



EXPEDITIONARY
LEARNING

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

Reading, Writing, and Emotion: *Love That Dog*, Pages 68–72



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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 reflect in writing about my thoughts and feelings after reading “My Sky.”
- I can infer why Jack wrote the poem “My Sky.”
- I can respect the feelings of my classmates during a discussion of “My Sky.”

Ongoing Assessment

- What Inspires Jack? graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Preparing to Read: Writing and Emotion (10 minutes) B. Reading and Reflection: The Emotional Impact of “My Sky” (15 minutes) C. Rereading and Discussion: Why Did Jack Write “My Sky”? (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Revisiting Learning Targets (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read and summarize pages 73–86 and complete the <i>Love That Dog</i> summary notes on page 5 of your reader’s journal. B. Optional: Think of a time you experienced a strong feeling such as happiness, sadness, anger, or another emotion. Write a poem about this experience in the “My Poems” section of your poetry journal. 	<ul style="list-style-type: none"> • In this lesson, students read the poem “My Sky” in the book <i>Love That Dog</i> by Sharon Creech. This poem is likely to affect some students emotionally, because it details the death of Jack’s dog. This lesson is designed to help students cope with the strong emotions that reading and writing can illicit. For this reason, the routines of the previous lessons where students read, summarized, and analyzed do not carry over into this lesson. These routines will pick up again in Lesson 5 as students prepare for a literary discussion of the text. • This lesson is intended to give teachers guidance on reading this section of the text with their students. However, the needs of students should dictate how this lesson unfolds. It is important to support students’ emotional needs as they read this section of the text; therefore, teachers should use their professional judgment as they plan their instruction. • Some students may have read ahead of the class. Consider pulling these students aside in advance and asking them not to tell the class about the events on s 68–72 in the novel. Explain that it will be important for everyone to learn about these events through the text first. • The beginning of this lesson helps to prepare students for the emotional nature of this section of the text. Then, after the text is read aloud, they are given time to reflect and process their response to the text in writing. (Some classes and/or students may require more or less time for written reflection.) To protect students’ privacy and give the class a sense of emotional safety, these reflections are not shared aloud. After students have time to reflect, they discuss the events outlined in the poem and consider why the character Jack was moved to write this poem. • For most of this lesson, students work whole group or individually; however, there will be times when they talk with a partner. Consider placing students with a partner they know and feel comfortable with. • Consider students who may find it particularly difficult to read about the death of a pet due to personal circumstance and seek support of family members or a school counselor. • In advance: Post the learning targets and Discussion Norms anchor chart.



Lesson Vocabulary	Materials
reflect, infer, respect, emotion, optional	<ul style="list-style-type: none">• Poetry journals (students' own; from Unit 1)• <i>Love That Dog</i> (book; one per student)• Reader's notebook (students' own; from Unit 1)<ul style="list-style-type: none">– What Inspires Jack? graphic organizer (from pages 20-21 of the reader's notebook)• What Inspires Jack? graphic organizer (answers, for teacher reference, from Lesson 3)• Discussion Norms anchor chart (begun in Unit 1, Lesson 1)• Discussion Norms anchor chart (with additions for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they began considering what inspires Jack to write poetry in the previous lesson. Tell students that today they read another poem written by Jack, called “My Sky” and infer why Jack wrote this poem.• Call on a few volunteer students to read each of the learning targets aloud to the class:<ul style="list-style-type: none">* I can reflect in writing about my thoughts and feelings after reading “My Sky.”* I can infer why Jack wrote the poem “My Sky.”* I can respect the feelings of my classmates during a discussion of “My Sky.”• Underline the words <i>reflect</i>, <i>infer</i>, and <i>respect</i>. Ask students to turn to a partner and discuss the meaning of each of these words. Cold call pairs to explain what each of these words means to them.• Point to the word <i>respect</i> and explain that this word will be especially important in today’s lesson. Ask students:<ul style="list-style-type: none">* “What does it mean to respect someone’s feelings?”• Listen for students to suggest that this means:<ul style="list-style-type: none">– That you listen without interruption when others are sharing their feelings– That you do not laugh or use sarcasm when someone is sharing how he or she feels.– Not asking insensitive questions when someone does not want to share his or her feelings.• Tell students that “My Sky” is a sad poem and that it will be important to respect the feelings of their classmates during this lesson. Ask students to give specific examples of what respecting the feelings of others might look or sound like.	<ul style="list-style-type: none">• If students have struggled with respectful discussions in the past, consider spending more time discussing the third learning target in this lesson. Reading stories that illustrate respecting others’ feelings or role playing can allow students to have a clearer picture of this learning target. Consider talking with your school counselor for additional support and guidance in leading a discussion of this learning target.



