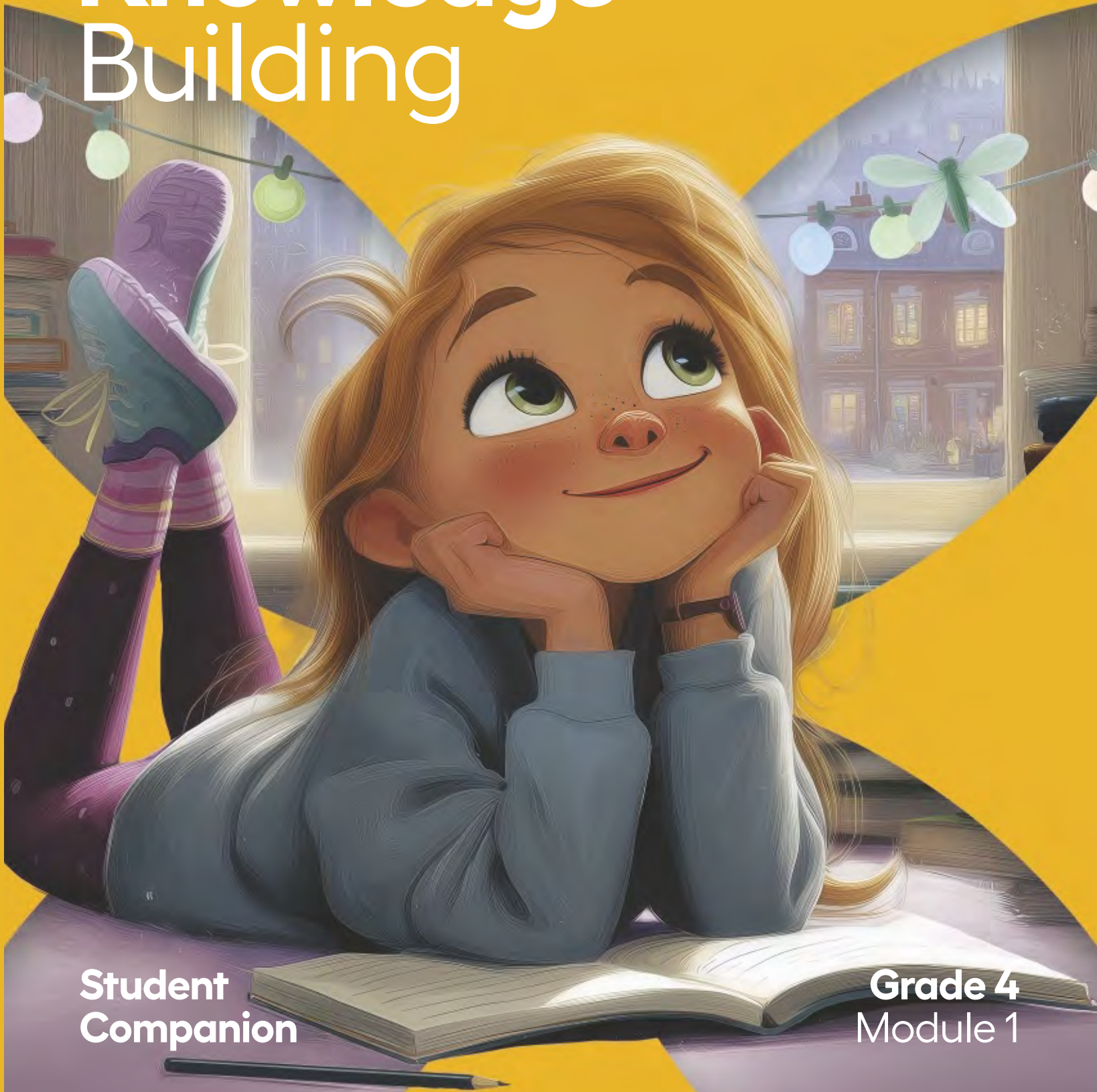




Knowledge Building



**Student
Companion**

**Grade 4
Module 1**



Knowledge Building Student Companion

Grade 4 Module 1



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DF4K-SS

Knowledge Building Student Companion

Poetry, Poets, and Becoming Writers

Module 1

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Name

Date

Infer the Topic

Note
Catcher

Use the note catcher to record your questions and thoughts about each resource. What do you think you will be learning about in this module?

