



Knowledge Building



Teacher Guide

Grade 4
Module 1



Knowledge Building Teacher Guide
Grade 4 Module 1



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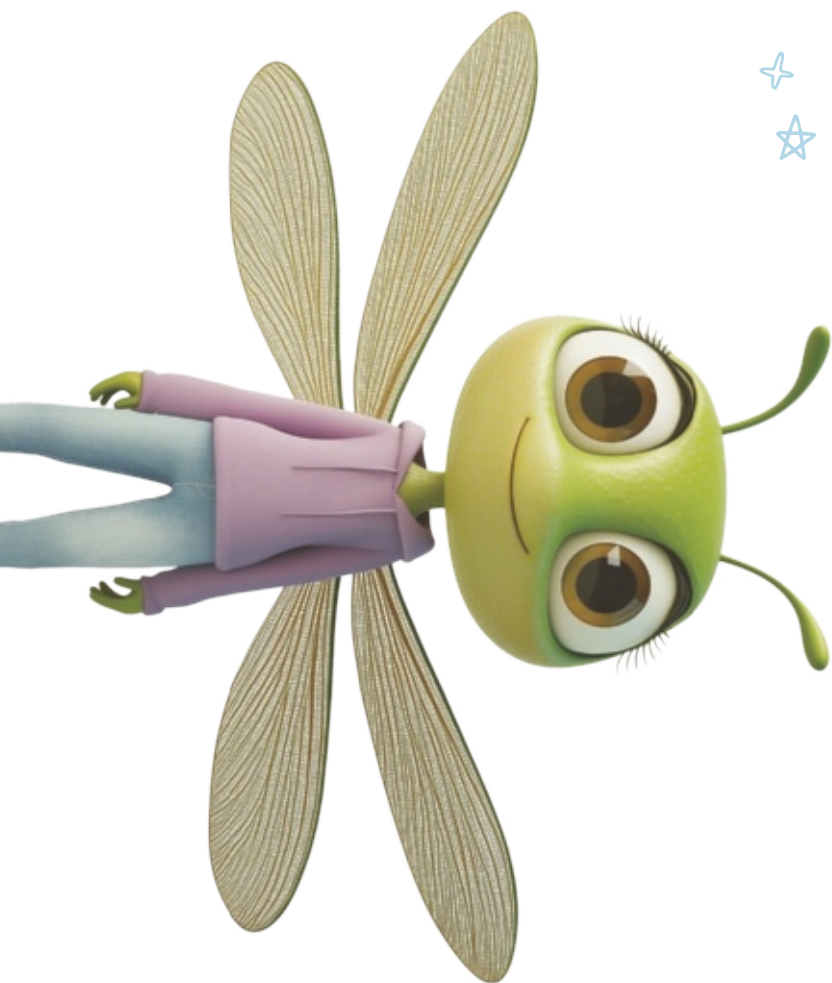
DF4K-TS

Knowledge Building Teacher Guide

Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

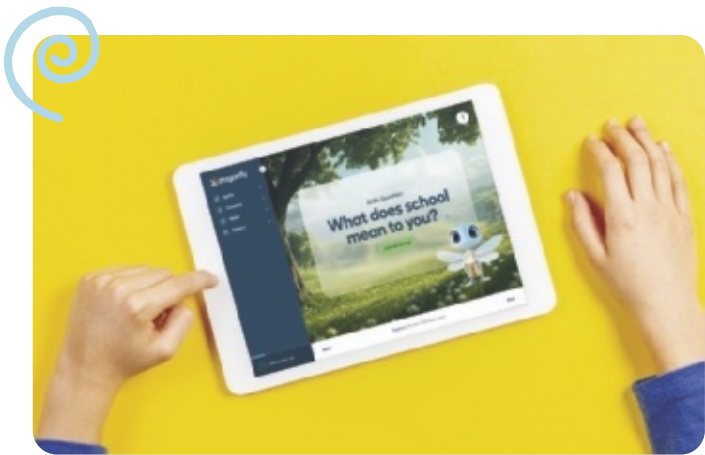
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.



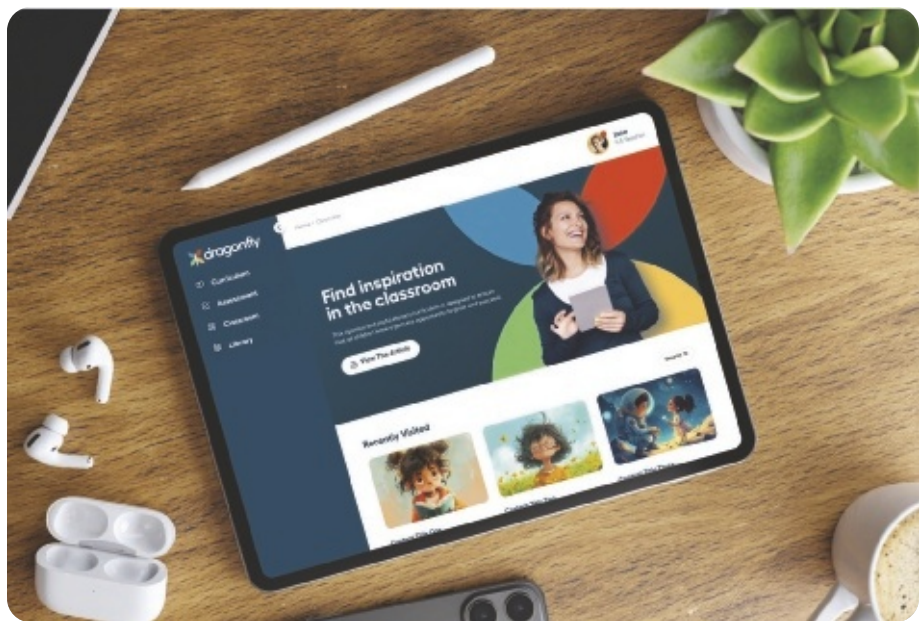


Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

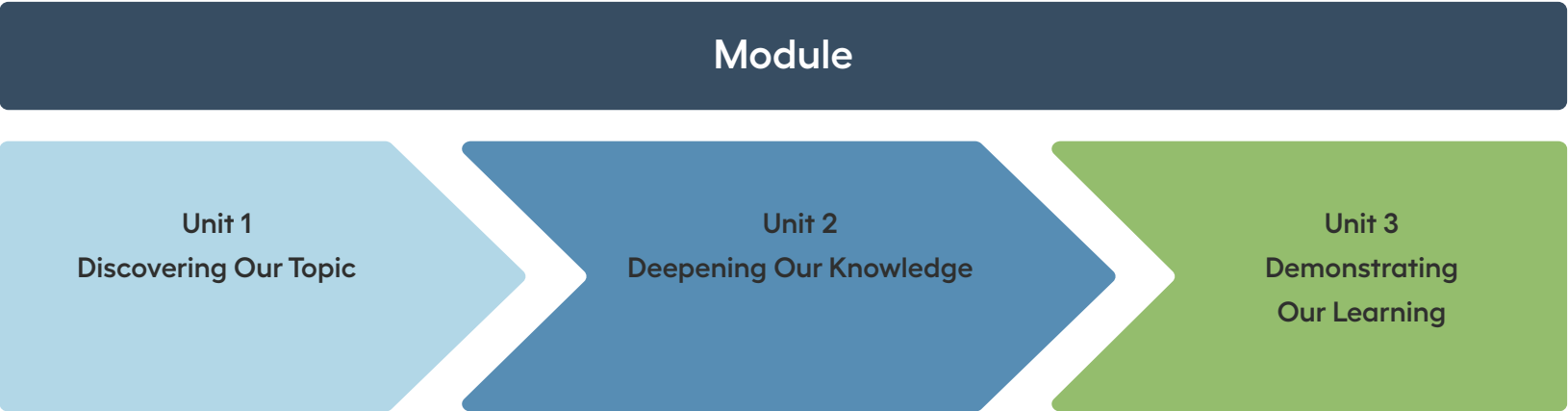


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1 Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2 Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3 Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

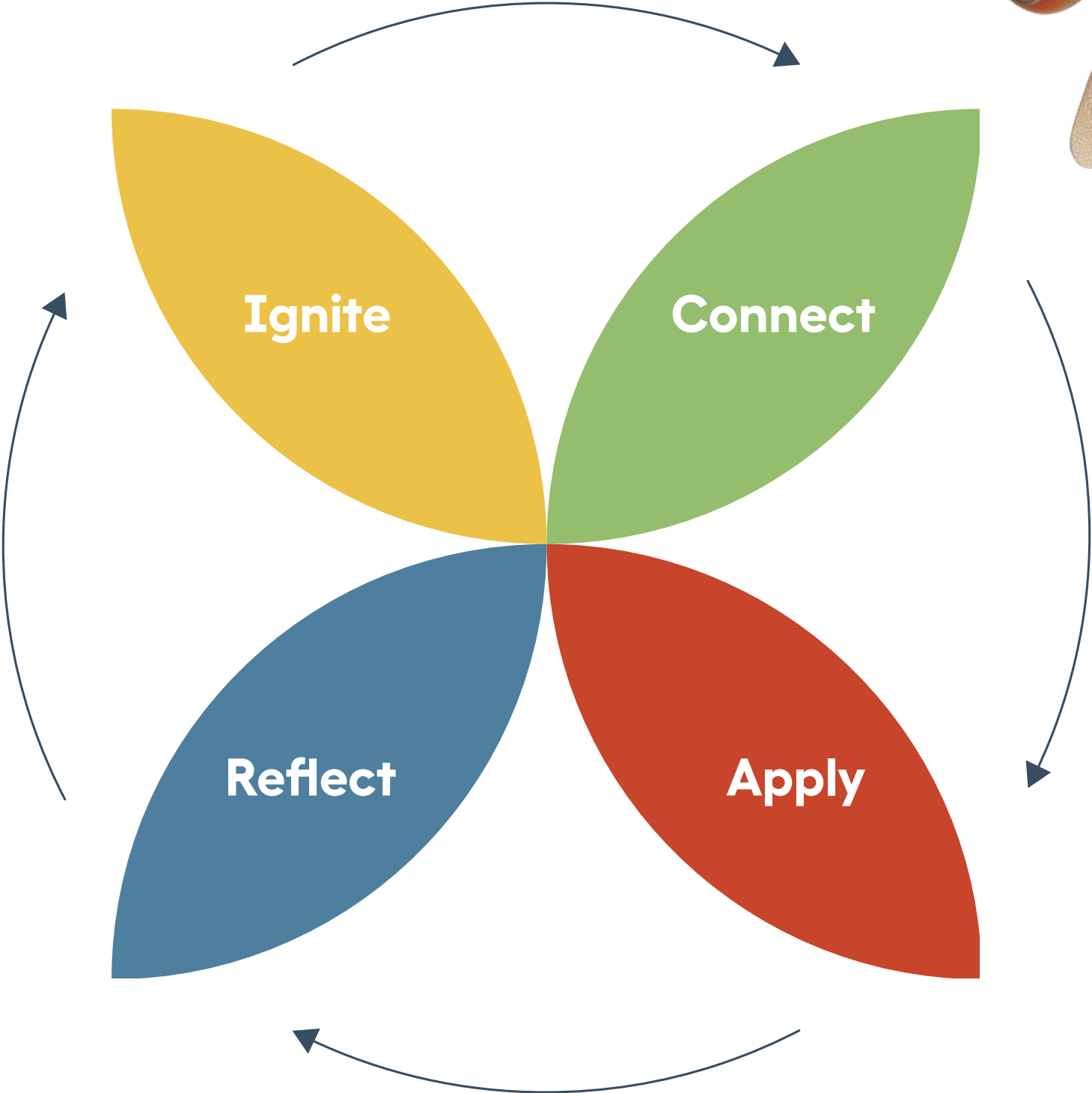
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes



Poetry, Poets, and Becoming Writers

Module 1



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Module 1

Poetry, Poets, and Becoming Writers



Guiding Questions

- What makes a poem a poem?
- What inspires writers to write poetry?

Module Description

This module guides students through an exploration of poetry, beginning with the novel in verse *Love That Dog* by Sharon Creech. In Unit 1, students analyze poetic elements and structure, compare poetry to prose, and interpret meaning in selected poems. In Unit 2, they complete the novel, explore the sources of inspiration for both the main character and real poets like William Carlos Williams, and write an informative essay about a chosen poet's source of inspiration. In Unit 3, students shift focus to themselves, demonstrating their learning by composing and presenting an original poem inspired by personal experience. They analyze model presentations, develop criteria for effective delivery, and practice fluency for a final poetry performance.

Performance Task Overview

Performance Task: Poetry Presentation

Summary: In this performance task, students synthesize their learning about what inspires poets to write poetry by presenting their original poems inspired by something meaningful, along with a speech, including supporting visuals, about what inspired their poem and where you can see evidence of this in their poem. Their speech answers the question: What inspired you to write poetry, and where can you see evidence of this in your poem?

Standards: RF.4.4.A, RF.4.4.B, RF.4.4.C, W.4.3.D, W.4.4, SL.4.4

Required Texts

Title	Author	ISBN	Quantity
<i>Love That Dog</i>	Sharon Creech	ISBN-13: 9780064409599	30 per classroom
<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	ISBN-13: 9780802853028	1 per classroom

Module-at-a-Glance

Discovering Our Topic: Reading and Analyzing Poetry – *Love That Dog* and Famous Poems

Unit 1

Big Ideas

- Poets use specific structures, elements, and language to express ideas and emotions in unique and powerful ways.
- Understanding the differences between poetry and prose helps readers better interpret and appreciate poems.

Instructional Focus

- Read the literary text *Love That Dog* to analyze what happened and how the main character felt about it.
- Closely read famous poems in *Love That Dog* to determine a theme, to identify the characteristics of poetry, and to write a summary of each poem.
- Compare poetry to prose using the characteristics of poetry.
- Prepare for and participate in a text-based discussion exploring instances of Jack's poetry showing inspiration from other poets.
- Prepare for and participate in a text-based discussion about how Jack's feelings toward poetry change over the course of the novel.

Priority Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, L.4.4.A

Deepening Our Knowledge: What Inspires Poets?

