



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 2: Lesson 4**

## **Notices and Wonders of the Second Stanza of “If”**



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

I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL6.5)

**Supporting Learning Targets**

- I can describe the structure of the poem “If.”
- I can identify the meaning of unfamiliar vocabulary from the context.

**Ongoing Assessment**

- Notices and wonders of the second stanza on the Analyzing “If” graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Chapter 16 of *Bud, Not Buddy* (8 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Notices and Wonders of Second Stanza (15 minutes)
  - B. Digging Deeper into the Second Stanza: Vocabulary (10 minutes)
3. Closing and Assessment
  - A. Venn Diagram: Comparing and Contrasting “If” and *Bud, Not Buddy* (10 minutes)
4. Homework
  - A. Read Chapter 17 of *Bud, Not Buddy*. Use an evidence flag to identify the most important moment in this chapter.

**Teaching Notes**

- In this lesson and the next, students repeat the two-lesson cycle from Lessons 2 and 3. Students will do first and second reads of Stanza 2 from the poem “If” in this lesson. The first purpose of these reads is to continue developing knowledge of poem structure with an emphasis on punctuation. The second purpose is for students to determine the meaning of unfamiliar words and phrases in a poem using context clues.
- This lesson continues scaffolding students toward the mid-unit assessment, in which they will compare and contrast how an author creates similar themes in the poem “If” and the novel *Bud, Not Buddy*.
- In advance: Reread the poem “If,” focusing on Stanza 2, and review vocabulary that students might struggle with.
- Post: Learning targets.



Lesson Vocabulary	Materials
master, triumph, disaster, impostors, bear, knaves	<ul style="list-style-type: none"><li>• <i>Bud, Not Buddy</i> (book; one per student)</li><li>• “If” (from Lesson 2)</li><li>• Document camera</li><li>• Analyzing “If ” graphic organizer (from Lesson 2)</li><li>• Equity sticks</li><li>• Word-catcher (from Unit 1, Lesson 1)</li><li>• Venn diagram: Comparing and Contrasting “If” and <i>Bud, Not Buddy</i> (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Chapter 16 of <i>Bud, Not Buddy</i> (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to get out their copies of <b>Bud, Not Buddy</b> and get into triads. Remind them that for homework they were to use evidence flags to identify details that show how the band members feel about Bud in <i>Bud, Not Buddy</i>.</li><li>• Ask students to share the details they marked with their triad and to justify why they chose each detail to answer the question.</li><li>• Circulate to listen in on triads to ensure that all students are participating in the discussion.</li><li>• Cold call students to share the evidence they selected with the whole group.</li></ul>	<ul style="list-style-type: none"><li>• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.</li></ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can describe the structure of the poem ‘If.’”</li></ul></li><li>• Ask students to show a Fist to Five of how well they are meeting this learning target.<ul style="list-style-type: none"><li>* “I can identify the meaning of unfamiliar vocabulary from the context.”</li></ul></li><li>• Ask students to show a Fist to Five of how well they are meeting this learning target.</li><li>• Invite volunteers to provide an explanation of their self-assessment to the whole class for each learning target.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Notices and Wonders of Second Stanza (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the poem “<b>If</b>” using a <b>document camera</b>. Invite students to read along with you as you read aloud Stanza 2 for students.</li> <li>• Ask students to discuss in their triads:             <ul style="list-style-type: none"> <li>* “So what is this stanza mostly about?”</li> </ul> </li> <li>• Select volunteers to share their triad discussion with the whole group. Students will not have a precise understanding of the meaning or themes. You are listening for students’ initial ideas.</li> <li>• Tell students they are going to address the first learning target, “I can describe the structure of the poem ‘If,’” by completing the notices and wonders on the <b>Analyzing “If” graphic organizer</b>.</li> <li>• Remind students of this graphic organizer, which they started filling out in Lesson 2. Tell students that as in Lesson 2, they are going to work in pairs to discuss what they notice and what they wonder about the second stanza.</li> <li>• Write the following questions on the board for students to refer to as they complete their notices and wonders:             <ul style="list-style-type: none"> <li>* “What do you notice and wonder about the structure (the way it is organized) of the second stanza?”</li> <li>* “What do you notice and wonder about punctuation?”</li> <li>* “What do you notice and wonder about the word choice? Are there any words or phrases that stand out to you? Why?”</li> </ul> </li> <li>• Tell students to work through each question and record their notices and wonders on the Analyzing “If” graphic organizer.</li> <li>• Ask them to ignore the rows of the organizer containing the other stanzas, as they will do the same thing with those in later lessons. They are also to ignore the Paraphrased column for now. They will work on this later, in Lesson 5.</li> <li>• Refocus the group. Use <b>equity sticks</b> to call on students to share their notices and wonders with the whole group. If students have wonders about the meaning of vocabulary words or what phrases mean, explain that they will address those next as they zoom in closer on the stanza.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> <li>• Using equity sticks to select students to share responses encourages students to participate in discussions, as they don’t know whether they will be the ones selected to share their responses.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>B. Digging Deeper into the Second Stanza: Vocabulary (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they are going to identify vocabulary that they are not familiar with, just as they did with Stanza 1.</li><li>• Give students 2 minutes to reread the second stanza and to circle the words they are not familiar with.</li><li>• Ask students to work in triads to discuss the unfamiliar words.</li><li>• Circulate and listen for students to use context clues as they discuss the vocabulary. Words students may struggle with in the second stanza (that they may not be understand through the context) include: <i>master</i>, <i>triumph</i>, <i>disaster</i>, <i>impostor</i>, and <i>bear</i>.</li><li>• Reconvene the students and cold call different triads to share the words they have circled with the class. Invite students to help out if they know what the word means. If none of the students know what the word means and it isn’t possible to figure it out from the context, tell them what it means or invite a student to look it up in the dictionary to keep the lesson moving forward.</li><li>• Remind students to record new vocabulary on their <b>word-catcher</b>.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li><li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Venn Diagram: Comparing and Contrasting “If” and Bud, Not Buddy (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up.</li><li>• Distribute the <b>Venn diagram: Comparing and Contrasting “If” and Bud, Not Buddy</b>.</li><li>• Remind students that in a Venn diagram, the things that are similar go in the middle and the things that are unique to each go on either side.</li><li>• Ask students to Think-Pair-Share-Write:<ul style="list-style-type: none"><li>* “What is similar about the poem and the novel?”</li><li>* “What is different about them?”</li><li>* Circulate and ask struggling students questions to help guide them in the right direction:</li><li>* “What about rules? Are there rules in both? What is similar about the rules? What is different about the rules?”</li><li>* “What about how the authors convey themes? How does Curtis convey theme in <i>Bud, Not Buddy</i>? How does</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li></ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 17 of <i>Bud, Not Buddy</i>. Use an evidence flag to identify the most important moment in this chapter.</p>	



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## Supporting Materials



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Name:		Date:	
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***Bud, Not Buddy***

**“If”**

