EL

EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 9
Reading and Analyzing New Poems:
Selected Poets

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) I can explain the meaning of simple similes and metaphors in context. (L.4.5a)

Supporting Learning Targets	Ongoing Assessment
• I can explain how authors use vivid words and phrases to show their thoughts and feelings about a topic. • I can use literary terms to describe the characteristics of my selected poet's poem.	• Close Read Questions and Notes: Analyzing a New Poem by My Selected Poet

Agenda	Teaching Notes

1. Opening
 	
  A. Reviewing Learning Targets and Engaging the Reader (10 minutes)
 	
2. Work Time
 	
  A. Guided Practice: Poetry Analysis of "The Great Figure" (10 minutes)
 	
  B. Group Practice: Analyzing a New Poem from Selected Poets (30 minutes)
 	
3. Closing and Assessment
 	
  A. Sharing and Reflecting on Learning Targets (10 minutes)
 	
4. Homework
 	
  A. Reread both poems by your selected poet (from today and from *Love That Dog*). In your poetry journal in the "My Reflections" section, respond to the following questions: How are these poems similar and how are they different? Which poem inspires you the most and why?
 	
  B. In the "My Poems" section of your poetry journal, brainstorm topics you might like to write a poem about.
	• This lesson has two purposes: First, it gives students additional practice analyzing poetry in advance of the End of Unit 2 Assessment. Second, it supports students as they explore an additional work by their selected poet.
	
	• In Lesson 10, students will take part in a poetry workshop during which they will have an opportunity to experiment with writing their own poems. They will use their analysis of their poet's work and knowledge of the characteristics of poetry to write a poem inspired by their poet, this "inspired poem" will be read aloud by students during their performance task.
	
	• You may wish to extend this lesson (Lesson 9) by providing students with additional poems by their poet so students can practice these skills further. This will also allow them to get a better feel for their poet's style and experiment with writing additional poems using this same style before the poetry workshop in Lesson 10 –See recommended text lists for addition poems by Robert Frost, Walter Dean Myers, and Valerie Worth.
	
	• In this lesson, students begin working with their "poet groups." These groups will be based on the poet they selected (during Lesson 8) to study for the rest of the module. But groups should also be composed of students whose skills and dispositions are complementary. Ideally, groups would consist of three students, but could consist of two or four students as needed.
	
	• In Work Time A, students are introduced to a piece of artwork by Charles Demuth, "I Saw a Figure 5 in Gold," which was inspired by William Carlos William's poem, "The Great Figure". Consider collaborating with your school's art specialist to have students create their own artwork inspired by the poem they select to read by their poet for the performance task. This artwork could be added to student's presentation of their poems and essay during the performance task and could be an additional assessment of NYS ELA CCSS standard RL.4.11.
	
	• During Work Time B, consider providing additional support for students who have selected Walter Dean Myers as their poet. Myers's poem is more complex and may require additional scaffolding. This could take the form of additional guided practice, strategic partnerships of proficient and struggling readers, or partially completed Close Read Questions and Notes with additional prompts to support students in reading the text.
	
	• In advance:

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Agenda	Teaching Notes (continued)
	– Post: Learning targets, What Makes a Poem a Poem? anchor chart, Close Readers Do These Things anchor chart.
	– Review: Back-to-Back, Face-to-Face protocol and Fist to Five Checking for Understanding strategy (see Appendix).

Lesson Vocabulary	Materials
structure, lines, verse, simile, metaphor, imagery, onomatopoeia, repetition, rhyme; From "The Great Figure": figure, tense, unheeded, gong From "A Patch of Old Snow": speckled, grime, overspread From "safety pin": image From "Lawrence Hamm, 19 Student Athlete": egos, sacred, holy	• Poetry journals (students' own; from Unit 1) • What Makes a Poem a Poem? anchor chart (from Unit 1, Lesson 2) • Close Readers Do These Things anchor chart (from Unit 1, Lesson 2) • "The Great Figure" by William Carlos Williams (one blank copy to display for teacher modeling) • Document camera • Close Read Questions and Notes: Analyzing "The Great Figure" by William Carlos Williams (for teacher modeling) • Dictionary (one for modeling and one per poet group) • Close Read Questions and Notes: Analyzing "The Great Figure" by William Carlos Williams (completed, for teacher reference) • Image of *I Saw the Figure 5 in Gold* by Charles Demuth (one for display) • "safety pin" by Valerie Worth (from Lesson 8) • "Lawrence Hamm, 19 Student Athlete" by Walter Dean Myers (from Lesson 8) • "A Patch of Old Snow" by Robert Frost (from Lesson 8) • Reader's notebook (students' own; from Unit 1) – Close Read Questions and Notes: Analyzing a New Poem by My Selected Poet (from page 17-19 in the reader's notebook) • Close Read Questions and Notes: Analyzing a New Poem by My Selected Poet (possible answers, for teacher reference)

