Grade 4: Module 1B: Unit 2: Lesson 8
Launching the Performance Task

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says, using specific details from the text. (RI.4.1) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)	

Supporting Learning Targets	Ongoing Assessment
• I can synthesize my understanding of the What Makes a Poem a Poem? by describing the characteristics of poetry. • I can choose a poet to study whose poems inspire me as a writer.	• Poetry journal

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Reader: Revisiting "What Makes a Poem a Poem?" (10 minutes)
 	
  B. Reviewing Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Introducing the Performance Task (10 minutes)
 	
  B. Reading New Poems to Select a Poet (25 minutes)
 	
3. Closing and Assessment
 	
  A. Selecting a Poet (10 minutes)
 	
4. Homework
 	
  A. Look back in *Love That Dog* and reread the poem from Unit 1 by your selected poet and review the notes in your reader's notebook about this poem.
 	
  B. Reread the poem from Unit 1 written by your selected poet.
	• This lesson serves as a transition between the first half of the module (reading and analyzing *Love That Dog*) and the second half of the module (studying a poet and his/her poems).
	
	• During the Closing, students choose a poet they wish to study for the remainder of the module. Students will have the choice to select from the following poets: Robert Frost, Walter Dean Myers, and Valerie Worth (Note: two other poets whose poems students read in Unit 1 – William Carlos Williams and Arnold Adoff – will be used for whole class modeling purposes in Unit 3. Therefore, these two poets are not provided as options for students to select).
	
	• It is important to allow students to make this choice as freely as possible, so they can connect with the second guiding question for this module ("What inspires writers to write poetry?"). Students eventually will write original poems inspired by the poet whom they choose to study. In subsequent lessons in Units 2 and 3, students will work in small "poet groups," base on the poet whom they have selected. If there is just one student who selects a particular poet, use your professional judgment on the best options for this student. (For example, guide this student to select another poet s/he enjoys equally; have this student work with another poet group in future lessons but still focus on his or her own poet; or have this meet with a teacher or instructional aid consistently for additional support throughout the remainder of the module.)
	
	• During Work Time B, all students read a selection of new poems by the three selected poets, in order to get more of a sense of each poet's styles and techniques. They then choose a poet, and will closely read and analyze just that one poet's poem in Lesson 9. Preview Lesson 9 to envision this arc of instruction.
	
	• During Work Time B, students participate in a modified version of the Four Corners protocol. Instead of using four corners, students will only select from three corners of the room: one corner for each of the three poets offered as a choice for the performance task.
	
	• In advance:
	  – Display the What Makes a Poem a Poem? anchor chart and Frayer Model—Poetry
	  – Prepare the new Performance Task anchor chart.
	  – Review: Milling to Music Checking for Understanding technique and the Four Corners protocol (see Appendix).

Lesson Vocabulary	Materials
Structure, features, poetry, experience, emotion, synthesize	• What Makes a Poem a Poem? anchor chart (from Unit 1, Lesson 2) • Frayer Model—Poetry (from Lesson 3) • Performance Task anchor chart (new; teacher-created) • "safety pin" by Valerie Worth (one per student) • "Lawrence Hamm, 19 Student Athlete" by Walter Dean Myers (one per student): • "A Patch of Old Snow" by Robert Frost (one per student): • Poetry journals (students' own; from Unit 1) • Reader's notebook (students' own; from Unit 1)

Opening	Meeting Students' Needs

A. Engaging the Reader: Revisiting "What Makes a Poem a Poem?" (10 minutes)
• Congratulate students on completing their reading of *Love That Dog* and the Mid-Unit 2 Assessment.
• Explain to students that before they move into the next half of the unit, they will revisit the guiding question:
  * "What makes a poem a poem?"
• Display the **What Makes a Poem a Poem? anchor chart** (from Unit 1, Lesson 2) and the **Frayer Model—Poetry** from Lesson 3. Tell students that they will use these charts to help them synthesize their understanding of what poetry is.
• Ask students to read over the What Makes a Poem a Poem? anchor chart and the Frayer Model—Poetry. Ask students to turn and talk with a partner about the following question:
  * Based on our new learning, is there anything from the anchor chart that you would like to add to our Frayer Model?"
• Call on pairs and add student observations as necessary.
• Point out that the characteristics on the Frayer Model have to do with the *structure* and *features* of poetry, and that there is another really important aspect of poetry to explore: the meaning. Poets write poems to express something important; they just choose poetry as their preferred way to share. Tell students that today, the class will be thinking about the meaning of poems and how poems affect both the people who write them and the people who read them.	