Unit 2

Big Ideas

- Poets are often inspired by personal experiences, emotions, and the world around them.
- Analyzing a poet's work and background helps us understand what influences their writing and deepens our appreciation of their poetry.

Instructional Focus

- Finish reading *Love That Dog*.
- Read closely to answer the question: What inspires Jack to write poetry, and where can you see evidence of this in his poetry?
- Read biographies of famous poets, considering what inspired these writers to write poetry, and where you can see evidence of this in their poetry.
- Analyze a model essay.
- Write an informative essay about what inspired a poet to write poetry.
- Revise and edit the informative essay for clarity and conventions.

Priority Standards: RL.4.1, RL.4.3, RL.4.5, L.4.4.A, L.4.5.A, W.4.2.A, W.4.2.B, W.4.2.C, W.4.2.D, W.4.2.E, L.4.1.F, L.4.2.B

Demonstrating Our Learning: Writing Poetry to Entertain

Unit 3

Big Ideas

- Sharing our poems through writing and performance allows us to express ourselves and connect with an audience.

Instructional Focus

- Write original poems.
- Revise poems for precise word choice and punctuation for effect.
- Analyze a model presentation.
- Create a poetry presentation.
- Choose visuals to support the presentation.
- Practice fluent reading to support presentation skills.

Priority Standards: RF.4.4.A, RF.4.4.B, RF.4.4.C, W.4.2.A, W.4.2.B, W.4.2.C, W.4.2.D, W.4.2.E, L.4.1.F, L.4.2.A, L.4.3.A

Discovering Our Topic

Reading and Analyzing Poetry: *Love That Dog* and Famous Poems

Unit Introduction

In this unit, students explore the questions “What makes a poem a poem?” and “What inspires writers to write poetry?” through the novel in verse, *Love That Dog* by Sharon Creech. Students analyze the novel and related poems to identify poetic elements, structures, and themes; summarize poems; and compare poetry to prose. The unit concludes with students applying their understanding to describe and interpret word meanings and phrases while reading the poem “After the Winter” by Claude McKay.



Unit Task

In Lesson 11, students will prepare for and participate in a text-based discussion about the inspiration for Jack’s “Street Poem” in *Love That Dog* by Sharon Creech.



Texts

- *Love That Dog* by Sharon Creech
- “Stopping by Woods on a Snowy Evening” by Robert Frost
- “The Pasture” by Robert Frost
- “The Red Wheelbarrow” by William Carlos Williams
- “The Tyger” by William Blake
- “Try, Try Again” by William E. Hickson
- “Bed in Summer” by Robert Louis Stevenson



Priority Standards

RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, L.4.4.A

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Unit-at-a-Glance

LESSON

1

Discovering Our Topic: Poetry

p. 8

Daily Learning Targets

- I can recall information from an excerpt to take notes and categorize information.
- I can use details from an excerpt to make an inference about the topic of our module.
- 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.



Instructional Standards: RL.4.1, RL.4.10, RI.4.1, W.4.8, W.4.9.A, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D, SL.4.6

LESSON

2

Establishing Reading Routines: *Love That Dog*

p. 20

Daily Learning Targets

- I can determine the gist of pages 1–5 of *Love That Dog* by describing what happens in the text.
- I can analyze Jack's feelings using details from pages 1–5 of *Love That Dog*.
- I can identify the speaker in a poem and explain how his or her point of view influences the way the poem is told.



Instructional Standards: RL.4.1, RL.4.3, RL.4.6, RL.4.10, RF.4.4.B

LESSON

3

Identifying Theme: "The Red Wheelbarrow"

p. 32

Daily Learning Targets

- I can determine the theme of "The Red Wheelbarrow" from details in the text.
- I can explain how a poem's structure, including stanzas, lines, rhythm, and meter, contributes to its meaning.
- I can record my thoughts about a poem by selecting key details, explaining their significance, and making connections in my independent reading journal.



Instructional Standards: RL.4.1, RL.4.2, RL.4.5, RL.4.6, RL.4.10, W.4.9.A, W.4.10

LESSON

4

Summarizing Poetry: "The Red Wheelbarrow"

p. 47

Daily Learning Targets

- I can summarize "The Red Wheelbarrow."



Instructional Standards: RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Analyzing Poetry: *Love That Dog* and “Stopping by Woods on a Snowy Evening”

p. 58

Daily Learning Targets

- I can identify the poetic elements and structure in “Stopping by Woods on a Snowy Evening” to compare and contrast it to its prose.

Instructional Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A



LESSON

5

Analyzing Poetry: *Love That Dog* and “The Tyger”

p. 72

Daily Learning Targets

- I can use poetic elements to explain how Jack's poem and “The Tyger” are similar and different.
- I can identify the poetic elements and structure in “The Tyger” to compare and contrast it to a prose version.

Instructional Standards: RL.4.1, RL.4.3, RL.4.5, W.4.9.A



LESSON

6

Analyzing Poetry: *Love That Dog* and “dog”

p. 85

Daily Learning Targets

- I can summarize and determine the theme of “dog” from the details in the text.
- I can identify the poetic elements in “dog.”

Instructional Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A



LESSON

7

Exploring Meaning in Words and Phrases

p. 95

Daily Learning Targets

- I can determine the meaning of words and phrases from “dog” using context clues.
- I can explain the differences between poetry and prose by disassembling and reassembling lines from the poem “dog.”

Instructional Standards: RL.4.4, RL.4.5, L.4.4.A



LESSON

8

Each lesson is designed for 60 minutes of instruction. This unit includes **one flex days** to use at your discretion to meet the needs of your students.

LESSON

9

Mid-Unit Check

p. 108

Daily Learning Targets

- I can review how to summarize, determine a theme, and identify poetic elements and point of view in a poem.
- I can use context to determine the meaning of unfamiliar vocabulary.
- I can answer questions about poems to demonstrate what I've learned in this unit.



Instructional Standards: RL.4.2, RL.4.5, RL.4.6, L.4.4.A

LESSON

10

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

p. 115

Daily Learning Targets

- I can determine the character Jack's feelings using details from the text.
- I can write a prose version of "The Pasture" after determining the theme.



Instructional Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A, L.4.4.C

LESSON

11

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

p. 127

Daily Learning Targets

- I can identify the characteristics of poetry in "Street Music."
- I can find evidence of the poems that inspired Jack in his poetry.
- I can follow discussion norms to have an effective text-based discussion.



Instructional Standards: RL.4.1, RL.4.3, RL.4.5, SL.4.1.A, SL.4.1.B, SL.4.1.C

LESSON

12

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

p. 138

Daily Learning Targets

- I can follow agreed-upon rules while asking and answering questions in a discussion about the identification of the poetic elements in "The Apple."
- I can draw evidence from the character Jack's "My Yellow Dog" poem to support the analysis of what inspired him.



Instructional Standards: RL.4.1

LESSON

13

LESSON

14

Analyzing Poetry: *Love That Dog* and “Love That Boy”

p. 147

Daily Learning Targets

- I can identify the poetic elements in the first stanza of “Love That Boy.”
- I can have a discussion about how the character Jack’s feelings about poetry changed using evidence from *Love That Dog*.



Instructional Standards: RL.4.1, SL.4.1.A, L.4.4.B, L.4.4.C

End-of-Unit Assessment

p. 158

Daily Learning Targets

- I can refer to details in a poem while describing characters, settings, and events.
- I can use context in a poem to determine the meaning of words or phrases.
- I can answer questions about poetry to demonstrate what I’ve learned in this unit.



Instructional Standards: RL.4.1, RL.4.3, L.4.4.A

NOTES

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

Discovering Our Topic: Poetry



Purpose

In this lesson, students will collaborate through observation and discussion to explore resources and infer the module's topic.

By the end of the lesson, students should be able to do the following:

- Use key details from resources to make inferences about the module topic.
- Engage in discussions to share observations and questions about the module topic.



Learning Targets

- I can recall information from an excerpt to take notes and categorize information.
- I can use details from an excerpt to make an inference about the topic of our module.
- 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.



Prepare in Advance

Teacher

- Grade 4 Module 1 Infer the Topic Resources (digital PDF) to be printed and posted around the room before the lesson begins.

You may wish to create physical copies of the following materials to display in the classroom:

- Discussion Norms
- Think-Pair-Share anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- Class Clues: Think-Pair-Share
- Class Clues: Infer the Topic
- Discovery Point: Poetry, Poets, and Becoming Writers



Agenda

Ignite (5 minutes)

- Topic Introduction
- Learning Targets

Connect (40 minutes)

- Protocol Introduction: Think-Pair-Share
- Protocol Introduction: Infer the Topic
- Participate in the Protocol
- Discussion Norms Creation

Apply (5 minutes)

- Your Turn

Reflect (10 minutes)

- Discovery Point
- Module Overview
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.10, RI.4.1, W.4.8, W.4.9.A, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D, SL.4.6

Application

RL.4.1, RL.4.10, W.4.8, W.4.9.A, W.4.10, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D, SL.4.6

Topic Introduction

Word Relation

- Explain to students that, today, they will begin exploring the module's topic, which they will study and write about over the next several weeks.
- Tell students that you will display a word and they will be given 30 seconds to answer this question:

SAY The word we will focus on is *inspired*. Think about a time when something or someone made you feel inspired. Inspiration is when something or someone gives you a great idea or makes you feel excited to take action. It can come from a book, a person, or even something you see or hear.

ASK When you hear the word *inspired*, what other words come to mind?

(Answers will vary but may include motivated, creative, excited, driven, hopeful, determined, or moved.)

- Give students 30 seconds to think and enter their words into the word cloud.
- As words appear, discuss patterns and observations with the class.
- Explain that students should remember their ideas and refer back to them throughout the lessons as they begin discovering the module topic.

Word Relation

What words come to your mind when you think of the word *inspired*?

First Choice

Second Choice

Third Choice

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching/MLL

- Be transparent about why you are asking students to notice and wonder. This is a helpful way to understand and explore a new topic or text.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

- Explain the purpose of learning targets.
 - SAY** Learning targets are our goals for each lesson. They help us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.
- Direct students' attention to the learning targets and read the learning targets aloud.
 - Learning Target #1:** I can recall information from an excerpt to take notes and categorize information.
 - Learning Target #2:** I can use details from an excerpt to make an inference about the topic of our module.
 - Learning Target #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.

Learning Targets

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.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, W.4.8, W.4.9.A, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Connect

Suggested Pacing: 40 minutes

40

Protocol Introduction

Introduce the Protocol

- Introduce the purpose of the think-pair-share protocol.
 - SAY** Today, we will work with a partner to use the think-pair-share protocol. This activity helps everyone have fair and meaningful conversations. It gives all students enough time to think, share their ideas, and listen to what others have to say.

2. Direct students' attention to the video.

SAY Let's preview this protocol by watching Class Clues.
3. Invite students to share what they noticed or questions about the video and the protocol.

ASK What do you notice? *(Answers will vary.)*

ASK What do you wonder? *(Answers will vary.)*
4. Read aloud the think-pair-share protocol steps from the chart as you model with a student volunteer.

SAY First, my partner and I will think about the resources located around the room.

SAY Next, my partner and I will decide who will go first to share an idea about the focus topic. I will share first.

SAY Now, I will share my idea. I think these resources around the room are related to our module topic.

SAY Finally, I will listen to what my partner shares.
5. Allow time for the student volunteer to respond.
6. Refocus the group and ask students what they observed or noticed during the modeling of the protocol.

ASK What did you notice during our think-pair-share model? *(Answers will vary but may include noticing partners looking at each other, taking turns, or speaking in full sentences.)*
7. Move students into pairs and tell them to label themselves Partner A and Partner B.
8. Pose the question and give students time to think independently and silently about their answer to the question.

ASK How do the resources around the room connect to what we are learning? *(I noticed that the resources all seem to be about poetry or famous poets.)*
9. Invite students to begin the think-pair-share protocol.
10. Circulate to ensure that students are asking the question, providing wait time to their partners, and responding.
11. Ask students to share their responses with the whole group.
12. Repeat this process with the remaining questions as necessary.

ASK How did your partner's ideas help you think about the topic in a new way? *(My partner pointed out that some of the resources have quotes about writing, which makes me think we will learn how to write poetry.)*

ASK Why is it helpful to use the think-pair-share protocol when discussing new ideas? *(My partner points out the texts mention emotions and descriptions, so I think we are exploring how poets use words to create meaning.)*



Differentiation

Approaching

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner.

Beyond

- Ask students to restate the protocol in their own words and explain why it is important.

MLL

- Consider pairing students with partners who have more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Instruction RL.4.1, SL.4.1.B, SL.4.1.C, SL.4.6

Application SL.4.1.B, SL.4.1.C, SL.4.6

Protocol Introduction

Introduce the Protocol

1. Explain that now students are ready to take their thinking a step further by learning another protocol called infer the topic.
SAY When we infer, we use what we already know and what a text says or a picture shows to figure out something that isn't directly said. Today, we will infer our module's topic by exploring quotations from the texts we will read. We will do this by following the steps for the infer the topic protocol.
2. Direct students' attention to the video.
SAY Let's preview this protocol by watching Class Clues.
3. Invite students to share what they noticed or questions about the video and the protocol.
ASK What do you notice? (*Answers will vary.*)
ASK What do you wonder? (*Answers will vary.*)
4. Read aloud the infer the topic protocol steps.



Differentiation

Beyond

- Ask students to restate the protocol in their own words and explain why it is important.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension, display the cover of *Love That Dog* or *A River of Words*. Invite students to point out some details. Label the picture with their responses (e.g., children reading books on camels and children laughing).

Instruction RL.4.1, RI.4.1, SL.4.1.B

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to the infer the topic note catcher, which also appears in their student companions.
SAY As you explore the topic resources, you will use the infer the topic note catcher to record notes about what you notice and wonder. The purpose of your notes is to help you remember your thinking and the ideas you are learning about. When you record notes, you should write keywords and phrases, not full sentences.
2. Use one of the Grade 4 Module 1 Infer the Topic Resources to model recording keywords and phrases.
3. Direct students' attention to the Grade 4 Module 1 Infer the Topic Resources posted around the room, and have students move to their first resource with their note catcher.
4. Remind students that they will have 2 minutes to quietly examine, read, and take notes on this resource. Have them take note of which resource they are using, since they'll need to find someone from a different resource next.