Resource Number	I Notice	I Wonder

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Name	Date
------	------

Resource Number	I Notice	I Wonder

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Name

Date

Making Inferences About the Module Topic

Use the sentence frame to plan your response. Then, rewrite the full sentence using your completed frame on the lines below.

I infer our module topic is _____ because _____.

Name

Date

Homework



Module 1 Guiding Question Reflections

Read and reflect on the guiding questions for the module. Talk about them with your family.

- How do they make you feel? Why?
- What do they make you think about?

You can sketch or write your reflections. Write your reflections in the chart or sketch in the space provided.

Module 1 Guiding Question	My Reactions and Reflections
What makes a poem a poem?	
What inspires writers to write poetry?	

My Reactions and Reflections

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Name

Date

I Notice/I Wonder: *Love That Dog*

Record your observations and questions about *Love That Dog* in the note catcher. What stands out to you, and what questions do you have?

I Notice

I Wonder

Name

Date

One and One Reflection

What is one key thing you learned today about finding the gist, and what is one question you still have? Write your answers to each sentence starter in the second column.

Sentence Starter	My Reflection
One thing that I learned during the lesson is ...	
One thing that I still have a question about is ...	

Name

Date

Theme

The central idea, message, or lesson of a text.

Theme Guiding Questions

- What is the poem about?
- What events develop the poem?
- How do the characters feel or change?
- How does the speaker feel about the poem?
- What do the characters learn?
- What happens at the end?
- What ideas or phrases are repeated?
- What does the author want readers to learn?

Common Topics and Themes

Common Topics	Common Themes
Responsibility	We are all responsible for our actions.
Courage	Courage is facing your fears, not that you have no fear.
Perseverance	If you keep going and don't give up, you will be rewarded.
Kindness	Small acts of kindness can make a big difference.

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Name	Date
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Theme: “Bed in Summer”

“Bed in Summer” by Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people’s feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

Record key details in this chart as you analyze the poem “Bed in Summer.”
Support your theme with details from the text.

Topic	Point of View	Supporting Detail/Textual Evidence	Theme

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Name

Date

Theme: “The Red Wheelbarrow”

“The Red Wheelbarrow” by William Carlos Williams

so much depends
upon
a red wheel
barrow

glazed with rain
water

beside the white
chickens

Record key details in this chart as you analyze the poem “The Red Wheelbarrow.” Support your theme with details from the text.

Topic	Point of View	Supporting Detail/Textual Evidence	Theme

Name

Date

Summarizing “Bed in Summer”

“Bed in Summer” by Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

Summarize the poem “Bed in Summer.” Write in complete sentences on the lines provided.

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Name

Date

Summarizing “The Red Wheelbarrow”

“The Red Wheelbarrow” by William Carlos Williams

so much depends
upon
a red wheel
barrow

glazed with rain
water

beside the white
chickens

Summarize the poem "The Red Wheelbarrow." Write in complete sentences on the lines provided.

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Name

Date

Poetry vs. Prose

Prose is the way we write using regular sentences and paragraphs. It doesn't follow special rules like rhymes or rhythms. We use prose for things like stories, letters, and school papers.

Poetry uses different poetic elements to make it sound musical or creative.

Feature	Poetry	Prose	Both
Structure	written in lines and stanzas (groups of lines)	written in sentences and paragraphs	can use punctuation for effect
Language	uses figurative language and imagery to make you feel something may have a rhythm or rhyme scheme	more direct with descriptions no special rhythm or rhyme scheme	use descriptions to help readers see, think, or feel something
Purpose	expresses feelings or ideas in a creative way	tells stories or gives information	contain themes and ideas pertaining to what inspired the author

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Date

Examples of Poetry to Prose

Poem Title	Excerpt from Poem	Theme or Big Ideas	Prose Version
Try, Try Again	"'Tis a lesson you should heed, Try, try again; If at first you don't succeed, Try, try again."	Never give up, even if you don't succeed at first.	A lesson you should learn is to try again if you do not succeed the first time.
Bed in Summer	"And does it not seem hard to you, When all the sky is clear and blue, And I should like so much to play, To have to go to bed by day?"	A kid wants to keep playing and doesn't think it's fair they have to go to bed before the sun.	In the summer, I have to go to bed when it is still daytime out. It feels unfair that just because I'm a kid, I miss out on time to play.
The Red Wheelbarrow	"so much depends upon a red wheel barrow glazed with rain water beside the white chickens"	Small objects are very important for everyday work.	The wheelbarrow is red, wet, and near white chickens. It may seem like a simple tool, but it is important.