Opening	Meeting Students' Needs

A. Reviewing Learning Targets and Engaging the Reader (10 minutes)
 • Direct students' attention to the learning targets and ask them to read each target silently to themselves:
     * "I can explain how authors use vivid words and phrases to show their thoughts and feelings about a topic."
     * "I can use literary terms to describe the characteristics of my selected poet's poem."
 • Read both learning targets aloud to students. Tell students that today, they will read a new poem by the poet they have selected to study. They will think about how their poets use the vivid words and phrases and the characteristics poetry in this new poem.
 • Have students get back-to-back with a partner for a round of Back-to-Back, Face-to-Face. They should have their **poetry journals** with them. Give students the following prompt, then signal them to face their partners and share:
     * "Share a vivid word or phrase you have collected from a poem you have read. What did this word or phrase help you visualize?"
 • Have students get back-to-back again for another round. Give students the following prompt, then signal them to face their partners and share:
     * "Share an another vivid word or phrase you have collected from a poem you have read. What did this word or phrase help you visualize?"
 • Refocus students whole group. Invite a few students to share a few words or phrases with the whole group. Emphasize that poets use vivid words and phrases to help their readers visualize the topic of the poem.
 • Ask students to take their seats. Draw students' attention to the **What Makes a Poem a Poem? anchor chart** and remind students what *literary terms* are. Review the meaning of the terms listed on the anchor chart: *structure*, *lines*, *verse*, *simile*, *metaphor*, *imagery*, *onomatopoeia*, *repetition*, and *rhyme*.
 • Have students give a thumbs-up if they are clear on what they will be expected to do today, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions.
	• To further support ELLs or students who struggle with oral language, provide the prompt for discussion in advance. Consider giving these students a sentence frame similar to the following: "One vivid word or phrase I recorded in my journal was _____. It came from the poem _____. It helped me visualize _____."

Work Time	Meeting Students' Needs
A. Guided Practice: Poetry Analysis of "The Great Figure" (10 minutes) • Draw students' attention to the **Close Readers Do These Things anchor chart**. Review the strategies they have used over the course of the module to better understand complex texts. Explain that today they will have an opportunity to use these strategies more independently as they read a new poem from their selected poet. Explain that first they will practice with you with a new poem by William Carlos Williams. • Display a copy of **"The Great Figure" by William Carlos Williams** using a **document camera**. Read the poem aloud to students (remember to pause as punctuation indicates, as opposed to pausing after each line of the poem). Then display the **Close Read Questions and Notes: Analyzing "The Great Figure" by William Carlos Williams (for teacher modeling)** next to "The Great Figure" in preparation for modeling. • Ask students to turn to a partner and describe the gist of the poem: "What is your initial sense of what this poem is mostly about? What does it describe?" • Cold call a few students to share their gist. Quickly model recording a gist statement in the first box of the Close Read Questions and Notes. • Ask students to think about this question: * "Which words in this poem are unfamiliar to you?" • Call on a few volunteers to point out potentially challenging words. Listen for students to identify *figure*, *tense*, *unheeded*, or *gong*. Circle any words that students identify. • Read the second box of the Close Read Questions and Notes. Using context clues, morphology, or a **dictionary**, guide students through determining the meanings of unfamiliar words. (For example, the term *figure* could be determined from context; *unheeded* could be partially determined through morphology ["un-" means not] and the dictionary. The terms *tense* and *gong* could be determined using both context and the dictionary.) • Use the **Close Read Questions and Notes: Analyzing "The Great Figure" by William Carlos Williams (completed, for teacher reference)** to engage students in guided practice answering questions and as you take notes while analyzing this new poem. As needed, refer students to the What Makes a Poem a Poem? anchor chart. • After they have analyzed "The Great Figure", invite students to share the image this poem created in their minds. Tell them that often, the images in poetry are so powerful that they inspire other artists.	• Guided practice allows for a gradual release of responsibility to help students move toward the independent execution of learned skills. This often requires a combination of explicit modeling and solicited student involvement and response. Be sure to balance these approaches based on the needs of your students.