Infer the Topic

Resource Number	I Notice	I Wonder

5. After 2 minutes, have students find a partner from another resource. Prompt them to take turns sharing their notes first, then their inferences.
6. After 2 minutes of talking, prompt pairs to find another pair to form groups of four. They can have overlapping resources, but they should try to have as much variety as possible.
SAY Now, members in your groups will take turns sharing their biggest takeaways and inferences gained from observing the resources.
7. After 2 minutes, repeat steps 2–5 on the chart as needed.
8. After 10 minutes, refocus the whole group and have students share ideas from their note catchers.



Differentiation

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension, display and repeat your questions.

Examples:

- “What details do you notice about this text?” Rephrase and display the new question.
- “Do you find any interesting facts or features in this text? What are they?”

Instruction RL.4.1, W.4.8, W.4.9.A

Application RL.4.1, W.4.8, W.4.9.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Discussion Norms Creation

Create and Discuss

1. Explain that students will develop norms to have effective discussions throughout the school year.
2. Set the objective.
SAY Remember our learning target: 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. You’ve just worked together to explore resources, share ideas, and make inferences about our module’s topic. Throughout the school year, you’ll continue to engage in discussions like this, sharing ideas, listening to others, and building on each other’s thinking. To make sure our discussions are meaningful and productive, we need to establish discussion norms.
3. Introduce the concept.
SAY Discussion norms are guidelines that we follow in a collaborative conversation to keep it productive and focused. When we engage in these conversations, we add our ideas to those of others. This helps us gain a deeper understanding of a topic from various perspectives.

Generating Discussion Norms

1. What did you do well when discussing your inferences with a partner and then a small group?
2. What should we be mindful of whenever we participate in group discussions? Why?
3. How could you have improved the discussion?
4. What questions did you ask when you didn’t understand what someone was saying?
5. How did you find out more about the ideas of others? What questions can you ask when you want to find out more?

4. Read questions 1 and 2 from the generating discussion norms anchor chart aloud, and guide students through a think-pair-share protocol using the discussion sentence starters.
5. Call on students to share their responses with the whole group.
6. As students share, capture their responses in a visible location such as a whiteboard or poster paper.
7. Repeat this process with each question from the generating discussion norms list.



Differentiation

Approaching

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.
- Consider creating nonverbal hand signals that represent common phrases on the discussion norms chart. Represent the symbols on the chart.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.

Application SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Apply

Suggested Pacing: 5 minutes

5

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced noticing details, asking questions about what we read, and making inferences using evidence. These skills will help us better understand the texts and topics we'll explore in this module.
- Explain the task.
SAY You will now use these skills to make an inference about the module topic.
SAY To do this, you will use your note catcher and the resources you have reviewed and discussed to support you in making inferences about the module topic.
SAY You will use the sentence frame: I infer our module topic is _____ because _____.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Making Inferences About the Module Topic

I infer our module topic is _____ because _____.

Differentiation



APPLY

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension, display, repeat, and rephrase the question. Tell students you will give them some time to think and write or sketch before responding.

Application RL.4.1, W.4.8, W.4.9.A

Reflect

10

Suggested Pacing: 10 minutes

Discovery Point

View and Discuss the Media

- Direct students' attention to the video.
SAY Let's explore what we will learn about in this module by watching Discovery Point.
- Play the video.
- Invite students to share what they noticed or questions about the module guiding questions, the video, or both.
ASK What do you notice? (*We will learn about poetry and different poets.*)
ASK What do you wonder? (*Answers will vary but may include Why is it important to learn about poetry?*)



Differentiation



Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (e.g., *school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home languages and cultures.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.
Examples:
 - I noticed in the video . . .
 - I wonder . . .

Instruction RL.4.10

Application SL.4.1.B, SL.4.1.C

Module Overview

Introduce and Discuss

1. Direct students' attention to the performance task.
2. Explain that the performance task is something they will do at the very end of the module.
3. Read the performance task prompt aloud.
4. Invite students to turn and talk with their partner.
ASK What do you notice or wonder? *(We will write and present a poem to an audience with visuals; responses will vary but may include I wonder what I will write poems about.)*
5. Allow students to share their thoughts and then briefly discuss the performance task.
6. Direct students' attention to the module's guiding questions.
7. Explain that these are the questions they will be thinking about as they work through the module and, once answered, will help them complete the performance task.
8. Read the questions aloud.
9. Explain to students that they will now turn and talk with a partner using the think-pair-share protocol to discuss ideas they have about the guiding questions.
10. Give students one minute to discuss with their partners.
ASK Now that you have analyzed the module guiding questions, has your inference of what this module is about changed? *(Answers will vary.)*
11. Invite students to share any new thoughts they might have.

Performance Task

Now that you have written an original poem about something that was meaningful to you and inspired you, you will present your poem and explain what inspired you to write your poem and where you can find evidence of this in your poem. Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

Differentiation

Beyond

- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.

Approaching/MLL

- For MLLs and students who may need additional support with writing: As students may be overwhelmed by the performance task. Assure them that you will continue to unpack the meaning of the chart in subsequent lessons and units.
- For MLLs and students who may need additional support with writing: Consider displaying a model performance task from a former student. Ask students to make connections between the model and the performance task.

Instruction RL.4.1, RL.4.10, W.4.9.A

Progress Reflection

Learning Target #1

- Explain the purpose of reflecting on progress toward meeting learning targets.
- **SAY** Reflecting on your progress toward meeting learning targets helps you to understand what you have learned and what you still need to work on.
- Direct students' attention to the Learning Target Tracker in their student companions.
- Explain the ratings in the top row of the tracker.
- **SAY** *Approaching* means you are working on meeting the lesson's learning targets or goals. *Meeting* the learning targets means you know and can successfully do what we focused on today. And finally, *exceeds* means you were able to go above and beyond the lesson's goals.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- After students finish their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

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

Differentiation

Approaching

- Break the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application W.4.9.A

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target

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.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application W.4.10

- 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.

Establishing Reading Routines: *Love That Dog*



Purpose

In this lesson, students will read pages 1–5 of *Love That Dog* to determine the gist and learn about Jack’s experiences with poetry.

By the end of the lesson, students should be able to do the following:

- Analyze events in the text to determine the gist.
- Use details from the text to analyze the character’s feelings.
- Identify the point of view from which the story is being told.



Learning Targets

- I can determine the gist of pages 1–5 of *Love That Dog* by describing what happens in the text.
- I can analyze Jack’s feelings using details from pages 1–5 of *Love That Dog*.
- I can identify the speaker in a poem and explain how his or her point of view influences the way the poem is told.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech
- Sticky notes or other suitable materials for writing

You may wish to create physical copies of the following materials to hang in the classroom:

- Close Readers anchor chart

Student

- *Love That Dog* by Sharon Creech
- Sticky notes or other suitable materials for writing
- Student companion

All other necessary materials are included in the digital lesson.



Media

- WingsTV

Agenda

Ignite (5 minutes)

- Habits of Character
- Learning Targets

Connect (40 minutes)

- Text Introduction
- Close Reading Routine Introduction
- Reading for Gist: *Love That Dog*
- Concept Introduction and Model
- WingsTV
- Guided Practice

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.3, RL.4.6, RL.4.10

Application

RL.4.1, RL.4.3, RL.4.10, RF.4.4.B, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6

Habits of Character

Introduce and Discuss

- Explain that in this module, students will learn about different habits of character that help them treat others with kindness and fairness.
 - SAY** Today, we will focus on an important habit of character, respect. Respect means appreciating the abilities, qualities, and achievements of others and treating ourselves, others, and the environment with care.
 - SAY** We show respect in learning by listening actively, valuing contributions, and staying engaged. It also means using evidence, asking thoughtful questions, and building on ideas to deepen understanding.
- Invite students to turn and talk.
 - ASK** Why is respect important in the classroom and beyond? *(Answers will vary but may include that it helps everyone feel valued, it makes learning and working together easier, and it shows kindness and fairness.)*
- Explain that students may have varying levels of interest in or prior experiences with poetry.
 - SAY** It's okay to have different feelings about poetry. Some of you may love it, while others may not enjoy it as much, and that's perfectly fine. Our goal is to explore poetry's characteristics and the art of writing it.
 - SAY** As we read and analyze *Love That Dog*, we will practice respect by listening carefully, considering different viewpoints, and using evidence to support our ideas. Let's create an environment where everyone's thoughts are valued and we learn from one another.
- Invite students to reflect on how respect plays a role in poetry discussions and share their thoughts with a partner.
 - ASK** How can we use respect to make our poetry discussions more meaningful? *(Answers will vary but may include listening to different interpretations, respecting each other's opinions, and being open to new ideas.)*

Respect

Respect means treating others with kindness and care. Respect means listening when others are speaking, valuing their ideas, and being kind even when you disagree. It also means taking care of yourself, others, and the world around you.

Differentiation

Approaching

- Consider providing some visual examples of showing respect. These can be images, short videos, or role-play simulations.

Beyond

- Invite students to reflect on additional examples.

MLL

- Pronounce and spell *respect* aloud. Tell students that the words *show* and *respect* are often used together (collocation) and can be learned as a phrase (e.g., I show respect). Invite students to investigate additional collocations with *show* and *respect* (e.g., clearly show or lose respect). (Hint: Suggest that students complete an internet search or use a collocation dictionary, such as <http://oxforddictionary.so8848.com>.)

Approaching/MLL

- For MLLs and students who may need additional support with expressive language: Before the lesson, ask students if they would like to share their reflections. Invite them to practice with you or a peer, helping them to rephrase any language that prevents comprehension of their intended message.

Application SL.4.1.B, SL.4.1.C

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can determine the gist of pages 1–5 of *Love That Dog* by describing what happens in the text.
- **Learning Target #2:** I can analyze Jack's feelings using details from pages 1–5 of *Love That Dog*.
- **Learning Target #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.

Learning Targets

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.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, RL.4.6, RL.4.10

Connect

Suggested Pacing: 40 minutes

40

Text Introduction

Introducing the Text: *Love That Dog*

1. Explain that students will begin exploring *Love That Dog* by Sharon Creech by examining its structure and format before reading. They will work with a partner, making observations, asking questions, and recording their thoughts using the I Notice, I Wonder note catcher.
2. Distribute *Love That Dog*.

3. Invite students to pair up with a partner.

SAY You will spend two minutes reviewing the book with your partner and discussing what you notice and wonder using the think-pair-share protocol we learned in the previous lesson. As you discuss, record your ideas on your I Notice, I Wonder note catcher.

4. Remind students to follow the discussion norms established in the previous lesson to ensure respectful, thoughtful, and productive conversations.

5. Refocus the whole group.

ASK What did you and your partner notice or wonder? *(Answers will vary but may include no chapter titles but dates instead, most of the text is written in short lines, no paragraphs or sentences, or wondering why some words look different, or why some poems are in the back of the book.)*

6. Record key student responses in the I Notice, I Wonder note catcher.

SAY Now that we've shared our observations and questions about *Love That Dog*, let's think about how we approach reading new texts.

FICTION

Love That Dog



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

Approaching/MLL

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentors to engage with their partners and share their thought processes. This can be done during questioning as you circulate the room.

Application RL.4.10, SL.4.1.B

Close Reading Routine Introduction

Introduce the Routine

1. Direct students' attention to the Close Readers anchor chart.

SAY These strategies will help us better understand what we read. Throughout the year, we will refer to them as tools for approaching new texts and improving our comprehension.

2. Focus students' attention on the concept of finding the gist.

SAY Today, we will work on finding the gist as we read. Finding the gist means determining what a section of the text is mostly about.

Close Readers

- Think about the gist (what the text is mostly about) during and after reading.
- Go back to the text to find answers to questions.
- Write notes or answer questions about the text.
- Underline or circle unknown words.
- Use strategies to figure out the meaning of unknown words.
 - Use context (read the words and sentences around the word).
 - Examine the affixes and roots of the word for clues.





Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Model the process of reading for gist and annotating the text.

Instruction RL.4.1, RL.4.10

Reading for Gist: *Love That Dog*

Introduce the Routine

1. Explain to students that as you read aloud, they will track the gist and consider the speaker's point of view.
SAY When we read for the gist, we try to keep track of who the text is about, where and when the text takes place, what is happening, and why. We may not fully understand the text the first time we read it, but thinking about the gist as we read and sharing the gist support our comprehension.
2. Introduce point of view.
SAY Another important part of understanding a text is noticing who is telling the story. The speaker's point of view helps us see the story through their thoughts and feelings.
3. Read the Point of View chart aloud.
SAY Now that we understand different points of view, let's apply this idea to *Love That Dog* by Sharon Creech.
4. Focus students' attention on the text.
ASK Before we begin reading, who do you think might be telling this story? Is it a narrator outside the story, or is it a character speaking? (*Answers will vary but may include "I think a character is telling the story because the title sounds personal, like it's about someone's dog," "It might be a narrator outside the story because books usually have someone telling what happens," or "I'm not sure yet, but if it's a journal or diary, it's probably written by a character instead of an outside narrator."*)
5. Read pages 1–5 of *Love that Dog* aloud.
6. Prompt students to use sticky notes to jot down the gist as they listen.
ASK What is the gist of these pages? What is this section of the text mostly about? (*Answers will vary but may include "Jack doesn't want to write poetry" or "It seems like Jack is writing in a journal because there are dates at the top."*)
7. Explain now that students have identified the gist, they will look for specific evidence that supports their understanding.
ASK Which stanza from the poem supports the gist? (*"I don't want to write poetry. You can't make me," supports the idea that Jack isn't interested in poetry at first.*)

Reading for Gist

Who is the text about?
 When and where does the text take place?
 What is the text mostly about?
 Why and how are these things happening or being shared?

8. Revisit the point of view.

ASK Now that we've read the beginning, who is telling the story? (*Jack*)

SAY We can tell that Jack is the one telling the story because he speaks in first person, using the word *I*.

9. Point to an example in the text.

SAY For example, on the first page, he says, "I don't want to write poetry." This tells us that Jack is sharing his thoughts and experiences, not an outside narrator.