Work Time	Meeting Students' Needs
<p>A. Preparing to Read: Writing and Emotion (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their poetry journals and partner up.• Ask them to brainstorm and record words that describe powerful emotions on a new page in the “Vivid Words and Phrases” section of their poetry journals.• After a minute or two, call on a few pairs to share the words they brainstormed and record them on the board or a piece of chart paper.• Listen for words such as: happiness, sadness, fear, and anger. Under students’ list, write additional words used to describe emotion, such as: frustration, anxiety, joy, excitement, contentment, grief, and confusion.• Briefly discuss the meaning of unfamiliar words with students and note words that have similar or opposite meanings.• Tell students that today they will read a poem written by Jack in the novel <i>Love That Dog</i>, called “My Sky.” Explain that this is a powerfully emotional piece of writing. Go on to explain that it is emotional for two reasons, the first being that Jack is describing an emotional experience. His emotion is captured in his writing of this poem. Explain that the second reason it is an emotional piece of writing is because it is likely to evoke strong emotions from those who read it. Tell students that you would like them to reflect on the following question in writing in the “My Reflections” section of their poetry journal:<ul style="list-style-type: none">* “Describe a time you read something that made you feel a strong emotion. Why do you think writers write about emotional experiences?”• Give students 5 minutes for silent reflection.• Afterward, ask students if there are any volunteers who want to share their reflection with the group. If students do not offer to share, consider sharing your own reflections on this question.• Remind students of their discussion and work with the term “inspire” in the previous lesson. Explain that writers can be inspired by strong emotions. They may want to write about an emotional experience for a variety of reasons, including to communicate an idea or to send a message to their readers, or even to help themselves understand or process an emotional event in their lives.• Tell students that the author Sharon Creech was inspired to describe her character Jack’s emotional experience in the poem “My Sky.” Explain that she likely knew this poem would evoke strong emotions in her readers, too. Ask students to take a moment to think about how they will respect the feelings of their classmates after reading this poem.	<ul style="list-style-type: none">• Consider talking with your school counselor for additional support and guidance in leading the discussion during this portion of the lesson.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading and Reflection: The Emotional Impact of “My Sky” (15 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their copies of <i>Love That Dog</i> and turn to page 68. Read the poem “My Sky” aloud as students follow along in their copies of the text. Afterward, if necessary based on the needs of your class, reassure students that feelings of sadness after reading about the death of a pet are natural. For some, these feelings may be quite strong due to life experience. Explain that writing often helps people deal with strong emotions and that you would like students to take some time to reflect in writing. Let them know their writing will not be shared unless they decide to share it privately, and that it will not be graded. Introduce the following reflection question, emphasizing that whatever they choose to write in response to this question is fine: <ul style="list-style-type: none"> * “What are you thinking or feeling after reading this poem?” The time needed for reflection will vary by class and individual. As students write, check in with students who may need support. 	<ul style="list-style-type: none"> It is important to allow students time to process the emotional content of the poem “My Sky.” For some students, this poem may connect with their personal experiences with death. For others, it may be their first encounter with a text that describes the death of a beloved pet with such emotional power.
<p>C. Rereading and Discussion: Why Did Jack Write “My Sky”? (20 minutes)</p> <ul style="list-style-type: none"> Once students have reflected, discuss the following question as a class or have students discuss with their partner then share out their thoughts: <ul style="list-style-type: none"> * “Why did Jack write ‘My Sky’?” Listen for students to make connections to the previous day’s lesson about the meaning of the word “inspiration.” Consider prompting students with the following questions during the discussion: <ul style="list-style-type: none"> * “On pages 7 and 13, Jack told his teacher, ‘I don’t want to write about that blue car that had miles to go before it slept’ and ‘Yes, I used to have a pet, and now I don’t want to write about it.’ Now that you have read ‘My Sky,’ what can you infer about why he said these things?” * “After reading ‘My Sky,’ we know that Jack did end up writing about the blue car and his dog. What can you infer from the novel about why he changed his mind?” After discussing the text, ask students to get out their reader’s notebooks and turn to pages 20-21 to the What Inspires Jack? graphic organizer. 	<ul style="list-style-type: none"> Based on the needs of your students, choose whether to have students discuss the question “Why did Jack write ‘My Sky’?” first as a whole class or first as partners and then whole group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to talk with their partner about what can be added to their notes after today's lesson. Give pairs a few minutes to discuss, and then call on students to share and record notes as a group. Listen for students to share comments and record notes as a whole group. See sample notes in the What Inspires Jack? graphic organizer (completed for teacher reference). Notes added during this lesson are indicated with an asterisk *. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing and Revisiting Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> Gather students together to review the learning targets. Call on a few volunteers to read each of the learning targets aloud to the class: <ul style="list-style-type: none"> * "I can reflect in writing about my thoughts and feelings after reading 'My Sky.'" * "I can infer why Jack wrote the poem 'My Sky.'" * "I can respect the feelings of my classmates during a discussion of 'My Sky.'" Ask students to take a moment to think about their individual progress toward these targets. Ask them to give you a Fist to Five based on their progress toward each. Reread the third learning target and ask students to turn to a neighbor and discuss the following question: <ul style="list-style-type: none"> * "How did our class perform overall with this learning target?" Remind students that this question is not about how individuals performed, but rather the class as a whole. Direct students' attention to the posted Discussion Norms anchor chart. Ask: <ul style="list-style-type: none"> * "Is there anything we can add to our Discussion Norms anchor chart to help us remember to respect one another's feelings during discussions in the future?" Discuss students' ideas for an additional norm, and then come to consensus with students about the norm that should be added. See the Discussion Norms anchor chart (for teacher reference) for possibilities. Discuss the homework for this lesson and explain the meaning of the term <i>optional</i>, as meaning students have the option, or choice, to either do the second part of their homework or not for today's lesson. 	<ul style="list-style-type: none"> Consider giving students the following sentence frames for reflecting on the third learning target of the lesson to ensure that they focus on class performance rather than individual classmates: "I think we respected each other's feelings today by _____. I think we could respect each other's feelings more if we _____."