Opening (continued)	Meeting Students' Needs
• Remind students of Jack's poem "My Sky." Invite students to turn and talk. Ask:	
* "Why did Jack write this poem?"	
• Refocus students for a full group discussion. Ask them to think about Jack's poem and the other poems they have read and discuss this question: "What are some reasons poets write poems?"	
• Cold call students to share what they talked about with their partner. Listen for responses such as: "Poems can tell about important things you experience and how you feel."	
• Invite students to turn to page 73 of *Love That Dog* and point out the following line: "If you put it on the board and people read it, it might make them sad."	
• Invite students to turn and talk. Ask:	
* "Based on what Jack says, what has he learned about poetry?"	
• Cold call students to share what they talked about with their partner. Listen for responses such as: "Poems can make you feel things."	
• Explain that this is an important characteristic of poetry—that poets often write poems to share *experiences* and to make their readers feel an *emotion*. Tell students that poets do this through the way they structure the poem and through the words they choose to use in the poem.	
• Add the following characteristics to the Frayer Model—Poetry:	
– "Shares a poet's experience"	
– "Makes the reader feel an emotion"	

Opening (continued)	Meeting Students' Needs
B. Reviewing Learning Targets (5 minutes) • Direct students' attention to the posted learning targets and have a volunteer read them aloud: 　* "I can synthesize my understanding of the What Makes a Poem a Poem? by describing the characteristics of poetry." 　* "I can choose a poet to study whose poems inspire me as a writer." • Underline the word *synthesize* and ask students to turn and talk to a partner what this word means. • Cold call students to share what they talked about with their partner. Listen for responses such as: "It means to pull together what we understand about something." Clarify the meaning as necessary. • Point out to students that they just synthesized their understanding of poetry when they added to the Frayer Model for the word "poetry." • Share with students that, like Jack, they will have a chance to read poems by a poet they are interested in, write poems using techniques inspired by that poet, and read to learn more about that poet's life. Tell students that they will begin doing this in today's lesson.	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs

A. Introducing the Task (10 minutes)
 	
• Ask:
 	
  * "Among the poets he studied, which poet did Jack connect with the most?"
 	
• Listen for students to identify Walter Dean Myers.
 	
• Ask:
 	
  * "How did Jack react when he discovered Walter Dean Myers?"
 	
• Listen for responses such as: "He wrote poems in the same style or using Walter Dean Myers's words," or "He read a book about him to learn more about him."
 	
• Remind students briefly of how to participate in the Milling to Music Checking for Understanding technique. Tell them they will mill as they talk with various classmates about this question:
 	
  * "Which poems or poets have you connected with during this module? Why?"
 	
• Invite students to begin milling. Repeat xxx
 	
• Then refocus students whole group. Cold call students to share what they talked about with their partner.
 	
• Display the **Performance Task anchor chart**. Cold call one or more students to read the prompt. Build up the excitement! Clarify for students that they will complete this performance task over the course of the module in three parts, starting with selecting a poet and writing their own poem in this unit. Then in Unit 3 they will write their essay and read their poems and essay for the Poet's Performance. (Note: Each of these parts will be outlined further and added to the anchor chart over the remainder of the module as students engage in the work preparing for the performance task).
 	
• Remind students that they have been writing poems throughout the module. These poems will help them write their original poems for this performance task.
 	
• Tell students that during the rest of this lesson, they will read some more poems by the poets that they can choose to study. Then they will select which poet they want to study for the remainder of the module.	

Work Time (continued)	Meeting Students' Needs

B. Reading New Poems to Select a Poet (25 minutes)
 	
• Explain to students that before they choose which poet they will study more deeply for their performance task, they will have a chance to read another poem by the poets Robert Frost, Valerie Worth, and Walter Dean Myers.
 	
• Distribute all three of the poems to each student:
 	
   – **"safety pin"** by Valerie Worth
 	
   – **"Lawrence Hamm, 19 Student Athlete"** by Walter Dean Myers
 	
   – **"A Patch of Old Snow"** by Robert Frost
 	
• Invite students to identify the poem "safety pin" by Valerie Worth. Ask:
 	
   ∗ "Which poem from Unit 1 was written by Valerie Worth?" Listen for students to say: "Dog."
 	
• Ask:
 	
   ∗ "What do you remember about the poem 'Dog'?"
 	
• Listen for students to refer to elements from the What Makes a Poem a Poem? anchor chart such as:
 	
   – "It is free verse."
 	
   – "It doesn't rhyme or have a specific rhythm."
 	
   – "It uses words like 'heavy jaws' and 'yawns' to help us hear and see the dog that the poem is about."
 	
• Tell students to keep these elements in mind as they read the poem "safety pin." Read "safety pin" aloud (to model fluent reading) as students follow along silently.
 	
• Invite students to turn and talk with a partner. Ask:
 	
   ∗ "What is Valerie Worth describing in this poem?"
 	
   ∗ "What did you like about it?"
 	
• Cold call students to share what they talked about with their partner. Listen for responses such as: "She is describing what a safety pin looks like when it is closed and opened."
	• To further support ELL students (or all students) with visualizing the poems, consider displaying the following photographs for students while they read the poems: a picture of dirty snow melting on the grass or sidewalk, a picture of a basket ballplayer shooting a basket, and a picture of a safety pin.
	