ASK How does Jack's point of view affect the way we understand what is happening? (*Answers will vary but may include "We only hear Jack's thoughts, so we don't know what the teacher is saying" or "Jack doesn't seem very excited about poetry, so we see it from his perspective."*)

10. Invite students to turn and talk to their partners about the gist and point of view of this section.
 11. Invite students to share their responses with the whole class.
 12. Correct misconceptions as needed.
 13. Explain that it is okay if students don't fully understand everything that was read this first time. They will continue gaining meaning as they reread and analyze how Jack's point of view influences the way the story is told.



Differentiation

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why it is important or how it connects to a broader concept.

Approaching/MLL

- For MLLs and students who may need additional support with writing: To provide additional support, write the gist on sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*.

Instruction RL.4.1, RL.4.3, RL.4.6, RL.4.10

Application RL.4.1, RL.4.3, RL.4.6, RL.4.10, SL.4.1.B, SL.4.6

Concept Introduction and Model

Model Analyzing Characters

- Direct students' attention to page 1 of *Love That Dog*.
- Reread pages 1–2 chorally with students.
- Model your thought process.
SAY As I read these pages, I noticed that Jack says he doesn't want to write poetry. That tells me a lot about how Jack feels. It sounds like he's not excited about this task, and maybe he feels unsure about writing poetry.
- Direct students' attention to the Key Events and Jack's Response graphic organizer, which also appears in the Student Resources section of the student companion so they can find it easily throughout the unit.

SAY When we are determining the gist, we ask ourselves questions such as Who is the text about? and What is happening? When we reread, we can go deeper to better understand the characters, setting, and events in the story. Each time we read *Love That Dog*, we will fill out this organizer to help us track the events and Jack's feelings about them.

SAY As we answer these questions, we explain how we know this information by using evidence from the text.

- Model completing the first row of the graphic organizer.

Key Events and Jack's Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.



Differentiation

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why it is important or how it connects to a broader concept.

Approaching/MLL

- For MLLs and students who may need additional support with writing: To provide additional support, write the gist on sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*.

Instruction RL.4.3

Application RF.4.4.B

WingsTV

View and Discuss the Media

- Direct students' attention to page 3 of *Love That Dog* and read it aloud.
- Direct students' attention to the video.

SAY WingsTV Episodes show strong examples of collaboration and discussion. They are a model for us to follow. As you watch, focus on one discussion norm you want to improve. Do you listen to others' ideas? Do you respond to their comments before sharing your own? Keep your goal in mind and see how the WingsTV students follow our class norms.

SAY The students will be discussing the texts and the task that we are working on. This is a type of conversation you will have often throughout this unit with your partner or group.

- Play the video.
- Invite students to share what they noticed or questions they have about the video.

ASK What did you notice about the way the students in the video spoke to one another? *(Answers will vary but may include that they took turns, built on one another's ideas, or used examples from the text to support their answers.)*

ASK What did the students in the video say about the text or about the prompt that we will be answering that stood out to you? What did they say that you were thinking too? What did they discuss that helped you think about things in a new way? *(Answers will vary but may include that students had similar ideas about Jack's reactions to what he read.)*

ASK What questions do you have after watching the video? *(Answers will vary.)*
- Remind students to keep the video in mind as they move into their own discussions and writing aligned to the content of the video.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite students to challenge the ideas discussed by the student in the video.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- I noticed in the video . . .
- I wonder . . .

Instruction RL.4.1, RL.4.3, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Application SL.4.1.C, SL.4.2

Guided Practice

Guided Practice: Analyzing Character

1. Direct students' attention back to page 3 of *Love That Dog*.
2. Explain that students will work with their partners to reread the page and think about the gist.
 - ASK** What is the gist of this page? (*Jack doesn't understand the poem.*)
 - ASK** What is happening on this page? (*Answers will vary.*)
 - ASK** How does Jack feel about it? (*Answers will vary.*)
 - ASK** Why do you think Jack says he can't do it? (*Answers will vary.*)
3. Circulate and guide partner discussion.
4. Refocus the whole group.
5. Invite students to share their responses.
6. Record their ideas on the Key Events and Jack's Response graphic organizer on the row for page 3.

Key Events and Jack's Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.

Differentiation

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why it is important or how it connects to a broader concept.

Approaching/MLL

- For MLLs and students who may need additional support with writing: To provide heavier support, write the gist on sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*.

Instruction RL.4.1, RL.4.3, RL.4.10

Application RL.4.1, RL.4.3, RL.4.10, SL.4.1.B, SL.4.6

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced looking at the events that occur in *Love That Dog* and describing how Jack feels using pages 1–3 of the book.
- Explain the task.
SAY You will now practice rereading pages 4–5 of *Love That Dog* to better understand the events and Jack’s reactions to them.
SAY After rereading the pages, use your Key Events and Jack’s Response graphic organizer to complete the row for pages 4–5 independently, focusing on analyzing the characters to determine the gist.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Key Events and Jack’s Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.



Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- For MLLs and students who may need additional support with writing: To provide additional support, write the gist on sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*.

Approaching/MLL

- For MLLs and students who may need additional support with writing: To provide additional support, write the gist on sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*.

Application RL.4.1, RL.4.3, RL.4.10

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

One and One Reflection

- Share that, today, students learned about finding the gist of a text.
- Ask students to think of and jot down one thing they learned about finding the gist and one question they still have.
- Encourage students to keep it simple, focusing on their immediate thoughts.
- Give students time to turn and share.
- Let students know that their responses will tell you what they understand from the lesson and what they might need further clarification on.
- Collect the cards at the end of the activity.
- Glance over the cards to assess students' understanding and track questions they might have.

One and One Reflection

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

Differentiation

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Prompt students to reflect on what they have learned with scaffolded support. Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning goal."

Application W.4.10

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.10

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.3

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

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



Differentiation

Approaching:

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.6

Identifying Theme: “The Red Wheelbarrow”



Purpose

In this lesson, students will analyze a poem’s structure, determine its theme with supporting details, and record their thoughts by explaining and connecting ideas in an independent reading journal.

By the end of the lesson, students should be able to do the following:

- Analyze a poem’s structure and identify key poetic elements.
- Determine the theme of a poem and support their interpretation with key details.
- Record their thoughts in an independent reading journal by explaining and connecting ideas.



Learning Targets

- I can determine the theme of “The Red Wheelbarrow” from details in the text.
- I can explain how a poem’s structure, including stanzas, lines, rhythm, and meter, contributes to its meaning.
- I can record my thoughts about a poem by selecting key details, explaining their significance, and making connections in my independent reading journal.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included in the digital lesson.



Media

- Hands On!: Poetic Structure



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Concept Introduction: Poetic Elements and Structure
- Concept Definitions
- Concept Review: Point of View
- Independent Reading Journals Introduction
- Read Aloud: “Try, Try Again”
- Concept Introduction: Theme
- Concept Model
- Read Aloud: “Bed in Summer”
- Guided Practice

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.2, RL.4.5, RL.4.6, RL.4.10, W.4.9.A, W.4.10

Application

RL.4.1, RL.4.2, RL.4.5, RL.4.6, RL.4.10, RI.4.1, RI.4.10, RF.4.4.A, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Clue Catcher

- Remind students that they have been exploring how poetry expresses emotions and experiences.
- Direct students' attention to a series of clues related to poetry and have them think about what they already know about poems, poets, and how poetry conveys meaning.
- Invite students to work together to guess the person, place, thing, or idea based on the clues.
- As students share their guesses, encourage them to explain their reasoning and connect the clues to their prior knowledge of poetry and how it is introduced and developed in *Love That Dog*.
- Build on their responses to guide them toward today's learning focus on poetry.
- Reveal the answer.

SAY The answer is a wheelbarrow, the same one described in "The Red Wheelbarrow" by William Carlos Williams. This poem, which Jack reads on page 3 of *Love That Dog*, focuses on an everyday object and emphasizes its importance in a simple yet powerful way. You may remember reading this poem in a previous lesson. Today, we will revisit it to explore how Jack reacts to it and uncover its theme.

Clue Catcher

- I am an object found on a farm, often used to carry things.
- I am small, but my color makes me stand out.
- Rain makes me shine, and I depend on something nearby to be useful.

Differentiation

Beyond

- Invite students to reflect on additional examples.

MLL

- Pair students with partners who have more advanced English-language proficiency.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension: Before reading, invite students to turn to a partner and summarize the first five pages of *Love That Dog* in 1 minute or less. Have them share and give them feedback on their language use and summarizing skill. Then, after reading, invite them to turn to their partner and summarize once again, this time in 30 seconds or less. Repeat the feedback process.

Application RL.4.1, SL.4.1.B

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can determine the theme of "The Red Wheelbarrow" from details in the text.

Learning Targets

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.

- **Learning Target #2:** I can explain how a poem’s structure, including stanzas, lines, rhythm, and meter, contributes to its meaning.
- **Learning Target #3:** I can record my thoughts about a poem by selecting key details, explaining their significance, and making connections in my independent reading journal.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2, RL.4.5, W.4.10

Connect

Suggested Pacing: 40 minutes

40

Concept Introduction

Define Poetic Structure and Poetic Elements

1. Set a clear objective for students.

SAY Remember our learning target: I can explain how a poem’s structure, including stanzas, lines, rhythm, and meter, contributes to its meaning. Today, we will get a brief introduction to the structure of poems.

2. Introduce the concept.

SAY Poetic structure refers to how a poem is organized, including lines, stanzas, rhyme, rhythm, and form. Some poems, such as haikus or sonnets, follow strict patterns, while others, such as free verse, have more flexibility. Poetic elements are tools poets use to create meaning and emotion, such as figurative language, imagery, sound devices, and tone. These elements make poems more vivid and expressive. Though poems may appear simple, their structure and elements are carefully crafted to shape their impact. Understanding these concepts helps us read, write, and think more deeply about poetry.



3. Direct students' attention to the Hands On! video and play it.
4. Explain that now that students have a basic understanding of poetic structure and poetic elements, we will more closely examine some specific terms that will help us analyze poetry more effectively.



Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

Approaching/MLL

- For MLLs and students who may need additional support with writing: Remind students that poetry is often different from other writing and that they should be careful of depending upon poetry characteristics in their other writing. Tell them they will investigate the differences in detail later in the unit. Explain that this can be exciting because poets get to “break the rules” of traditional English.

Instruction RL.4.5

Concept Definitions

Define Poetic Structure and Poetic Elements

1. Direct students' attention to the Poetic Structure and Elements Terms chart, which also appears in the Student Resources section of the student companion.
2. Review the poetic structure and poetic elements terms with students.
3. Explain that understanding these terms will help them analyze poetry more effectively.

SAY Now that we've reviewed the key elements of poetic structure and poetic elements, let's connect them to what we've already learned.

Poetic Structure and Elements Terms



Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- For MLLs and students who may need additional support with writing: Remind students that poetry is often different from other writing and that they should be careful of depending upon poetry characteristics in their other writing. Tell them they will investigate the differences in detail later in the unit. This can be exciting because poets get to “break the rules” of traditional English.

Instruction RL.4.5

Concept Review

Review Point of View

1. Remind students that, in the previous lesson, they explored point of view and the differences between first-person and third-person narration.

SAY In poetry, just like in stories, the speaker's point of view shapes how we understand the text. Recognizing whether the speaker is inside the poem (first-person) or observing from the outside (third-person) helps us interpret its message.

ASK Can anyone explain the difference between first-person and third-person narration? (*"First-person uses I and is from a character's perspective" or "Third-person describes events from an outside narrator."*)

2. Explain that as we continue analyzing poems, we'll use this understanding of point of view, along with what we've learned about poetic structure and poetic elements, to uncover deeper meanings and themes. These elements work together to help us think critically about what we read and how authors communicate their ideas.

SAY Whether we're reading poetry, stories, or informational texts, it's important to track our thoughts and make connections. One way we do this is by keeping a reading journal.

Point of View

The perspective from which a story or poem is told.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

Approaching/MLL

- For MLLs and students who may need additional support with writing: Remind students that poetry is often different from other writing and that they should be careful of depending upon poetry characteristics in their other writing. Tell them they will investigate the differences in detail later in the unit. Explain that this can be exciting because poets get to "break the rules" of traditional English.

Instruction RL.4.5, RL.4.6

Independent Reading Journals Introduction

Introduce Independent Reading Journals

1. Direct students' attention to the Accountable Reading Prompts and Task and the Independent Reading Journal.
2. Guide students to the journal's location in the student companion.
3. Model completing the example response.

SAY Let's consider an example using *Love That Dog* by Sharon Creech. In a previous lesson, we read pages 1–5, where Jack is reacting to poetry. I'll show you how I would record my thoughts about these pages in my journal.

4. Model your thought process.

SAY First, I write the date, book title, author, and pages I read. This helps keep my reading organized.

FICTION

Love That Dog



5. Record this information in the chart.

SAY Next, I choose a prompt from the list. For this entry, I'll answer the questions: "What is the main idea of the text? What are some key details, and how do they support the main idea?"

6. Annotate the prompt on the chart.

SAY Now, I will write my response. I explain that Jack reads a poem about a red wheelbarrow and doesn't understand why it is considered poetry. I include details from the text, such as Jack's reaction, to support my thinking.

SAY Finally, I connect my response to a bigger idea: Sometimes, poetry doesn't make sense at first, but when we think more deeply about it, we can discover its meaning.

7. Invite students to turn and talk.

ASK What do you notice about my journal entry? (*"It includes details," "It answers the prompt," "It explains why something is important."*)

ASK How does my response go beyond just summarizing? (*Encourage students to notice that it connects to the bigger picture.*)

ASK Why do you think keeping a journal helps us better understand what we are reading? (*Answers will vary.*)

8. Clarify expectations for the Independent Reading Journals.

SAY Throughout this module, you will complete your Independent Reading Journal for homework using a text of your choice. Each time, you'll select a prompt to guide your response and apply the same strategies we practiced today using specific details, explaining their importance and making connections.

9. Transition to poetry analysis.

SAY Now that we've practiced responding to poetry in a journal, let's shift our focus to analyzing poetry. In our next poem, we'll explore how poets use words and structure to convey powerful messages.



Differentiation

Approaching

- If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need less support to provide sentence starters.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally—either with you, a partner, a family member, or a student from Grades 3 or 5—or record an audio response.