Work Time (continued)	Meeting Students' Needs
• Specify that one artist, Charles Demuth (a friend of Williams), was inspired to create a painting based on the images of this poem. Display the **image of *I Saw the Figure 5 in Gold* by Charles Demuth**. Have students turn to a partner and discuss the following question: * "How was the image created by the poem in your mind similar to or different from this image?" • After a few minutes of discussion, call on a few students to share their responses. Emphasize that poetry has the ability to create powerful images in the minds of its readers, but these images are often different from reader to reader depending on their life experiences and perspective. This is one of the amazing qualities of poems and artwork: its potential to be interpreted in a variety of ways, all equally powerful.	

B. Group Practice: Analyzing a New Poem from Selected Poets (30 minutes)
 • Tell students that now that they have had some practice reading and analyzing a poem by William Carlos Williams, they are ready to read and analyze a new poem by their selected poet. Tell students that throughout this portion of the lesson, you will be calling each poet group up to work with you. Explain that if they finish reading and analyzing their poems with their poet group early, they can read silently from their book for independent reading.
 	
 • Ask students to get out their **reader's notebooks** and place them in their poet groups. Ask them to turn to the **Close Read Questions and Notes: Analyzing a New Poem by My Selected Poet** on page 17-19 of their reader's notebooks.
 	
 • Distribute a dictionary to each group and ask students to locate their poem just for their selected poet (from Lesson 8): either
 	
    – **"safety pin"** by Valerie Worth,
    – **"A Patch of Old Snow"** by Robert Frost, or
    – **"Lawrence Hamm, 19 Student Athlete"** by Walter Dean Myers.
 	
 • Distribute a copy one of the following poems to each student, depending on their selected poet: **"safety pin," "A Patch of Old Snow,"** and **"Lawrence Hamm, 19 Student Athlete."**
 	
 • Prompt students to begin working with their groups. Give students about 5 minutes to get started. Then call groups over to work with you by poet (for example, all poet groups who selected Walter Dean Myers). See the **Close Read Questions and Notes: Analyzing a New Poem by My Selected Poet (possible answers, for teacher reference)** for each of the selected poems.
	• An alternative to pulling groups by poet is to confer with individual groups or a combination of both. For example, because of the complexity of the poem "Lawrence Hamm, 19 Student Athlete," you may pull these groups to work with you for additional guided practice, and then confer with individual groups as needed afterward.

Closing and Assessment	Meeting Students' Needs
A. Sharing and Reflecting on Learning Targets (10 minutes) • Ask students to form new groups of three so that each member has a different selected poet. Ask students to bring their poems and reader's notebooks along for sharing. • Give student the following prompt for sharing: "Take turns reading your poem aloud, giving your gist of the poem, and sharing one vivid word or phrase and what it helped you visualize." • Give students 2 minutes each to share. • Ask students to take their seats and get out their poetry journals. Ask students to record at least one of the vivid words or phrases in their journal in the "Vivid Words and Phrases" section. • Read the learning targets with students. Then ask them to give you a Fist to Five for their progress toward the targets. • Use students' self-assessment of these targets as well as their Close Read Questions and Notes to determine which students may need additional support with meeting RL.4.5 and L.4.5a in advance of the end of unit assessment in Lesson 12. • Share the homework with students. Tell them that tomorrow they will have an opportunity to write a poem inspired by the poet they are studying. Build up the excitement!	• Consider using a visual timer or signal so that each student has an equal opportunity to share.
Homework	**Meeting Students' Needs**
• Reread both poems by your selected poet (from today and from *Love That Dog*). In your poetry journal in the "My Reflections" section, respond to the following questions: How are these poems similar and how are they different? Which poem inspires you the most and why? • In the "My Poems" section of your poetry journal, brainstorm topics you might like to write a poem about.	

Grade 4: Module 1B: Unit 2: Lesson 9
Supporting Materials

The Great Figure

Among the rain

and lights

I saw the figure 5

in gold

on a red

firetruck

moving

tense

unheeded

to gong clangs

siren howls

and wheels rumbling

through the dark city.

