–67” on page 4 of their notes, to help focus their attention on the pages and dates they will need to summarize in this lesson. Also, review how to complete each column of the summary notes, as needed to refresh students’ memories.Ask students to whisper read pages 42–45 as a group, and then share their ideas about how to summarize these pages with group members. Circulate to listen to groups as they chorally read the text together. If needed, support students in reading at a pace that allows all group members to participate and comprehend what they are reading—not too fast and not too slow. | <ul style="list-style-type: none">If students are struggling to whisper read in their small groups, consider asking students to whisper read along with you as you read the text. This will let you model proper pace and expression and allow them to practice their fluent reading skills with assistance from a strongly fluent reader.Another option is to have a small group model this whisper reading as a group for the rest of the class. For more about helping students build fluency skills, see the Fluency Resource in the stand-alone document “Foundational Reading and Language Standards Resource Package for Grades 3–5.” |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Once students have had an opportunity to read then discuss their thinking, cold call a few students to share their ideas whole group—see <i>Love That Dog</i> summary notes (answers, for teacher reference). After several students have shared out, direct students to record a summary statement for pages 42–45 as well as paraphrased details or quotes from the text in support of their summary statement (model for students how to paraphrase and/or record quotes in support of a summary statement, if necessary).• Then, ask students to whisper read pages 46–49 of <i>Love That Dog</i> in their small groups and then discuss in those same small groups how they could write a statement to summarize that section of text.• After 3 or 4 minutes, invite students from different groups to share their ideas whole class—see <i>Love That Dog</i> summary notes (answers for teacher reference). After students share out, ask them to record a summary statement for pages 46–49 as well as paraphrased details or quotes from the text in support of their summary.• Invite students to continue working with their groups to reread and complete the next three rows on the <i>Love That Dog</i> summary notes (“April 4–April 24 pp. 50–63” through “May 7–May 8 pp. 66–67”).• Then, invite students from different groups to share their ideas whole class—see <i>Love That Dog</i> summary notes (answers for teacher reference). | |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. What Does It Mean to Inspire? (Frayer Model) (10 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the Guiding Questions anchor chart (from Unit 1, Lesson 1), specifically: <ul style="list-style-type: none"> * "What inspires writers to write poetry?" Explain to students that over the next several lessons, they will be thinking about this question in relation to Jack. Underline the word "inspires" and invite students to show a thumbs-up if they have heard this word before or a thumbs-down if they have not heard this word before. Tell students they will be using a graphic organizer called a Frayer Model to help them understand what this word means more deeply. Display a blank Frayer Model graphic organizer so all students can see. Cold call students to read the headings in each box. Tell students that by thinking about each of these dimensions of a word, they will have a better understanding of what the word means and its relationship to other words. Clarify for students that before using this graphic organizer with the word "inspire," they will watch you use it with a word they know a lot about already. Write the word "poetry" in the oval in the center of the blank Frayer Model graphic organizer. Model using the graphic organizer to understand what the word "poetry" means. See Frayer Model—Poetry (for teacher reference). Be sure to model: <ul style="list-style-type: none"> Record a definition of this word from the dictionary (leave the "definition in your own words" blank until the final step Writing facts or descriptions about the word in the "Characteristics" box Writing examples of the word in the "Examples" box Writing close non-examples of the word in the "Non-Examples" box Using the ideas from the "Characteristics," "Examples," and "Non-Examples" boxes to write a "definition in your own words" for the word Answer any clarifying questions students may have about using this graphic organizer. Distribute blank Frayer Model graphic organizers to students and display a new blank Frayer Model graphic organizer so all students can see. Ask students to help you complete this graphic organizer for the word "inspire" by choosing a student to write the word in the oval in the center. | <ul style="list-style-type: none"> The Frayer Model supports ELLs and struggling readers because it can be used with pictures or words, provides concrete details about the term or concept through analysis of the terms definition and characteristics and uses examples and non-examples to clarify the meaning of a term or concept. Consider providing ELLs examples and non-examples in their home language. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Read the dictionary definition of “inspire”: to fill (someone) with the urge or ability to do or feel something, especially to do something creative and have students record this definition on their graphic organizer in the first box labeled “Definition” under “From the Dictionary”.• Remind students that they will not write the definition in their own words in this box until they have completed all of the other boxes (Characteristics, Examples, and Non-examples).• Invite students to turn and talk to a partner. Ask:<ul style="list-style-type: none">* “What are some examples of times you were inspired by someone or something? Or, what are some examples of when someone else was inspired by someone or something?”• Cold call on students to share what they talked about with their partner. Listen for responses such as: “A painter can be inspired by the subject he is painting,” or “I was inspired to learn how to sing when I first heard a song on the radio.”• Drawing from the ideas the students shared, discuss and write examples in the “Examples” box. See Fayer Model—Inspire (completed, for teacher reference) and invite students to write examples in their own graphic organizer.• Continue this process to complete the remainder of the graphic organizer. Be sure to complete the “In Your Own Words” definition last, and remind students that they will need to use their own words when crafting this definition.• Tell students that next, they will begin to think about what inspired the poets they have been learning about through <i>Love That Dog</i>. | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>C. Rereading to Gather Evidence: <i>Love That Dog</i>, Pages 42–67 (15 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to the What Inspires Jack? graphic organizer on pages 20-21 in their reader's notebooks. Cold call on a student to read the heading of the left column:<ul style="list-style-type: none">* "What inspires Jack?"• Explain to students that over the next several lessons, they will be thinking about this question in relation to Jack.• Explain to students that they can probably think of some things that inspire Jack to write poetry already. Review the Close Readers Do These Things anchor chart (from Unit 1, Lesson 2) and emphasize the importance of finding evidence in the text to support their answer to this question.• Tell students that they will be rereading pages 42–67 looking for things that inspire Jack to write poetry and finding evidence in the text that supports their thinking.• Model rereading pages 42–48, looking for things that inspire Jack to write poetry and finding evidence in the text that supports your thinking. See first row of What Inspires Jack? graphic organizer (answers, for teacher reference) in supporting materials. Be sure to model:<ul style="list-style-type: none">– Identifying something that inspires Jack– Thinking aloud about how the reader knows Jack is inspired by this– Paraphrasing or quoting a detail from the text that shows how you know it inspires Jack• Invite students to try this on their own by rereading page 49 and identifying something that inspires Jack. After a few minutes, invite students to turn and talk with a partner. Ask:<ul style="list-style-type: none">* "What inspires Jack?"• Cold call on students to share what they talked about with their partner. Listen for responses such as: "He is inspired by his own success with writing."• Invite students to continue talking with their partner. Ask:<ul style="list-style-type: none">* "How do you know this inspires Jack?"• Cold call on students to share what they talked about with their partner. Listen for responses such as: "I know this because he starts to let his teacher hang his poems up and is willing to share them with others." | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Invite students to continue talking with their partner. Ask:<ul style="list-style-type: none">* “What evidence from the text supports your thinking?”• Cold call on students to share what they talked about with their partner. Listen for responses such as: “On page 49 Jack says, ‘yes, you can type up what I wrote about my dog Sky...’”• Give students 10 minutes to continue rereading pages 50–67 with their groups, looking for things that inspire Jack to write and finding text evidence to support their thinking.• After 10 minutes, praise students for their hard work closely rereading and analyzing <i>Love That Dog</i>. Then ask students to prepare for the Closing. | |

| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| A. Revisiting Learning Targets (5 minutes) <ul style="list-style-type: none">• Ask students to read each of the learning targets chorally aloud and to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.• Review the homework task with students and provide clarification as necessary. | |

| Homework | Meeting Students' Needs |
|--|-------------------------|
| <p>Reread one of your favorite poems from Unit 1. In the “My Reflections” section of your poetry journal, reflect on the following question: What do you think inspired the poet to write this poem? Use evidence from the poem to support your answer.</p> <p><i>Note: Read pages 68-72 and decide if you would like to inform parents about the emotionally sensitive content of pages this section of Love That Dog. Note that this may result in students knowing the content of these pages in advance of the lesson.</i></p> | |



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Supporting Materials



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Quotes about Inspiration
(For Teacher Reference)

Teacher Directions: Choose one or more of the quotes below (or select quotes of your own about inspiration) to share and discuss with students during the Opening of this lesson. Write your selected quote(s) on the board or display using a document camera.

“Inspiration is something that makes me want to write it down. It’s something that makes you want to ask more questions about it.” —Sherman Alexie (writer)

“You give inspiration a lot more windows to climb through if you’re working.” —Chris Thile (musician)

“I think that [inspiration] usually comes because you’ve been toiling away for a long time ... then somehow these things come together.” —Rebecca Gross (artist)

“Inspiration, for me, [is] when something uplifts me and sparks a new idea about an unrelated topic.” —Septime Webre (artistic director/choreographer)

“Many times, inspiration comes [to me] from just reading about a subject and where the mind starts to take you. It starts getting more and more exciting the more that you build up that knowledge base.” —Jeanne Gang (architect)