Instruction RL.4.1, RL.4.10, W.4.9.A, W.4.10

Application RL.4.1, RL.4.10, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C

Read Aloud: "Try, Try Again"

Introduce "Try, Try Again"

1. Direct students' attention to the poem "Try, Try Again" by sharing the title and author.
2. Encourage students to recall the word *inspire* from Lesson 1.
3. Explain that as you read the poem aloud, they should listen carefully to its words and consider their impact.

4. Read the poem aloud. Then, reread the text inviting students to choral or echo read.
SAY As I read, I want you to think silently about what may have inspired William E. Hickson to write this poem.
5. Invite students to turn and talk.
ASK What do you think inspired William E. Hickson to write this poem?
(Maybe he failed at something in his own life and learned that trying again helped him succeed.)
6. Explain that writers often draw inspiration from their own experiences or the world around them. This inspiration helps shape the message they want to share with their readers.

POETRY

Try, Try Again



Differentiation

Beyond

- Challenge students to generate questions about the text.

MLL

- Provide structured opportunities for MLLs to practice speaking and listening through think-pair-share, role-playing, or small group discussions.

Approaching/MLL

- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Instruction RL.4.10

Application RL.4.1, RF.4.4.A, SL.4.1.B, SL.4.1.C

Concept Introduction

Define Theme

1. Set a clear objective for students.
SAY Today, we will take this idea even further by identifying the theme of several poems.
2. Introduce the concept.
SAY Theme is the central idea or lesson of a text. It is what the author wants you to learn. It's based on a topic, such as friendship, but goes deeper, such as "True friends accept you for who you are." Sometimes, the theme is stated directly, but often, you must infer it from key details. Identifying themes helps us understand deeper meanings, make connections, and discuss texts thoughtfully.
3. Review the anchor chart with students.

Theme

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

Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension: Ask them to further define *theme*. Write and display students' responses next to the learning target.

Examples:

- "What's another way to say determine the theme?" (*figure out the big idea*)
- "How will you determine the theme?" (*I'll read the details in the text and put them all together to find out if there's anything that's the same that creates a big idea.*)

Instruction RL.4.2

Concept Model

Model Theme

1. Model how to determine the theme of a text.

SAY To show our understanding of the theme, we need to know how to do several things.

2. Direct students' attention to the Theme: "Try, Try Again" chart.

SAY We will use this chart to record key details that help us determine the theme of a poem.

3. Model identifying the topic.

SAY First, I read the poem carefully, paying attention to its rhythm, images, and main ideas. I ask myself, "What is this poem mostly about?" Common topics include perseverance, kindness, and courage.

SAY I notice the first line says, "If at first you don't succeed." This suggests someone facing a challenge but continuing to try. Based on this, I can determine perseverance as the poem's topic and record it in the chart.

4. Model analyzing the speaker's role.

SAY In "Try, Try Again," the speaker is giving advice and encouraging others to keep trying when things get hard. Since the poem uses the third-person point of view, the speaker is not talking about his or her own experience but giving guidance to the reader. I will record this information in the speaker section of our chart.

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?

5. Model examining key details and repetition.

SAY Now, I examine how the poem develops its message. Let's return to our chart and add more details. The poem ends with "All that other folks can do, why, with patience, should not you?" This suggests that success is possible for everyone if they remain patient and persistent. I also notice the phrase *try again* is repeated in every stanza. Since repetition often signals an important idea, I will record this in our chart under "supporting details."

6. Model inferring the theme.

SAY Let's put all the pieces together and fill in the last column of our chart.

SAY The topic is perseverance.

SAY The speaker encourages persistence.

SAY The ending reinforces that patience leads to success.

SAY The repetition of "try again" emphasizes the lesson.

7. Record the theme in the chart.

SAY Using all these clues, I can infer that the theme is "Success comes from being patient and persistent."

8. Provide students with the rationale for this skill.

SAY Identifying a theme helps us understand the big idea or lesson the author wants to share. It connects the text to important life lessons we can use every day.



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension: Ask them about the meaning of the learning targets. Write and display students' responses next to the learning targets.

Examples:

- "What's another way to say 'determine the theme'?" (*figure out the big idea*)
- "How will you determine the theme?" (*I'll read the details in the text and put them all together to find out if there's anything that's the same that creates a big idea.*)
- "What's the difference in meaning between *determine* and *identify*? What can you infer about the learning targets from the difference in meaning between *determine* and *identify*?" (*They both mean to name, tell, or establish, but determine implies more research beforehand. Perhaps the first learning target will require deeper thought, discussion, and work.*)

Instruction RL.4.1, RL.4.2, RL.4.5, RL.4.6, W.4.9.A

Read Aloud: "Bed in Summer"

Introduce "Bed in Summer"

- Direct students' attention to the poem "Bed in Summer" by sharing the title and author.
- Read the poem aloud.

POETRY

Bed in Summer



Differentiation

Beyond

- Challenge students to generate questions about the text.

MLL

- Provide structured opportunities for MLLs to practice speaking and listening through think-pair-share, role-playing, or small group discussions.

Approaching/MLL

- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Instruction RL.4.10

Guided Practice

Guided Practice: Theme

1. Guide students in applying the concept of theme to the text.

SAY Now we will practice determining the theme together in a poem titled “Bed in Summer” by Robert Louis Stevenson.
2. Direct students’ attention to the Theme: “Bed in Summer” chart, which also appears in their student companions.

SAY We will use this chart to record key details from the poem to help us determine its theme.
3. Set the Purpose for Reading.

SAY As we read this poem, remember that the theme is the lesson or central message the author wants readers to take away. Sometimes, the author states it directly, but most often, we need to infer the theme by looking for key details and clues throughout the poem.
4. Read the text aloud.
5. Guide students as they identify the topic.

ASK What is the poem mostly about? What is the topic? (*seasons, fairness*)

SAY Let’s record the topics of seasons and fairness on our chart.
6. Guide students as they analyze the speaker’s role.

SAY Next, let’s think about the speaker of the poem. The speaker is the person telling the poem, and their point of view can help us understand the theme.

ASK Who is the speaker of the poem? (*a child who has to go to bed early*)

ASK Is the speaker sharing their own experience or talking about someone else? (*The speaker is sharing his or her own experience.*)

ASK What point of view is the speaker using? (*The point of view is first person.*)
7. Record these details in the chart.

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?

8. Examine key events and the ending with students.

SAY The events in a poem, especially how it ends, can help us understand its theme. Let's analyze what happens in this poem.

ASK What are some of the important events from the poem? *(The speaker explains going to bed early in summer but getting up in the dark during winter.)*

ASK At the end of the poem, how do characters, settings, or events change? *(The speaker asks, "And does it not seem hard to you?" to show their frustration.)*

9. Record these details in the chart.

10. Identify repeated ideas with students.

SAY Sometimes, authors repeat ideas to emphasize an important message.

ASK What ideas are repeated in this poem? *(the contrast between summer and winter and the unfairness of bedtime in summer)*

ASK Why do you think the author repeated these ideas? *(to emphasize how frustrating bedtime feels for the speaker)*

11. Record the repeated ideas in the chart.

12. Infer the theme with students.

SAY Now that we have collected key details from "Bed in Summer," we can connect the clues to infer the theme.

ASK What might be the theme of this poem? *(The theme might be that life can feel unfair, but it's part of growing up.)*

ASK What key details help you understand that? *(Key details include the speaker's frustration about going to bed early, the comparison of summer and winter, and the repeated focus on fairness.)*



Differentiation

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why it is important or how it connects to a broader concept.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension: Ask them about the meaning of the learning targets. Write and display students' responses next to the learning targets.

Examples:

- "What's another way to say 'determine the theme'?" *(figure out the big idea)*
- "How will you determine the theme?" *(I'll read the details in the text and put them all together to find out if there's anything that's the same that creates a big idea.)*
- "What's the difference in meaning between *determine* and *identify*? What can you infer about the learning targets from the difference in meaning between *determine* and *identify*?" *(They both mean to name, tell, or establish, but determine implies more research beforehand. Perhaps the first learning target will require deeper thought, discussion, and work.)*

Instruction RL.4.1, RL.4.2

Application RL.4.1, RL.4.2, RL.4.5, RL.4.6, W.4.9.A, SL.4.1.C

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we practiced identifying the theme of two poems and using supporting details to explain and connect to their central messages. Remember, the theme is the lesson the author wants us to take away, and the supporting details are the specific parts or clues of the text that prove or explain that theme.
- Read the poem “The Red Wheelbarrow” aloud.
- Explain the task.

SAY You will now work independently to determine the theme of “The Red Wheelbarrow” by William Carlos Williams.

SAY First, determine the topic of the poem on your own. Then, follow the steps we practiced to record your thinking on the Theme: “The Red Wheelbarrow” chart.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

The Red Wheelbarrow

Topic	Point of View	Supporting Detail/Textual Evidence	Theme

Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of the theme when explaining them:
 - What the text is about (brief)
 - Point of View
 - Details from the text to support the theme
 - Theme

Application RL.4.1, RL.4.2, RL.4.6, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned how to identify the theme of a poem and select supporting details that connect directly to the theme.
- Have students turn and talk with their partners to answer the following questions:
 - ASK** What is a theme, and why is it important when reading a poem or story? *(A theme is the main message or lesson the author wants us to learn. It helps us understand the deeper meaning of the text and connect it to real life.)*
 - ASK** How can supporting details help us figure out the theme of a text? *(Supporting details show us examples or evidence of the theme. They help explain why the theme makes sense based on what happens in the text.)*
 - ASK** Can a poem have more than one theme? Why or why not? *(Yes, because different people can interpret the same text in different ways based on the details they notice.)*
- Allow students to share, discuss, and respond to the responses of other pairs.

Reflection Questions

1. What is a theme, and why is it important when reading a poem or story?
2. How can supporting details help us figure out the theme of a text?
3. Can a poem have more than one theme? Why or why not?

Differentiation

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the first learning target for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can determine the theme of “The Red Wheelbarrow” from details in the text.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.2

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.5

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.10, W.4.10

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



Summarizing Poetry: “The Red Wheelbarrow”



Purpose

In this lesson, students will practice summarizing a poem by focusing on its topic, theme, and key details and using their notes and discussions to guide their understanding and written summaries.

By the end of the lesson, students should be able to do the following:

- Summarize a poem by identifying its topic, theme, and key details.
- Write a brief, clear summary in their own words.



Learning Targets

- I can summarize “The Red Wheelbarrow.”



Prepare in Advance

Student

- Student companion

All necessary materials are included within the digital lesson.



Media

- Class Clues: Think-Pair-Share



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Concept Review
- Concept Introduction
- Concept Model
- Guided Practice
- Protocol Review

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

55 minutes



Standards

Instruction

RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Application

RL.4.1, RL.4.2, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned about identifying the theme in a poem.
ASK Based on what we learned in the previous lesson, who can remind us what clues we can use to determine the theme of a poem? *(Answers will vary but may include that we can think about what the poem is about, like its topic. We can consider what the speaker says or the advice they give in the poem. We can notice if any words or ideas are repeated a lot.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing any present misconceptions.
- Tell students that, today, they will continue to explore poetry by writing summaries.

Prior Learning Connection

Based on what we learned in the previous lesson, who can remind us what clues we can use to determine the theme of a poem?

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension: Ask them to further define *theme*. Write and display students' responses.

Examples:

- "What's another way to say 'determine the theme'?" *(figure out the big idea)*
- "How will you determine the theme?" *(I'll read the details in the text and put them all together to find out if there's anything that's the same that creates a big idea.)*

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can summarize "The Red Wheelbarrow."

Learning Target

1. I can summarize "The Red Wheelbarrow."



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2

Connect

40

Suggested Pacing: 40 minutes

Concept Review

Review and Discuss

1. Explain that, before learning about summarizing, we need to review poetic structure and poetic elements.
2. Direct students' attention to the Poetic Structure and Poetic Elements Terms chart.
ASK What makes poetry different from other types of writing? (*Poetry often has a unique structure, using stanzas instead of paragraphs. It can have rhythm, rhyme, and figurative language to create vivid images or emotions.*)
3. Review the terms with students.
4. Explain that students should keep this chart in mind as we read and summarize a poem together.

Poetic Structure and Poetic Elements

Poetic elements are the techniques poets use to create meaning and emotion, such as figurative language, imagery, and sound devices. Poetic structure is how a poem is organized, including its lines, stanzas, and rhythm. Structure is one important poetic element that shapes how a poem flows and impacts the reader.

Differentiation



Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- For MLLs and students who may need additional support with writing: Remind students that poetry is often different from other writing and that they should be careful of depending upon poetry characteristics in their other writing. Tell them they will investigate the differences in detail later in the unit. This can be exciting because poets get to “break the rules” of traditional English.

Instruction RL.4.5

Application RL.4.5

Concept Introduction

Define Summarizing

1. Set a clear objective for students.
 - SAY** Today, we will learn to summarize a poem by combining ideas, focusing on what’s essential, and using our words to explain the main idea and theme.
2. Introduce the concept.
 - SAY** Summarizing means explaining the most important parts of a poem, story, or informational text in your own words. It’s like giving a quick rundown to a friend without unnecessary details. A good summary includes the title, author, main idea, key details, and theme. Summarizing helps us understand, remember, and communicate what we read.
3. Review the anchor chart with students.

Summarizing

Summarizing is retelling the most important parts of a story or informational text in your own words in a short way, without the tiny details. A summary focuses on key ideas to help us understand, remember, and explain what we read.

Differentiation



Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of a summary when explaining them:
 - Introduction to the text with title, pages, and author
 - What the text is about (brief)
 - Theme
 - Details from the text to support the theme
 - Explanation of how the poet uses a characteristic of poetry (structure, imagery, rhyme/rhythm, repetition) to help the reader better understand the theme

Instruction RL.4.2

Concept Model

Model Summarizing

1. Direct students attention to the poem “Try, Try Again.”

SAY I will model how to apply the concept of summarizing using the poem “Try, Try Again” by William E. Hickson. I must include the title of the poem and the author’s name in my summary so that my reader knows what I am summarizing.

SAY To show our understanding of summarizing a poem, we need to use our thinking jobs carefully. I’ll model each step of my thinking jobs as I summarize this poem.