Public domain.

My Selected Poet: William Carlos Williams

Title of His or Her Poem: "The Great Figure"

Directions:	Questions:
Read your poem once, silently. Then read the poem aloud with your group. Take turns reading the poem aloud, paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem?
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right.	List any unfamiliar words below and record their definitions.
Then reread your poem as a group and discuss the question on the right. Record your group's thinking.	How does knowing the meanings of these words help you better understand your poem?

Directions:	Questions:
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem?
Record at least three vivid words or phrases that helped you visualize what you drew in the box above. Explain how these words helped you visualize the poem.	What are three words or phrases that helped you visualize the poem and why?
Describe the characteristics of your poem using literary terms from the What Makes a Poem a Poem? anchor chart.	

My Selected Poet: William Carlos Williams
Title of His or Her Poem: "The Great Figure"

Directions:	Questions:
Read your poem once, silently. Then read the poem aloud with your group. Take turns reading the poem aloud, paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem? **This poem is about a fire truck driving through the city.**

Directions:	Questions:
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right. Then reread your poem as a group and discuss the question on the right. Record your group's thinking.	List any unfamiliar words below and record their definitions. **tense—showing nervousness** **unheeded—noticed but ignored** **gong—loud sound such as a bell** How does knowing the meanings of these words help you better understand your poem? **Knowing the meaning of the word "tense" helps me get a feel for the emotion of the poem. Seeing a fire truck speed by at night could put someone in a tense mood.** **Knowing the meaning of the word "unheeded" confuses me a little because the author obviously notices and pays attention to the fire truck. Maybe he means the city is so busy that a speeding fire truck is hardly noticed? Or maybe its number is hardly noticed?** **Knowing what the word "gong" means helps me better imagine the loud bells of a fire truck.**

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Close Read Questions and Notes:
Analyzing "The Great Figure" by William Carlos Williams
(Completed, for Teacher Reference)

Directions:	Questions:
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem? *Note to teachers: When modeling, sketch a drawing in this box on the blank version of this note-catcher and think aloud for students as you draw.* *For example:* *"I imagine the author standing on a busy street corner on a dark, rainy night. He is startled by the bright lights and sirens of a fire truck speeding around the corner. The bright gold number 5 on the side of the truck catches his attention."*
Record at least three vivid words or phrases that helped you visualize what you drew in the box above. Explain how these words helped you visualize the poem.	What are three words or phrases that helped you visualize this poem and why? **The word "gold" helps me visualize the shiny number 5 on the fire truck.** **The word "howls" helps me imagine how loud the sirens would be.** **The word "rumbling" helps me imagine the sound of tires and the engine of the truck slowing down.**
Describe the characteristics of this poem using literary terms from the What Makes a Poem a Poem? anchor chart.	**This poem is a free verse poem because it does not have any regular rhythm or rhyme. It is one stanza created by 14 lines, but it is really just one long sentence. It has lots of words that help create imagery, such as "rainy," "lights," "clang," "howl," and "rumbling." Some of these words are also examples of onomatopoeia. These words help the reader imagine the sights and sounds of a fire truck heading off to an emergency on a dark, rainy night in a busy city.**

Image of *I Saw the Figure 5 in Gold* by Charles Demuth

My Selected Poet: <u>Valerie Worth</u>

Title of His or Her Poem: "<u>safety pin</u>"

Directions:	Questions:
Read your poem once, silently. Then read the poem aloud with your group. Take turns reading the poem aloud, paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem? **This poem describes a closed and open safety pin.**
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right. Then reread your poem as a group and discuss the question on the right. Record your group's thinking.	List any unfamiliar words below and record their definitions. **image—one thing that looks like another** How does knowing the meanings of these words help you better understand your poem? **Knowing the meaning of "image" helps me understand that the author is comparing a closed safety pin to a small fish.**