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Comparing and Contrasting Poetry and Prose: “Stopping by Woods on a Snowy Evening”

Graphic Organizer

“Stopping by Woods on a Snowy Evening” by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Prose Version of “Stopping by Woods on a Snowy Evening”

I think I know who owns these woods, but he lives in the village. He won't see me stopping here to watch the snowfall. My horse shakes his harness bells, wondering why we stopped in this quiet, dark place. The only sounds are the wind and falling snow. The woods are peaceful and lovely, but I have a promise to keep. I need to keep going because I still have far to travel before I can rest.

Name

Date

Read the poetry and prose versions of “Stopping by Woods on a Snowy Evening.” Then, complete this table by recording similarities and differences between them. Use examples from each.

Criteria	What is similar?	What is different?
Explanation of the similarities and differences		
Example from Prose		
Example from Poem		

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Comparing and Contrasting Poetry and Prose: “The Tyger”	Graphic Organizer
--	----------------------------

“The Tyger” by William Blake

Tyger Tyger, burning bright,
 In the forests of the night;
 What immortal hand or eye,
 Could frame thy fearful symmetry?

Prose Version of “The Tyger”

The tiger’s bright orange coat looks like it is burning in the dark of the forest at night. Who created such an amazing creature?

Read the poetry and prose versions of “The Tyger.” Then, complete this table by recording similarities and differences between them. Use examples from each.

Criteria	What is similar?	What is different?
Explanation of the similarities and differences		

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Name

Date

Criteria	What is similar?	What is different?
Example from Prose		
Example from Poem		

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Name	Date
------	------

Theme: “dog”

Record key details in this chart as you analyze the poem “dog.” You can find “dog” in the “Poems used by Miss Stretchberry” section in the back of *Love That Dog*. Support your theme with details from the text.

Topic	Point of View	Supporting Detail/ Textual Evidence	Theme

Summarizing “dog”

Using your notes, write a summary of the poem “dog.”

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Name

Date

Sentence Studio Reassemble: “dog”

Rewrite the excerpt as prose. Follow all necessary grammar rules while maintaining the gist of the lines and poem.

Poem

sleeps
All afternoon
In his loose skin.

Prose

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Define Context Clues

Context clues are hints in the words and sentences around an unfamiliar word that help you figure out its meaning.

Context Clues Guiding Questions

- Read around the unfamiliar word:
 - Did you read the sentences before and after the unfamiliar word?
- Look for different types of context clues:
 - What type of context clues can you find near the unfamiliar word—such as a definition, example, comparison, or contrast?
- Think about the text:
 - Does the type of text (story, poem, informational) give hints about the unfamiliar word?
 - Can the topic or subject help you determine what the word means?
- Determine the meaning and check your thinking:
 - Did you determine the word's meaning based on the clues?
 - Does it make sense in the sentence?

“The Red Wheelbarrow” by William Carlos Williams

so much depends
upon
a red wheel
barrow

glazed with rain
water

beside the white
chickens

Context Clues Word Meaning

“Stopping by Woods on a Snowy Evening” by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Name	Date
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First, record the challenging word or phrase in the first column of the graphic organizer. Find context clues in the surrounding lines and note them in the second column. In the third column, note any prior knowledge you have. In the fourth column, record the meaning of the word or phrase.

Unfamiliar Word or Phrase	Context Clue (Nearby Words/ Phrases)	Prior Knowledge (What I Already Know)	Word or Phrase Meaning
“so much depends upon”			
“harness”			
“downy flake”			

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Name

Date

One and One Reflection

What is one new thing you learned today, and what is one question you still have? Write your answers to each sentence starter in the second column.

Sentence Starter	My Reflection
One thing that I learned during the lesson is . . .	
One thing that I still have a question about is . . .	

Name

Date

Theme: “The Pasture”

“The Pasture” by Robert Frost

I’m going out to clean the pasture spring;
I’ll only stop to rake the leaves away
(And wait to watch the water clear, I may):
I sha’n’t be gone long.—You come too.

I’m going out to fetch the little calf
That’s standing by the mother. It’s so young,
It totters when she licks it with her tongue.
I sha’n’t be gone long.—You come too.