“I’m inspired by work that provokes me, surprises me, excites me, that seems to do something in a new way.” —Tod Lippy (magazine editor)

“I personally find inspiration in life’s 10,000 joys and 10,000 sorrows.” —Marc Bamuthi Joseph (poet/performance artist)

Source: “The Inspiration Quotient: A Different Kind of IQ.” *NEA Arts Magazine*. 2013. No. 4, from <http://arts.gov/NEARTS/2013v4-inspiration-quotient>



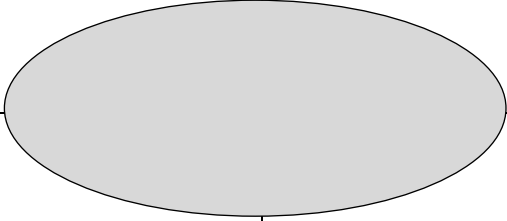
Love That Dog:
Summary Notes
(Answers, for Teacher Reference)

| Dates/Pages | Summary Statement | Details from the Text (2-3) |
|---------------------------------|--|---|
| March 14 (pp. 42-45) | Jack discovers Walter Dean Myers and is really excited about his poems, especially “Love That Boy”. | “the best best BEST poem ever” |
| | | “I sure liked that poem by Mr. Walter Dean Myers called ‘Love That Boy’” |
| March 22 & March 27 (pp. 46-49) | Jack writes poems about his dog in the same style as Walter Dean Myers. | “Hey there, Sky!” |
| | | “that one uses too many of Mr. Walter Dean Myers’ s words” |
| April 4-April 24 (pp. 50-63) | Jack realizes he is inspired by Walter Dean Myers and wants to meet him. | “They will know I was <i>inspired</i> by Mr. Walter Dean Myers” |
| | | he writes a letter inviting Myers to his school |
| April 26-May 2 (pp. 64-65) | Jack keeps thinking about a topic that he doesn’t want to be thinking about. | “when you are trying not to think about something” |
| | | “you can’t help it you think about it and think about it and think about it” |
| May 7-May 8 (pp. 66-67) | Jack learns how to type his own poems. | he asks his teacher to show him how to use the computer |
| | | “will it help me type better and faster” |