	• Note that students are only reading these poems for gist during this section of the agenda, in order to select a poet for study. In the following lesson students will read their selected poem more closely.

Work Time (continued)	Meeting Students' Needs
• Repeat for the next two poems ("Lawrence Hamm, 19 Student Athlete" by Walter Dean Myers and "A Patch of Old Snow" by Robert Frost). – Start by remembering the poem read by each author in Unit 1 (reread familiar poem if necessary). – Then read aloud the new poem as students follow along silently. – Then ask students what the author is describing in the poem. • Collect the poems ("safety pin", "Lawrence Hamm, 19 Student Athlete**"** and "A Patch of Old Snow") so they can be distributed again in Lesson 9 (or have students place the poems in their folders).	

Closing and Assessment	Meeting Students' Needs

A. Selecting a Poet (10 minutes)
• Invite students to turn to the "My Reflections" section of their **poetry journal**.
• Then, pose the following questions for students to consider and then write a responses to:
  * "Of the poets we have learned about during this module (Valerie Worth, Walter Dean Myers, and Robert Frost), which poet are you inspired to study further? Explain your thinking."
• Give students several minutes to think and write.
• Then refocus students whole group. Use a modified Four Corners protocol as a way for students to share with their classmates which poet they plan to study. Identify a corner in the classroom for each of the three poets, and ask the students to move to the corresponding corner for the poet they just wrote about when you give the signal.
• Once they are in their corresponding corners, invite students to turn and talk to a partner at their corner, asking students to share:
  * "What inspires you to study this poet more?"
• Cold call students to share what they talked about with their partner. Listen for responses such as: "I like the way this poet's words sound," or "I connect to what this poet writes about."
• Tell students that in order to begin their study, for homework they will look back in *Love That Dog* and reread the poem from Unit 1 by their expert group poet, and they will look through their **reader's notebooks** to review their notes about this poem.	

Homework	Meeting Students' Needs
• Look back in *Love That Dog* and reread the poem from Unit 1 by your selected poet and review the notes in your reader's notebook about this poem. • Reread the poem from Unit 1 written by your selected poet.	• To further support students, let them listen to an audio recording of the new poem by their selected poet in advance of this homework.

EXPEDITIONARY LEARNING

Grade 4: Module 1B: Unit 2: Lesson 8
Supporting Materials

Teacher Directions: Write the performance task description on a piece of chart paper in advance of this lesson. Note that the parts of the performance task are added in subsequent lessons.

Performance Task

After reading poems from Robert Frost, Valerie Worth, and Walter Dean Myers, select one poet to study who has inspired you to write poetry. Write a poem inspired by your poet's style. Then write an essay about the poet who inspired you, explaining who this poet is and how they she or he has inspired you as a writer. Afterward, present your work in a Poet's Performance by reading aloud a selected poem by your poet, sharing your essay, and reading aloud your own inspired poem.

To be added in Lesson 10	**To prepare for your performance task:** Part 1: Write a poem inspired by your selected poet that includes: • Characteristics of poetry inspired by your selected poet's writing
To be added in Unit 3, Lesson 7	Part 2: Write an essay that: • Addresses the essay prompt: Write an essay about the poet who has inspired you, explaining who this poet is and how she or he has inspired you as a writer • Has an introduction that introduces the topic and engages the reader • Has a body with biographical information about the poet and explains how this person became a poet • Has a conclusion that revisits the topic and "wraps up the essay" • Is neat and has little or no errors in conventions
	Part 3: Select a poem by your poet to read aloud.

safety pin

Closed, it sleeps
On its side
Quietly,
The silver
Image
Of some
Small fish;

Opened, it snaps
Its tail out
Like a thin
Shrimp, and looks
At the sharp
Point with a
Surprised eye.

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**EXPEDITIONARY
LEARNING**

Lawrence Hamm, 19
Student Athlete

It's more than the ball—
Blur dribbled down the hardwood floor—
More than the step past you,
Greater than the lift, the awesome soar
Through space, rim high, higher,
And the monster jam that crumbles
Egos, all this and moves
So sweet that make shadows stumble.
I own this sacred space
This holy court, these painted lanes
This kiss of palm on glass
These kicks, the smell of sweat and pain.
Call me muscle, and flight.
"Gone!" is my name, and "Slam!"
In this sweet universe
Of Ball, I am! I am!

KIDS AT PLAY
Shooting
hoops, 1953.

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A Patch of Old Snow

There's a patch of old snow in a corner
That I should have guessed
Was a blow-away paper the rain
Had brought to rest.

It is speckled with grime as if
Small print overspread it,
The news of a day I've forgotten,
If I ever read it.

"A Patch of Old Snow" Mountain Interval. 1920.