GLOSSARY

- **pasture:** a land covered in grass
- **spring:** a small, natural source of water that flows from the ground, often feeding into rivers or streams
- **rake:** to collect, gather, or move something, usually from the ground. There is a tool called a rake that is often used to move and collect leaves.
- **totters:** to walk unsteadily or wobble

Name

Date

Record key details in this chart as you analyze the poem “The Pasture.” Support your theme with details from the text.

Topic	Point of View	Supporting Detail/Textual Evidence	Theme

Name

Date

Poem into Prose

“The Pasture” by Robert Frost

I’m going out to clean the pasture spring;
I’ll only stop to rake the leaves away
(And wait to watch the water clear, I may):
I sha’n’t be gone long.—You come too.

I’m going out to fetch the little calf
That’s standing by the mother. It’s so young,
It totters when she licks it with her tongue.
I sha’n’t be gone long.—You come too.

Name

Date

Complete the graphic organizer to turn “The Pasture” from poetry to prose. Use what you know about the theme, poetic elements from the poem, and the differences in poetry and prose to rewrite the poem one stanza at a time into a prose passage.

Excerpt from Poem	Theme or Big Ideas	Prose Version
I’m going out to clean the pasture spring; I’ll only stop to rake the leaves away (And wait to watch the water clear, I may): I sha’n’t be gone long.—You come too.		
I’m going out to fetch the little calf That’s standing by the mother. It’s so young, It totters when she licks it with her tongue. I sha’n’t be gone long.—You come too.		

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Name

Date

One and One Reflection

What is one key thing you learned during the lesson about poetic elements, themes, or summaries? What is one question you still have? Write your answers to each sentence starter in the second column.

Sentence Starter	My Reflection
One thing that I learned during the lesson is ...	
One thing that I still have a question about is ...	

Name

Date

Jack's Inspiration

What evidence do you see that Jack's "Street Poem" has been inspired by the poems he has read?

Poem	Evidence from Famous Poem	Evidence from Jack's "Street Poem"
"Street Music" by Arnold Adoff		
"Street Music" by Arnold Adoff		
"Street Music" by Arnold Adoff		

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Name	Date
------	------

Poem	Evidence from Famous Poem	Evidence from Jack's "Street Poem"
"Street Music" by Arnold Adoff		
"The Red Wheelbarrow" by William Carlos Williams		
"Stopping by Woods on a Snowy Evening" by Robert Frost		

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Discussion Norms

- Listen carefully and wait for your turn.
- Ask questions and respond.
- Contribute and stay on topic.
- Link ideas.
- Speak clearly.
- Use complete sentences.
- Assume positive intent.

Discussion Norms Guiding Questions

- Did I come ready to discuss the topic?
- Am I waiting for my turn? Am I being a respectful listener?
- What am I confused about?
- What do I need more information about?
- Have I asked and answered questions?
- Have I added to others' ideas?
- Am I fulfilling my assigned role?
- What have I learned during the conversation?
- Has the conversation changed my ideas about the topic? How so?

Discussion Sentence Starters

- I think ... because _____.
- One idea I had was ... because ...
- What ... said about ... made me think ...
- Can you give an example of ... ?
- How did you come to that conclusion?
- What did you learn about ... from ... ?
- So, do you mean _____?
- I'm not sure I understand ... Can you clarify?

Name	Date
------	------

Poets’ Inspiration: *Love that Dog*

What inspires poets to write poetry? Complete the table.

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
“The Yellow Dog” by Jack (<i>Love That Dog</i> , page 37)		
The first poem about the blue car by Jack (<i>Love That Dog</i> , page 4)		

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Name

Date

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
The second poem about the blue car by Jack (<i>Love That Dog</i> , page 8)		
The poem about the small poems by Jack (<i>Love That Dog</i> , pages 15–16)		
The poem about visiting the animal shelter (<i>Love That Dog</i> , pages 25–27)		

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Name

Date

One and One Reflection

What is one thing you learned today about drawing evidence from the poem to support the analysis of what inspired the poet, and what is one question you still have? Write your answers to each sentence starter in the second column.

Sentence Starter	My Reflection
One thing that I learned during the lesson is ...	
One thing that I still have a question about is ...	

Name

Date

Preparing for a Text-Based Discussion

How have Jack's feelings about poetry changed from the beginning of *Love That Dog* to page 45? Why? Use evidence from the text to complete the chart.