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read and summarize pages 73–86 and complete the <i>Love That Dog</i> summary notes on page 5 of your reader's notebook.• Optional: Think of a time you experienced a strong feeling such as happiness, sadness, anger, or another emotion. Write a poem about this experience in the “My Poems” section of your poetry journal.	



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Supporting Materials



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Discussion Norms Anchor Chart
(For Teacher Reference)

Teacher Note: Suggested additions to this anchor chart for Lesson 4 are in bold print below.

Discussion Norms:

- Everyone should contribute to the discussion, but take turns talking.
 - This means we should say things like, “Do you have something to add?” and “Can you tell us what you’re thinking?”
- Everyone should show specific details or evidence from the text to support their thinking.
 - This means do things like pointing to specific pages, lines, or photographs and say things like, “Here is an example of what I am talking about.”
- Everyone should ask questions so we can understand one another’s ideas.
 - This means we say things like: “Can you tell me more about that?” and “Can you say that another way?”
- Everyone should respect the ideas and questions of others.
 - This means we use kind words, try not to interrupt, and say things like, “I think your idea is interesting, but I disagree because ...”
- **Everyone should respect the feelings of others when discussing topics or texts that contain strong emotion.**
 - **This means we listen without interruption when others are sharing their feelings, that we do not laugh or use sarcasm, and that we do not ask insensitive questions when someone does not want to share his or her feelings.**