2. Reread “Try, Try Again” aloud.

3. Model identifying the topic.

SAY First, I think about the topic of the poem. We already determined in a previous lesson that this poem is about perseverance. The speaker emphasizes the importance of trying again, even when we fail. Knowing this helps me focus on the most important parts as I summarize the text.

4. Annotate the text by marking key details and explaining how they connect to the main idea.

SAY Now, I use my thinking job of noticing key details. I look for words or phrases that repeat or seem especially important. The speaker repeats “try, try again,” emphasizing that failure isn’t final but part of learning. The line “If at first you don’t succeed, try, try again,” highlights that success comes from persistence. These key details help me understand the main idea.

5. Model how to determine the main idea.

SAY Next, I use my thinking job of finding the main idea, I ask myself, “What is the main idea the poet wants to share?” I think that the poem emphasizes the importance of persistence. The poet ends with a reminder that effort leads to success, even if it takes time. This ties together the idea that perseverance is key to overcoming challenges.

6. Model being concise and using your own words to summarize the poem.

SAY Now I will put it all together in my own words. A good summary only includes the most important ideas, not every detail.

SAY I will write a clear and concise summary: The poem “Try, Try Again” by William Hickson is about never giving up. The speaker explains that failure is part of learning and encourages readers to keep trying because success comes with persistence.

7. Provide students with the rationale for this skill.

SAY When we summarize, we focus on the most important ideas and the main message or theme of a text. This makes it easier to remember and explain what we’ve read to others. It also helps us think more deeply about the connections in a story, informational text, or poem.

POETRY

Try, Try Again





Differentiation

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of a summary when explaining them:
 - Introduction to the text with title, pages, and author
 - What the text is about (brief)
 - Theme
 - Details from the text to support the theme
 - Explanation of how a poet uses the characteristics of poetry (structure, imagery, rhyme, rhythm, repetition) to help the reader better understand the theme.

Instruction RL.4.1, RL.4.2, W.9.A

Guided Practice

Guided Practice: Summarizing

- Direct the students' attention to the poem "Bed in Summer."
 - SAY** Now, we will work together to apply what we've learned about summarizing using the poem "Bed in Summer" by Robert Louis Stevenson. I need to include the poem's title and the author's name in my summary. As we work through this process, I want you to think about how we're using our thinking jobs at each step.
- Reread "Bed in Summer" aloud.
 - ASK** Let's use our thinking job of identifying the topic. What stands out to you about the poem? *(The speaker dislikes going to bed in summer because it's still light outside.)*
 - ASK** What does the speaker describe at the beginning of the poem? *(The speaker expresses frustration about going to bed while it's still light, setting up the topic of bedtime routines.)*
- Guide students as they notice key details and make connections.
 - ASK** What comparisons does the speaker make about summer and winter? *(The speaker contrasts summer bedtime, when it's still bright, with winter when it feels more natural to go to bed in the dark.)*
 - SAY** The poet repeats the idea that bedtime in summer feels unfair because it's still light outside. The contrast with winter helps us understand the speaker's frustration. These details help us understand the message of the poem.
- Guide students as they determine the main idea.
 - ASK** What is the main idea the poet wants to share? *(The speaker is frustrated that bedtime doesn't align with the seasons.)*
 - SAY** The poet wants to show how frustrating it can be when schedules don't match the natural world. This helps us focus on the most important parts when we summarize.

POETRY

Bed in Summer



5. Prompt students to write their summaries of “Bed in Summer.”

SAY Now, it’s time to write your summary of “Bed in Summer.” Use what we’ve discussed to craft a clear and concise summary that includes the title, author, main idea, and key details.

ASK How can you express the main idea in your own words? (*“Bed in Summer” by Robert Louis Stevenson is about a child who thinks bedtime is unfair.*)

ASK Which key details will support your summary? (*The speaker feels frustrated about having to go to bed when it’s still bright in the summer but waking up in the dark during winter. The poet shows this frustration by describing birds still awake while the speaker has to sleep and repeating the phrase “go to bed by day.”*)

6. Remind students to be clear and concise.
7. Provide students with a designated work time.
8. Circulate to support writing.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of a summary when explaining them:
 - Introduction to the text with title, pages, and author
 - What the text is about (brief)
 - Theme
 - Details from the text to support theme
 - Explanation of how a poet uses a characteristic of poetry (structure, imagery, rhyme, rhythm, repetition) to help the reader better understand the theme

Instruction RL.4.1, RL.4.2, W.4.9.A

Application RL.4.1, RL.4.2, SL.4.1.B, SL.4.1.C, SL.4.6

Protocol Review

Facilitate the Protocol

1. Explain that now students will work with a partner to refine their summaries of “Bed in Summer” by Robert Louis Stevenson using the think-pair-share protocol.

SAY We’ve used the think-pair-share protocol before, so today, we will use it to help us refine our summaries of “Bed in Summer.” This will help you organize your thoughts, share ideas, and hear different perspectives to improve your summary.

ASK What are the steps for the think-pair-share protocol? (*Think about the question. Pair with a partner. Share and listen.*)



2. Watch the Class Clues video and review steps as needed.
3. Move students into pairs and tell them to label themselves Partner A and Partner B.
4. Instruct students to focus on the summarizing thinking jobs during the protocol.
 - ASK** Does the summary include the title, author, theme, and key details? *(I forgot to include the author's name, but I'll add it to my revised summary.)*
 - ASK** What parts of your partner's summary stand out to you? *(My partner's summary was concise, and I realized I needed to shorten mine a bit.)*
 - ASK** How can you improve or refine your summary based on your discussion? *(My partner gave me feedback that my wording was too general, so I will include a more specific key detail from the poem.)*
5. Invite students to begin the think-pair-share protocol.
6. Circulate and provide support.
7. Refocus the whole group.
8. Explain that students will write their revised summaries.
 - SAY** After discussing, revise or refine your summary to make it clearer and more concise. Then, write the best version of your summary and be prepared to share it with the group.
9. Provide a designated work time.
10. Invite students to share their summaries with the whole group.
 - ASK** How do we know this summary includes the most important parts? *(Answers will vary.)*



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of a summary when explaining them:
 - Introduction to the text with title, pages, and author
 - What the text is about (brief)
 - Theme
 - Details from the text to support theme
 - Explanation of how a poet uses a characteristic of poetry (structure, imagery, rhyme, rhythm, repetition) to help the reader better understand the theme

Instruction RL.4.1, SL.4.1.B, SL.4.1.C, SL.4.6

Application SL.4.1.B, SL.4.1.C, SL.4.6

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced summarizing poems by identifying key details and organizing our ideas to create clear and concise summaries.
- Explain the task.
SAY You will now read and write a summary of “The Red Wheelbarrow” by William Carlos Williams independently.
SAY To do this, you will read the poem carefully and write a summary of the poem.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Summarizing “The Red Wheelbarrow”

Using your notes in your student companion, write a summary of the poem, “The Red Wheelbarrow.” Be sure to include the theme and supporting details.

Differentiation

Beyond

- Encourage deeper analysis by having students explain how today’s task will help extend their thinking of what they have been learning.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- For MLLs and students who may need additional support with expressive language or writing: To provide support, invite students to create a summarizing paragraph frame as a way of supporting other students. Consider inviting them to add a word bank for other students to select from as they complete the frame. Invite those who need additional support to use the frame and word bank. To provide additional support, allow students to complete just the beginning part of the frame, adding elements as the unit progresses. Example: The poem “_____” by _____ is about _____. The theme of the poem is that _____. We know this because the poet writes “_____.”
- For MLLs and students who may need additional support with expressive language skills: Write and display the elements of a summary when explaining them:
 - Introduction to the text with title, pages, and author
 - What the text is about (brief)
 - Theme
 - Details from the text to support theme
 - Explanation of how a poet uses a characteristic of poetry (structure, imagery, rhyme, rhythm, repetition) to help the reader better understand the theme

Application RL.4.1, RL.4.2, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Explain that students will now share their summary for “The Red Wheelbarrow.” This will help us reflect on what we’ve learned about summarizing poems and give us a chance to hear other perspectives.
- Invite students to turn and talk with their partner.
ASK Does your summary include the title, author, theme, and supporting details? What parts of your partner’s summary stand out to you? *(Answers will vary.)*
- After students talk with their partners, allow a few students to share.
- Engage with students’ responses by adding positive feedback and clearing up any misconceptions.

Activity Share

- Share your summary for “The Red Wheelbarrow” with a partner.
- Answer these questions:
 - Does your summary include the title, author, theme, and supporting details?
 - What parts of the summary stand out to you?

Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- Provide sentence starters.
- Sentence starters such as “One part of the summary that stands out to me is . . .” or “A strong summary includes _____ because _____” help students confidently articulate their understanding and reflect on what they have learned.

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can summarize “The Red Wheelbarrow.”



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.4.1, RL.4.2



Analyzing Poetry: *Love That Dog* and “Stopping by Woods on a Snowy Evening”



Purpose

In this lesson, students will identify the poetic elements and structure in “Stopping by Woods on a Snowy Evening” to compare and contrast it to its prose version.

By the end of the lesson, students should be able to do the following:

- Identify poetic elements in a poem and how they impact the understanding of the poem.
- Explain the similarities and differences between poetry and prose.



Learning Targets

- 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.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included in the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Concept Review
- Concept Model
- Reading for Gist: “Stopping by Woods on a Snowy Evening”
- Guided Practice
- Collaborative Practice
- Genre Introduction

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A

Application

RL.4.1, RL.4.2, RL.4.5, RL.4.10, RI.4.1, RI.4.10, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about poetry and poetic elements.
- Ask the provided Would You Rather question related to poetry and prose.
ASK Would you rather spend the rest of fourth grade reading only poems or only stories? Why?
- Have students choose an option and discuss why with a partner.
- Encourage students to share their choices aloud and explain why they prefer one option over the other.
SAY We will continue to learn about poetry, poetic elements, and how they differ from prose today.
- Encourage students to monitor how their minds may change as they learn more about poetry.

Would You Rather?

Which would you rather spend the rest of fourth grade reading?

- ☐ poems
- ☐ stories

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Explain the meaning of a word (such as *prose*) by using it in a sentence to provide increased context for students.
- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #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.

Learning Target

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.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A

Connect

35

Suggested Pacing: 35 minutes

Concept Review

Review and Discuss Poetic Structure and Elements

1. Set a clear objective for students.

SAY Remember our learning target: I can identify the poetic structure in “Stopping by Woods on a Snowy Evening” to compare and contrast it to a prose version. Today, we will learn to identify and understand the poetic structure of a poem.
2. Review the concept.

SAY Poetic structure is how a poem is organized. The structure includes the poem’s form, rhyme scheme, and rhythm. Understanding a poem’s structure helps us find patterns and interpret the meaning of the poem. Poetic elements include things such as repetition, imagery, and allusion. We can use these elements to determine the point of view of the speaker and the theme and to understand the poem emotionally.
3. Review the chart and guiding questions with students, highlighting the key poetic elements for today’s lesson (imagery, repetition, and speaker).
4. Direct the students’ attention to pages 6–7 of *Love That Dog*.

SAY Before and during my reading, I will examine how the poem is structured, including its lines, stanzas, and overall form.

FICTION

Love That Dog



5. Discuss the form and structure of Jack's poems with students. Take note of the following:
 - a. The lines are fairly short.
 - b. The first three stanzas are each like one long question. The stanzas start with a question word and end with a question mark.
 - c. There are three stanzas on page 6, and each is three to four lines.
 - d. On page 7, there is a single stanza that is six lines long.
 - e. The page breaks between the stanzas, but there is not a new poem title or journal date.
6. Explain that authors use the form of their poems to communicate ideas to the readers.

SAY By taking a moment to notice the structure of a poem before reading, we can understand the poem better. Poetry does not need to follow all the same rules as prose, so poets often use the form and structure of their poems to convey feelings to their readers.

ASK Knowing this, why do you think Jack left a page in between the stanzas on pages 6 and 7? *(Answers will vary but may include to make it stand out or to let readers know that the last stanza is extra important.)*
7. Wrap up the concept review.

SAY Studying poetic elements helps us understand how poets use words, rhythm, and patterns to make their poems more interesting and meaningful. Now we will look more closely at poetic elements in *Love That Dog*.

Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Because this is the first time students will encounter poetry characteristics, it is important to think about how to provide multiple means of representation to facilitate comprehension. One option is to review the Poetry Analysis table before reading "Stopping by Woods on a Snowy Evening." Be explicit with students that they are looking for these characteristics as you read the poem to them.

Instruction RL.4.1, RL.4.5

Application RL.4.5, SL.4.1.C

Concept Model

Model Identifying Poetic Structure and Elements

1. Explain that you will model how to apply the ideas of poetic structure and elements to analyze the poem on pages 6–7 of *Love That Dog*.

SAY As I work to understand and analyze the poem, I will think about how Jack is feeling. What imagery, repetition, or form choices has he included to convey feelings?
2. Read pages 6–7 of *Love That Dog* aloud.

3. Explain to students that this poem is written in free verse, without a rhyme scheme. The rhythm feels more like natural speech than traditional poetry when read aloud.
4. Model discovering other poetic elements in the poem.

SAY This poem has other poetic elements that stand out. For example, I can picture “. . .the blue car / splattered with mud / speeding down the road”—that’s imagery.

SAY I also notice the repetition of “blue car” in the final stanzas. It must be important since it’s repeated, especially in the last stanza, which is set apart to emphasize its significance.
5. Direct students’ attention to the Key Events and Jack’s Response graphic organizer.
6. Model synthesizing the poetic elements to create meaning and determine Jack’s feelings. Add a response to rows 6–7 on the Key Events and Jack’s Response graphic organizer. (*What happens: Jack reads a new poem about snowy woods and is asked to write more about the blue car. How Jack Feels: Confused and angry. Jack doesn’t understand the snowy woods poem and doesn’t want to write more about the blue car.*)
7. Provide students with the rationale for this skill.

SAY When we understand poetic structure and elements, we can enhance our interpretation and comprehension of poetry and our emotional connection to it.
8. Transition students to the next task.

SAY Now let’s practice applying this concept to a new poem.

Key Events and Jack’s Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.

Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- MLLs may find it challenging to read between the lines of *Love That Dog*. Help them by discussing the cohesive elements of the poem and what they mean, for example, when Jack refers to the person in “Stopping by Woods on a Snowy Evening” and the blue car from the previous day.

Approaching/MLL

- Invite students to create a graphic organizer that tracks the use of cohesive elements in *Love That Dog*. Example: students can enter “the snowy woods poem” and note that the poem appears in the back of *Love That Dog* and that the teacher read it aloud. They can enter synonyms and pronouns such as “the person” and note that the person is “I,” the rider in “Stopping by Woods on a Snowy Evening.”

- Some students may benefit from more scaffolded questions to find the gist. Ask students about the meaning of the lines on pages 6–7 of *Love That Dog*. Write and display students' responses next to the lines.
 - “Place your finger on ‘the person.’ Who is the person? What in the text makes you think so?” (*It's the person in the snowy woods poem. Jack begins the day talking about the snowy woods poem. “The person” refers to the snowy woods poem.*)
 - “Place your finger on ‘why do I have to tell more?’ I wonder why Jack asks this question.” Tell students you will give them time to think and discuss with their partner. (*The text refers to the blue car poem Jack wrote on October 4. Miss Stretchberry read Jack's poem and wants to find out what happened with the blue car. She asks Jack to tell, or write, more about the blue car. Jack says, “I don't want to write about that blue car...”*)
 - Tell students that “What's up with ____?” is an idiom to use when you are feeling confused or critical about something. Tell them the idiom is informal language and should be used carefully as it may be considered impolite.

ASK “What is Jack feeling confused or critical about?” (*Why does the person in snowy woods stop?*)

Instruction RL.4.1, RL.4.3, RL.4.5

Reading for Gist: “Stopping by Woods on a Snowy Evening”

Read and Discuss

- Apply the concept to the poem with students.

SAY We will analyze “Stopping by Woods on a Snowy Evening” by Robert Frost. As we read, we will look for how poetic elements add meaning to the poem.
- Discuss the structure of the poem with students before reading.

ASK What do you notice about the poem's structure? How does it seem to be organized? (*Answers will vary but may include that there are four stanzas, each with four lines; the stanzas are similar in size and evenly spaced; and the rhyme scheme follows a pattern.*)
- Explain that completing an initial reading for gist is important for understanding a poem before deeper analysis of the poetic elements.
- Read “Stopping by Woods on a Snowy Evening” aloud.
- Invite students to engage in a think-pair-share protocol.

ASK What is the gist of the poem? (*Answers will vary but may include that the poem is about a person who stops to enjoy the peaceful beauty of the snowy woods but remembers they have promises to keep and a long way to go before they can rest.*)
- Transition students to start thinking more deeply about the poetic elements in the poem.

SAY We have read and identified the gist of the poem. Now we will more closely examine the specific poetic elements Robert Frost uses in “Stopping by Woods on a Snowy Evening” to convey more meaning in his writing.

POETRY

Stopping by Woods on a Snowy Evening



Differentiation

Approaching

- Distribute a partially completed copy of the Poetry Analysis graphic organizer for “Stopping by Woods on a Snowy Evening.” This will provide students with a model for the kind of information they should enter while relieving the volume of writing required.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Invite students to reference the translation of “Stopping by Woods on a Snowy Evening” in their home languages.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Be aware that some students may not have the background experience to fully understand “Stopping by Woods on a Snowy Evening.” For example, they may be unfamiliar with the concepts of a village, snow, a farmhouse, frozen, harness bells, and downy flake. Consider showing a brief video or a series of photographs to set the stage for the reading. Example: Display photos of a person riding a harnessed horse through snowy village life, including a farmhouse, a snowflake, and a frozen lake. Briefly discuss the similarities and differences between this context and the communities students have experienced.

Instruction RL.4.5

Application RL.4.1, RL.4.5, RL.4.10, SL.4.1.B, SL.4.1.C

Guided Practice

Guided Practice: Poetry Analysis

1. Direct students’ attention to the Poetry Analysis table, which also appears in their student companion.
2. Discuss the purpose of each column.

SAY We will use this chart throughout the rest of Unit 1. Each column helps us understand the use of specific poetic elements in a poem we will read and analyze.

SAY The first column is the name of the poem we read that day.

SAY The second column will require us to find examples of the structure of the poem. These examples could be how long the lines and stanzas are, how the author used punctuation, or if the poem takes on a certain shape.

SAY The third column asks us to find examples of rhythm and rhyme schemes. We might also identify the poem as being written in free verse.

SAY The fourth column is looking for examples of imagery. How did the author engage our senses through describing how something looked, sounded, smelled, tasted, or felt?

SAY Finally, the fifth column asks us to detect any other possible poetic elements in the poem—maybe repetition or allusion. You can always refer back to the Poetic Structure and Elements chart.

3. Direct students’ attention to the Poetry Analysis table and the row for “Stopping by Woods on a Snowy Evening.”

SAY Now that we have explored our initial thoughts on the poem and understand what our task is, let’s more closely examine the structure and poetic elements used in “Stopping by Woods on a Snowy Evening.”

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

4. Read and analyze stanza one.
 - ASK** Examine stanza one; what rhyme scheme do you notice? *(Answers will vary but may include AABA; “know,” “though,” “snow” all rhyme; and the first, second, and fourth lines all rhyme.)*
 - ASK** Are there any other poetic elements in stanza one such as repetition or imagery? *(Answers will vary but may include that there is imagery in line four: “fill up with snow” helps me picture deep, cold snow.)*
5. Record responses in the Poetry Analysis table as a class.
6. Read and analyze stanza two.
 - ASK** Examine stanza two; what rhyme scheme do you notice? *(Answers will vary but may include CCDC; “queer,” “near,” “year” all rhyme; and the first, second and fourth lines all rhyme.)*
 - ASK** Are there any other poetic elements in stanza two such as repetition or imagery? *(Answers will vary but may include that there is imagery in line four: “darkest evening of the year” helps me picture endless darkness, no moon or stars to light the path.)*
7. Record responses in the Poetry Analysis table as a class.
8. Transition students to continuing the analysis with a partner.



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond:

- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Ask them about the meaning of chunks of “Stopping by Woods on a Snowy Evening.” Write and display students' responses next to the chunks. Example: “‘Stopping by Woods on a Snowy Evening’ has vivid imagery. Close your eyes and paint a picture in your mind as I read it aloud.” Tell students that you will give them time to think and write or sketch. “What imagery was most vivid for you and why?”
- Students may be unfamiliar with the concepts of a village, snow, a farmhouse, frozen, harness bells, and downy flake. Consider showing a brief video or a series of photographs to set the stage for the reading.

Instruction RL.4.1, RL.4.5, W.4.9.A

Application RL.4.1, RL.4.5, W.4.9.A, SL.4.1.C

Collaborative Practice

Collaborative Practice: Poetry Analysis

1. Transition to partner practice.

SAY You will work with a partner to analyze stanzas 3 and 4. I will ask guiding questions along the way, but use the columns of the Poetry Analysis graphic organizer to guide your discussion, too.

2. Guide the partner discussions and analysis.

ASK Examine stanza three; what rhyme scheme do you notice?

(Answers will vary but may include EEFE; “shake,” “mistake,” “flake” all rhyme; the first, second, and fourth lines all rhyme.)

ASK Are there any other poetic elements in stanza three, such as

repetition or imagery? *(Answers will vary but may include that there is imagery in line one: “harness bells a shake” helps me hear the tinkling bells on the horse or lines 3–4 of the stanza “. . . the sweep / Of easy wind and downy flake” helps me hear how quiet it must be to hear snow fall.)*

ASK Examine stanza four; what rhyme scheme do you notice? *(Answers will vary but may include GGGG; “deep,” “keep,” “sleep” all rhyme; the first, second, and fourth lines all rhyme.)*

ASK Are there any other poetic elements in stanza four, such as repetition or imagery? *(Answers will vary but may include that there is imagery in line one: “the woods are lovely, dark, and deep” helps me see how big and dark the woods are or lines 3–4 of the stanza repeat.)*

3. Refocus the whole class.

4. Invite students to share their answers. Record responses in the Poetry Analysis table together.

5. Discuss with students how these poetic structures and elements work together to give meaning to the poem.

ASK What patterns did you notice in the rhyme scheme and structure of the poem? Why do you think Robert Frost makes those choices? *(Answers will vary but may include that the first, second, and fourth lines all rhyme until the final stanza, and that all rhymes. He probably wants to draw attention to the final stanza; the rhythm of the poem is relaxing and calm, suggesting that stopping to appreciate nature is peaceful.)*

ASK Think about the imagery throughout the poem. What sort of feeling do these quiet, dark pictures and sounds give the reader? *(Answers will vary but may include a lonely stretch; calm and peaceful.)*

ASK What is the theme of this poem? What key details or poetic elements help you infer that? *(Answers will vary but may include that it is important to stop and appreciate beauty in nature when you can; Frost’s vivid imagery of the snow, woods, and peaceful quiet; mentioning that the speaker stops even when they have promises to keep and a long way to go that night.)*

ASK How does the speaker’s point of view help state the message of the poem? *(Answers will vary but may include that the speaker is a first-person narrator and seems to really enjoy small moments in nature, which makes the theme of appreciating nature more clear.)*

ASK The gist of the poem is that a person stops to enjoy the peaceful beauty of the snowy woods but remembers they have promises to keep and a long way to go before they can rest. Which stanza from the poem supports the gist of the poem? *(Answers will vary but may include the first stanza because it is where Frost uses imagery to help readers imagine the beauty of snow or the final stanza because this is where Frost uses repetition to show that the speaker has to remind themselves to stop appreciating the beauty and keep moving so they can sleep.)*

6. Wrap up the poetry analysis.

SAY Now we have studied this poem in depth. We have a stronger understanding of the theme and the feelings Frost wanted readers to understand when reading the poem. This understanding will help you in your collaborative practice today.

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Ask students about the meaning of chunks of "Stopping by Woods on a Snowy Evening." Write and display students' responses next to the chunks. Example: "'Stopping by Woods on a Snowy Evening' has vivid imagery. Close your eyes and paint a picture in your mind as I read it aloud." Tell students that you will give them time to think and write or sketch. "What imagery was most vivid for you and why?" (*Responses will vary.*)
- Students may be unfamiliar with the concepts of a village, snow, a farmhouse, frozen, harness bells, and downy flake. Consider showing a brief video or a series of photographs to set the stage for the reading.
- Because this is the first time students will encounter poetry characteristics, it is important to think about how to provide multiple means of representation to facilitate comprehension. One option is to review the Poetry Analysis table before reading "Stopping by Woods on a Snowy Evening." Be explicit with students that they are looking for these characteristics as you read the poem to them. Another means of representation is to review the characteristics of a poem using the kinesthetic activity from the previous lesson.

Instruction RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Application RL.4.1, RL.4.2, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C

Genre Introduction

Define Prose vs. Poetry

1. Explain the upcoming task.

SAY For your application task today, you will compare and contrast the poem "Stopping by Woods on a Snowy Evening" with a prose version of the poem.
2. Define *prose*.

SAY 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.
3. Direct students' attention to the Poetry vs. Prose table.
4. Discuss the contents with students, emphasizing the difference between poetry and prose but pointing out that similarities are based around themes, descriptions, and ideas.

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.

5. Direct students' attention to the examples in the Poetry vs. Prose table.
 6. Explain to students the similarities and differences of the text types modeled in the table.
 7. Transition students to their collaborative practice.
- SAY** You will use the skills you have learned about poetic elements, poems, and prose to support your collaborative practice.



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Provide multiple examples of prose and poetry that are authentic and accessible to all students. Select a variety of reading levels and interest areas. It may be useful to display examples that students have already seen in their class.

Instruction RL.4.5

Apply

15

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.

SAY Today, we practiced identifying poetic structures and elements in Robert Frost's poem "Stopping by Woods on a Snowy Evening."
- Explain the task.

SAY You will now work in small groups to compare and contrast Robert Frost's poem to a prose version of the same poem.

SAY To do this, first, you will think about the differences between poetry and prose.

Comparing and Contrasting Poetry and Prose Graphic Organizer: "Stopping by Woods on a Snowy Evening"

Criteria	What is similar?	What is different?

SAY Next, you will identify poetic elements, meaning, and themes in each piece of writing.

SAY Lastly, you will consider how the writing is structured.

- Check for clarifying questions.
- Release students to begin the task and circulate to support.



Differentiation

Approaching

- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- To provide support, invite students to create sentence frames that will help them talk about similarities and differences in the poem and prose versions.
- To provide additional support, invite students to use the sentence frames their peers created.

Examples:

- "They are both about ____."
- "The poem ____, whereas the prose ____."

- Students may find it challenging to compare poetry to prose. Begin by narrowing the focus, selecting one characteristic of poetry from one line of "Stopping by Woods on a Snowy Evening." Discuss the same or a contrasting characteristic from a line of *Love That Dog*.
- To ensure that the general purpose of the comparison is transparent, cue students to problem-solve. Invite them to turn and talk with a partner. Example: "Can you figure out why we are comparing a poem to prose?"
(Responses will vary but may include to discuss when it is appropriate to write using the characteristics of poetry versus when it is appropriate to write using the characteristics of prose.)

Application RL.4.1, RL.4.5, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Tell students they will now share their findings with the whole group.
 - SAY** You worked with your groups to identify poetic elements in Robert Frost's poem "Stopping by Woods on a Snowy Evening" and then compared and contrasted that with a prose version. Now you will select one similarity or difference that you found most compelling and share with a partner.
- Invite students to turn and talk with a partner who was not in their group to answer the following question:
 - ASK** What was the most interesting similarity or difference between poetry and prose? Why?
- After students talk with their partners, allow a few students to share.
- Engage with students' responses by adding positive feedback and clearing up any misconceptions.

Activity Share

What was the most interesting similarity or difference between poetry and prose? Why?

Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide sentence starters.
 - I did well at . . . I know because . . .
 - Next time, I can improve on . . .
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Application SL.4.1.A, SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.5, W.4.9.A

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



Analyzing Poetry: *Love That Dog* and “The Tyger”



Purpose

In this lesson, students will compare *Love That Dog* and “The Tyger,” analyzing poetic elements to explain their similarities and differences.