Question	Evidence from the Famous Poem	Elaboration
How did Jack feel about poetry in the beginning of the story? How do you know?		
How does Jack feel about poetry now? How do you know?		
What caused the change? How do you know?		

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Name	Date
------	------

Determining Word Meaning: Affixes

Use the Affix and Root List to determine the meaning of the suffix *-ation*. Complete the chart by breaking the word *elaboration* into parts in order to determine meaning.

Prefix and Meaning	Root/Base Word and Meaning	Suffix and Meaning

Name

Date

Affixes Practice

Complete affixes practice by combining the affix and root word. Write the new word and the meaning.

Affix	Root Word	New Word	Meaning
<i>un-</i>	+ happy		
<i>re-</i>	+ play		
<i>dis-</i>	+ agree		
<i>pre-</i>	+ view		
<i>im-</i>	+ possible		

Learning Target Tracker

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 1 Discovering Our Topic: Poetry

1. I can recall information from an excerpt to take notes and categorize information.

2. I can use details from an excerpt to make an inference about the topic of our module.

3. I can have a discussion with my classmates about the module's topic where I come prepared, listen respectfully, ask questions, and share my ideas.

LESSON 2 Establishing Reading Routines: *Love That Dog*

1. I can determine the gist of pages 1–5 of *Love That Dog* by describing what happens in the text.

2. I can analyze Jack's feelings using details from pages 1–5 of *Love That Dog*.

3. I can identify the speaker in a poem and explain how his or her point of view influences the way the poem is told.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 3 Identifying Theme: "The Red Wheelbarrow"

1. I can determine the theme of "The Red Wheelbarrow" from details in the text.

2. I can explain how a poem's structure, including stanzas, lines, rhythm, and meter, contributes to its meaning.

3. I can record my thoughts about a poem by selecting key details, explaining their significance, and making connections in my independent reading journal.

LESSON 4 Summarizing Poetry: "The Red Wheelbarrow"

1. I can summarize "The Red Wheelbarrow."

LESSON 5 Analyzing Poetry: *Love That Dog* and "Stopping by Woods on a Snowy Evening"

1. I can identify the poetic elements and structure in "Stopping by Woods on a Snowy Evening" to compare and contrast it to a prose version.

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Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 6 Analyzing Poetry: *Love That Dog* and "The Tyger"

1. I can use poetic elements to explain how Jack's poem and "The Tyger" are similar and different.

2. I can identify the poetic elements and structure in "The Tyger" to compare and contrast it to a prose version.

LESSON 7 Analyzing Poetry: *Love That Dog* and "dog"

1. I can summarize and determine the theme of "dog" from the details in the text.

2. I can identify the poetic elements in "dog."

LESSON 8 Exploring Meaning in Words and Phrases

1. I can determine the meaning of words and phrases from "dog" using context clues.

2. I can explain the differences between poetry and prose by disassembling and reassembling lines from the poem "dog."

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 9 Mid-Unit Check

1. I can review how to summarize, determine a theme, and identify poetic elements and point of view in a poem.

2. I can use context to determine the meaning of unfamiliar vocabulary.

3. I can answer questions about poems to demonstrate what I've learned in this unit.

LESSON 10 Analyzing Poetry: *Love That Dog* and "The Pasture"

1. I can determine the character Jack's feelings using details from the text.

2. I can write a prose version of "The Pasture" after determining the theme.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 11 Text-Based Discussion: What Inspires Jack to Write His Street Poem?

1. I can identify the characteristics of poetry in "Street Music."

2. I can find evidence of the poems that inspired Jack in his poetry.

3. I can follow discussion norms to have an effective text-based discussion.

LESSON 12 Analyzing Poetry: *Love That Dog* and "The Apple"

1. I can follow agreed-upon rules while asking and answering questions in a discussion about the identification of the poetic elements in "The Apple."

2. I can draw evidence from the character Jack's "My Yellow Dog" poem to support the analysis of what inspired him.



Facts That Fly!

In this book, you'll explore how poetry helps us express our thoughts, feelings, and ideas—and how anyone can grow into a writer.

Did you know? ...

- Poetry can help you discover your own voice.
- Poets are inspired by everyday life.
- Writing can be a way to explore who you are and what matters to you.



D F 4 K - S S