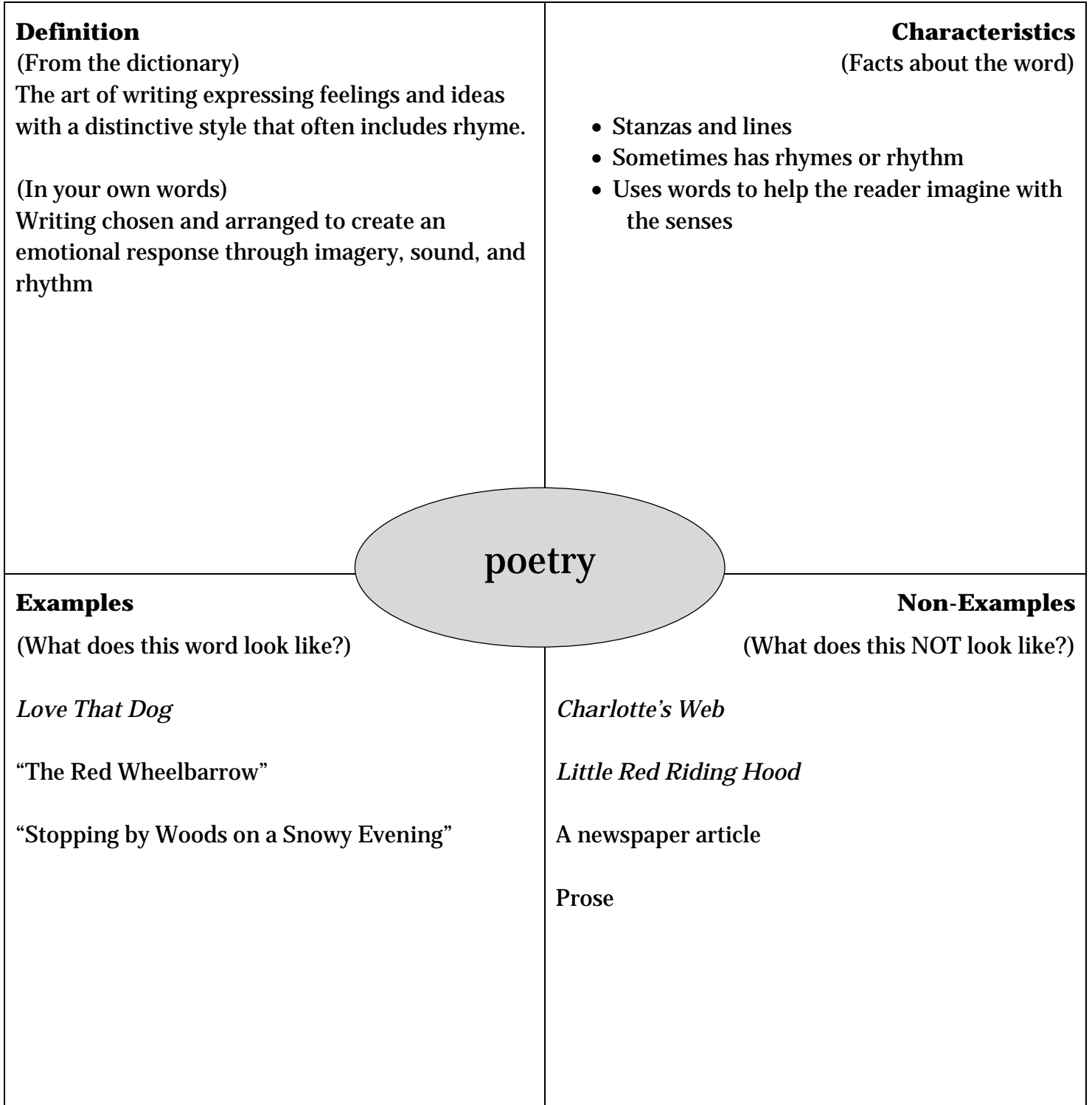
Frayer Model Graphic Organizer

| | |
|--|--|
| <p>Definition (From the dictionary)</p> <p>(In your own words)</p> | <p>Characteristics (Facts about the word)</p> |
| <p>Examples (What does this word look like?)</p> | <p>Non-Examples (What does this NOT look like?)</p> |

A light gray oval is positioned in the center of the graphic organizer, overlapping the four quadrants. It is connected to the four quadrants by thin black lines that meet at its center.



Frayer Model—Poetry
(For Teacher Reference)





Frayer Model—Inspire
(Completed, for Teacher Reference)

| | |
|---|---|
| <p>Definition (From the dictionary) To give someone the desire or courage to do something, often creative</p> <p>(In your own words) To give someone an idea about what to do or create</p> | <p>Characteristics (Facts about the word)</p> <ul style="list-style-type: none">• Influence• Motivate• Fill someone with purpose or creativity |
| <p>Examples (What does this word look like?)</p> <p>The topic of an artist's work</p> <p>Wanting to help a cause after hearing someone speak about it</p> <p>Making something that is similar to something someone else made, but with your own spin on it</p> | <p>Non-Examples (What does this NOT look like?)</p> <p>Liking something because your friend likes it</p> <p>Copying someone else's work</p> |



What Inspires Jack? Graphic Organizer
(Answers, for Teacher Reference)

Note: The * indicates additions to this chart made during Lesson 4. All other text is added during Lesson 3.

| What inspires Jack? | How I know | Evidence from the text | Page |
|---|--|--|------------------|
| His dog (something he cares about deeply) | Jack wrote about him. *He wrote about him even though he died, and it probably made him feel sad. (Note: this is not added until after students have read the poem “My Sky” on pages 68-72 in Lesson 4) | “My yellow dog followed me everywhere” *“My Sky” | 46 *68-72 |
| His own success in writing | He starts to let his teacher hang his poems up and is willing to share them with others. | “yes, you can type up what I wrote about my dog Sky ...” | 49 |
| His teacher | He spends a lot of time writing back and forth to his teacher. When she encourages him, he writes more. | “and thank you for typing up my secret poem ...” | 50 |



What Inspires Jack? Graphic Organizer
(Answers, for Teacher Reference)

| What inspires Jack? | How I know | Evidence from the text | Page |
|---|---|---|--------|
| Walter Dean Myers | Jack wrote poems that are like his. | “That one uses too many of Walter Dean Myers’s words.” | 49 |
| | | “and I liked what you put at the top: <i>inspired by Walter Dean Myers</i> ” | 51 |
| | Jack says so. | “They will know I was <i>inspired by</i> Mr. Walter Dean Myers. | 51 |
| Other poems and understanding poetry | Jack wrote poems that are like other poems he studied. | “blue car blue car splattered with mud speeding down the road” “and kept on going in such a hurry so fast so many miles to go” | 71 |
| *He wanted to share about something sad that happened to him (Note: this is not added until after students have read the poem “My Sky” on pages 68-72 in Lesson 4) | *He wrote a poem about his dog dying and then gave it to his teacher. | *“My Sky” | *68–72 |