Directions:	Questions:
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem? ***Student sketch***
Record at least three vivid words or phrases that helped you visualize what you drew in the box above. Explain how these words helped you visualize the poem.	What are three words or phrases that helped you visualize the poem and why? **The word "silver" helps me visualize the color of the safety pin and the fish.** **The word "snaps" helps me think about how a safety pin can snap open when you press it.** **The phrase "surprised eye" helps me visualize the hole at the top of the safety pin and how it is like a wide-open eye.**
Describe the characteristics of your poem using literary terms from the What Makes a Poem a Poem? anchor chart.	**This poem is a free verse poem because it does not rhyme or have a regular rhythm. It has two stanzas with seven lines each. It uses a metaphor in the first stanza to compare a closed safety pin to a sleeping fish. In the second stanza it uses a simile to compare the open safety pin to a shrimp. It also uses a lot of vivid imagery to describe how the safety pin looks when it is open and closed and how it moves when you open it.**

My Selected Poet: <u>Walter Dean Myers</u>

Title of His or Her Poem: "<u>Lawrence Hamm, 19 Student Athlete</u>"

Directions:	Questions:
Read your poem once, silently. Then read the poem aloud with your group. Take turns reading the poem aloud, paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem? **This poem is about a young man who loves to play basketball. The poem describes how he feels when he plays.**
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right. Then reread your poem as a group and discuss the question on the right. Record your group's thinking.	List any unfamiliar words below and record their definitions. **egos—overconfidence or self-esteem** **sacred—highly valued for religious reasons** **holy—something that is specially recognized for religious reasons** How does knowing the meanings of these words help you better understand your poem? **Knowing what the word "egos" means helps me understand how the narrator feels when he is beating his opponents.** **Knowing the meaning of the words "sacred" and "holy" help me understand that the narrator feels so strongly about playing basketball that it is almost religious for him.**

Directions:	Questions:
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem? ***Student sketch***
Record at least three vivid words or phrases that helped you visualize what you drew in the box above. Explain how these words helped you visualize the poem.	What are three words or phrases that helped you visualize the poem and why? **The phrase "soar through space" helps me visualize a basketball player flying through the air as he is about to dunk the ball.** **The phrase "painted lanes" helps me visualize the paint on a basketball court.** **The word "kiss" helps me imagine the boy's hand pressed against the glass backboard.**
Describe the characteristics of your poem using literary terms from the What Makes a Poem a Poem? anchor chart.	**This poem is one stanza and has 16 lines. Every other line of the poem rhymes. The poem uses a metaphor to compare the narrator to muscle and flight. There is a lot of imagery that helps you visualize the sights and smells of a basketball game.**

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My Selected Poet: <u>Robert Frost</u>

Title of His or Her Poem: "<u>A Patch of Old Snow</u>"

Directions:	Questions:
Read your poem once, silently. Then read the poem aloud with your group. Take turns reading the poem aloud, paying attention to punctuation so that you pause in the correct places. Then answer the question on the right.	What is the gist of the poem? **The narrator mistakes a patch of old snow for a piece of paper.**
Record any unfamiliar words from the poem in the box on the right. Look up their meaning in a dictionary and record their definitions next to the words in the box to the right. Then reread your poem as a group and discuss the question on the right. Record your group's thinking.	List any unfamiliar words below and record their definitions. **grime—dirt stuck to the surface of something** **overspread—to spread over the top of something** How does knowing the meanings of these words help you better understand your poem? **Knowing the meaning of the word "grime" helps me visualize the dirt sprinkled on top of the snow.** **Knowing the meaning of the word "overspread" helps me visualize the dirt spreading over the top of the snow.**

Close Read Questions and Notes:
Analyzing a New Poem by My Selected Poet
(Possible Answers, for Teacher Reference)

Directions:	Questions:
Discuss the question on the right as a group and then draw a sketch in the box on the right.	What do you see or imagine when you read this poem? ***Student sketch***
Record at least three vivid words or phrases that helped you to visualize what you drew in the box above. Explain how these words helped you visualize the poem.	What are three words or phrases that helped you visualize the poem and why? **The phrase "blown-away" helped me visualize a piece of old crumpled paper on the ground.** **The word "speckled" helped me visualize the dirt sprinkled over the top of the snow.** **The phrase "small print" helped me imagine how the snow could have looked like crumbled wet newspaper.**
Describe the characteristics of your poem using literary terms from the What Makes a Poem a Poem? anchor chart.	**This poem has two stanzas with four lines each. Each stanza has a set of rhyming words at the ends of the second and fourth lines. The poet uses imagery by comparing the snow to wet crumpled newspaper on the ground. Some vivid phrases that help the reader imagine this are "blown-away" and "small print."**