By the end of the lesson, students should be able to do the following:

- Identify poetic elements in a poem and explain how they shape its meaning.
- Explain the similarities and differences between poetry and prose.



Learning Targets

- I can use poetic elements to explain how Jack’s poem and “The Tyger” are similar and different.
- I can identify the poetic elements and structure in “The Tyger” to compare and contrast it to a prose version.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

You may wish to create physical copies of the following materials to display in the classroom:

- Close Readers anchor chart

Student

- *Love That Dog* by Sharon Creech
- Student companion
- Dictionary

All other necessary materials are included in the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Concept Review
- Reading for Gist: *Love That Dog*
- Guided Practice
- Read Aloud: “The Tyger”
- Text Analysis

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.3, RL.4.5, RL.4.10, W.4.9.A

Application

RL.4.1, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.A, RF.4.4.C, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6, L.4.4.C

Activate Prior Knowledge

Clue Catcher

- Remind students that they have been identifying similarities and differences in different text types.
- Direct students' attention to the series of clues and have them think about what they already know about the clues.
- Invite students to work together to guess the person, place, thing, or idea based on the clues.
- As students share their guesses, encourage students to explain their reasoning for their guesses and connect the clues to what they already know about prose and poetry.
- Confirm for students that the clues are all related to prose.
- Build on their existing knowledge to introduce the continued comparison of poetry and prose.

Clue Catcher

- Clue 1: It features sentences and paragraphs.
- Clue 2: It tells a story or gives information.
- Clue 3: It can have a theme and descriptions.
- Clue 4: It does not have rhyme schemes.

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Display and repeat your questions and clues.
- Invite students to connect to their own experiences.

Application SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can use poetic elements to explain how Jack's poem and "The Tyger" are similar and different.
- **Learning Target #2:** I can identify the poetic elements and structure in "The Tyger" to compare and contrast it to a prose version.

Learning Targets

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.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, RL.4.5

Connect

35

Suggested Pacing: 35 minutes

Concept Review

Review Poetic Structure and Elements

1. Review the concept.

SAY We have been learning about poetic elements and how they convey meaning in poetry. Poems have different rules than prose, and these poetic elements help add extra importance and meaning to the messages in poetry.

2. Review some key concepts from the Poetic Structure and Elements chart (imagery, speaker, rhyme scheme).

SAY As we read *Love That Dog* today, try to notice how poetic elements add meaning to the poems.

3. Direct the students' attention to pages 8–11 of *Love That Dog*.

4. Guide students to review the form and structure of the two poems on these pages before reading.

5. Refer students to the Poetic Structure and Elements chart.

SAY We've been learning how poetic structures shape a poem's meaning. As we read today, I want you to focus on poetic elements such as imagery, repetition, rhyme, and structure and use them to help you make inferences about Jack's feelings.

FICTION

Love That Dog



6. Prompt students to discuss.

ASK How do poetic elements help determine the gist of a poem, highlight important ideas, and evoke emotions? *(Answers will vary but may include that poetic elements such as rhyme scheme, imagery, and structure help show the theme and make the poem feel special. They can make you feel happy, sad, or calm by the way the words are chosen and how they sound together.)*

7. Wrap up the concept review.

SAY We will use poetic elements to better understand poetry in our lesson today. We will read poems in *Love That Dog* and a poem by William Blake.



Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Because this is one of the first times students will encounter poetry characteristics, it is important to think about how to provide multiple means of representation to facilitate comprehension. One option is to review the Poetry Analysis table before reading “The Tyger.” Be explicit with students that they are looking for these characteristics as you read the poem to them.

Instruction RL.4.5

Application RL.4.5

Reading for Gist: *Love That Dog*

Review, Read, and Discuss

1. Direct students’ attention to the Close Readers Anchor chart.

SAY As readers of poetry, we have to keep in mind poetic elements and the thinking jobs for close reading. Today, we will work to identify the gist of Jack’s poems using what we know about poetic elements. By understanding the gist of a poem, we are better prepared to understand the theme and emotions the author was trying to convey.

2. Focus attention on the concept of “thinking about the gist.”

ASK What does *gist* mean? *(Answers will vary but may include that finding the gist means figuring out what a chunk of the text is mostly about.)*

3. Explain that students will jot down the gist for each page as you read them aloud.

4. Read pages 8–11 aloud.

5. Invite students to reread pages 8–9 aloud with a partner.

ASK What is the gist of these pages? *(Answers will vary but may include that Jack didn’t understand the poem about the tiger.)*

Reading for Gist

- Who is the text about?
- When and where does the text take place?
- What is the text mostly about?
- Why and how are these things happening or being shared?

6. Direct students' attention to page 10 of *Love That Dog*.
ASK What is the gist of this page? (*Answers will vary but may include that Jack doesn't mind if his blue car poems are posted as long as there is no name on them.*)
7. Direct students' attention to page 11 of *Love That Dog*.
ASK What is the gist of this page? (*Answers will vary but may include that Jack likes the way the blue car poems look on the board.*)
8. Direct students' attention to the word *anonymous* on page 11.
ASK This isn't a common word. What is the most effective strategy to identify the meaning of *anonymous*? (*using a dictionary*)
9. Direct students to work with a partner and use a dictionary to look up the word and to define *anonymous* to each other in their own words.
ASK What does *anonymous* mean? (*unknown, unnamed*)
10. Explain the importance of reading poetry for gist.
SAY When we are reading for the gist, we try to keep track of who the text is about, where and when the text takes place, what is happening, and why. We may not fully understand the text the first time we read it, but thinking about the gist as we read and sharing the gist supports our comprehension, even when the text feels hard to understand. Now that we have a grasp of the gist of the poems, we will discuss more about Jack's feelings conveyed in the poems.



Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning targets.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Invite students to reference the translation of "The Tyger" in their home languages.
- MLLs may find it challenging to read between the lines of *Love That Dog*. Help them by discussing the cohesive elements of the poem and what they mean—for example, when Jack refers to "the tiger sounds" in "The Tyger," he means the rhythm and meter of the poem, not a literal tiger sound.
- Model the process of reading for gist and annotating the text.

Instruction RL.4.1, RL.4.10

Application RL.4.1, RF.4.4.A, RF.4.4.C, SL.4.1.B, SL.4.1.C, L.4.4.C

Guided Practice

Guided Practice: Analyzing Character

1. Direct students' attention to the Key Events and Jack's Response graphic organizer, which also appears in the Student Resource section of their student companion.
SAY We will use what we understand about poetic elements and the gist of Jack's poems to help complete our chart for pages 8–11 of *Love That Dog*.

- Explain to students that we will now use the word choice in the poem to help us with inferring Jack's feelings.

SAY Poets will choose words very precisely to convey meaning. Consider the word *anonymous* in the November 6 poem.

ASK Why does his teacher write the word *anonymous* in Jack's poems?

(Answers will vary but may include because he doesn't want his name written.)

- Invite students to engage in a think-pair-share protocol.

ASK Why might Jack not want his name associated with his poems? How can we use this as a clue for Jack's feelings? *(Answers will vary but may include that it tells us that Jack doesn't want to be recognized for his poetry or that he is feeling embarrassed.)*

- Refocus students' attention.

- Invite students to share their answers.

- Capture and synthesize students' responses on the Key Events and Jack's Response graphic organizer.

ASK What happens on pages 8–11? *(Answers will vary but may include that Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.)*

ASK How does Jack feel about it? What can you infer from what he writes? *(Answers will vary but may include that he doesn't understand the tiger poem or he likes the way his poems look on the board.)*

ASK How do you know? What text evidence supports our ideas? *(Answers will vary but may include that he writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem" and about his own poems he writes, "They look nice.")*

- Explain that Jack's poems use another poetic element, allusion, to reference the poems he reads in class.

SAY Almost every one of Jack's poems alludes to a famous poem. Now that we have analyzed Jack's poem, let's more closely examine the poem to which he alludes: William Blake's "The Tyger."

Key Events and Jack's Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.

Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning targets.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond:

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- MLLs may find it challenging to read between the lines of *Love That Dog*. Help them by discussing the cohesive elements of the poem and what they mean—for example, when Jack refers to "the tiger sounds" in "The Tyger," he means the rhythm and meter of the poem, not a literal tiger sound.

- Provide sentence starters to support oral expression of thoughts and ideas.

Examples:

- Jack feels _____ because _____.
- In the poem, Jack wrote about _____. I think that means _____ happened.

Instruction RL.4.1, RL.4.3

Application RL.4.1, RL.4.3, SL.4.1.C

Read Aloud: “The Tyger”

Read and Discuss

1. Introduce the poem “The Tyger” by William Blake.

SAY This is just the opening stanza of “The Tyger.” There are more stanzas that we will not read today. It is written by William Blake, a well-known English poet who lived over 200 years ago, from 1757 to 1827. Some words and spellings might look different from what we’re used to, and we’ll talk about that as we go.

2. Before reading, instruct students to think about the gist of the poem and which poetic elements help to understand the poem better.

3. Read the first stanza of “The Tyger” aloud.

4. Invite students to engage in a think-pair-share and jot down the gist.

ASK What is this stanza mostly about? What is the gist? *(Answers will vary but may include a tiger in a forest.)*

ASK How do you know? Use evidence from the text to support your answer. *(Answers will vary but may include that it is about a tiger. We know from the title and from the content of it where it says, “Tyger! Tyger! burning bright.”)*

5. Invite students to share responses with the whole group.

ASK This poem has a lot of imagery or words that create mental pictures for the reader. To help us experience this, close your eyes as I read it again. Try to picture what you are hearing.

6. Reread the first stanza of “The Tyger” aloud again.

7. Invite students to sketch what they hear.

8. Remind students that finding the gist is the first step to analyzing a poem.



Differentiation

Approaching

- Model the process of reading for gist and annotating the text.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Invite students to reference the translation of “The Tyger” in their home languages.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Use choral or echo reading to build fluency.

Instruction RL.4.1

Application RL.4.1, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C

Text Analysis

Poetry Analysis: “The Tyger”

- Direct students’ attention to the “The Tyger” row on the Poetry Analysis table, which also appears in their student companion.
SAY We have established the gist of the first stanza of “The Tyger.” Now, we will work to identify poetic elements in the first stanza of the poem “The Tyger” in order to deepen our understanding of the poem, its theme, and the feelings the author wanted to convey.
- Discuss the structure with students.
ASK What do you notice or wonder about the structure of the stanza?
(Answers will vary but may include that this is just one stanza or that it is four lines long.)
- Synthesize students’ responses and add them to the Structure column of the Poetry Analysis chart for “The Tyger.”
- Work with students to determine the rhythm and rhyme scheme in the stanza.
ASK What do you notice about the rhythm and rhyme of the stanza?
(Answers will vary but may include that the are the same on each line, “bright” and “night” rhyme, and the rhyme scheme is AABB.)
- Synthesize students’ responses and add them to the Rhythm and Rhyme Scheme column of the Poetry Analysis chart for “The Tyger.”
- Discuss the phrase “burning bright.”
ASK What do you think “burning bright” means? What kind of language is this, and why is it used?
(Answers will vary but may include that the bright orange of the tiger’s fur looks like a fire burning in the night. This is figurative language to help the reader understand just how bright the orange fur was.)
- Synthesize students’ responses and add them to the Imagery column of the Poetry Analysis chart for “The Tyger.”
- Explore the word “immortal.”
ASK Put your finger on the word “immortal.” What does “immortal” mean? How can you find out?
(Answers will vary but may include to use a dictionary or it means “to live forever.”)
- Analyze the final two lines with students.
ASK How do we know these lines ask a question? Why do you think Blake ended the stanza with a question?
(Answers will vary but may include that the third line starts with “What,” which is a question word, and the fourth line ends with a question mark; he may have done this to get his readers thinking and reflecting on the topic because we respond when we are asked a question.)
- Synthesize students’ responses and add them to the Other Poetic Elements column of the Poetry Analysis chart for “The Tyger.”
- Invite students to share other poetic elements they noticed.
- Connect “The Tyger” to Jack.
SAY William Blake’s poem wonders who made the tiger, showing surprise and confusion. Jack’s poem also shows he’s unsure about who created “The Tyger.” Both poems share the idea of not understanding where something comes from, whether it’s the tiger or the poem about the tiger.
ASK How does the structure of Jack’s poem reflect William Blake’s structure in “The Tyger”?
(Answers will vary but may include that it uses the same structure: four-lined stanza, the same rhythm or meter, and the same rhyming pattern. It even uses the same two rhyming words at the end of the first and second lines.)
ASK How does the theme of Jack’s poem reflect William Blake’s theme in “The Tyger”?
(Answers will vary but may include that they are about different subjects or that both poems share the idea of not understanding where something comes from, whether it’s the tiger or the poem about the tiger.)

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

13. Explain that understanding the poetic elements of a poem helps readers identify the theme and connect the poem to other important learning.

SAY Understanding the poetic elements of a poem helps readers figure out the theme of the poem, important meaning, and emotions. It also helps connect the poem to other things we've studied and learned. As we keep reading *Love That Dog*, try to find allusions in Jack's poems to the famous poems that Jack reads in class.



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.
- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- "The Tyger" is both cognitively and linguistically complex. To ease the linguistic demands, invite students to first discuss the poem in home language groups. Students who do not have a home language in common can be given additional time to think or write a reflection about the poem in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss with the whole class in English.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Ask them about the meaning of chunks of "The Tyger." Write and display students' responses next to the chunks. Examples:
 - "The Tyger" has vivid imagery. Close your eyes and paint a picture in your mind as I read it aloud." Tell students that you will give them time to think and write or sketch. "What imagery was most vivid for you and why?" *(Responses will vary.)*
 - "What is the translation of *immortal* in our home languages? What does *immortal* mean?" *(bất diệt in Vietnamese; living forever)* Repeat a similar process for *fearful* and *symmetry*.
 - "I wonder what an 'immortal hand or eye' could be?" Tell students you will give them time to think and discuss with their partner. *(Responses will vary but could include the universe, a god, nature.)*
 - "The word *thy* is quite old and no longer commonly used. Who can figure out what word in English is used today in place of *thy*?" *(your)*
 - "Place your finger on 'could frame.' Knowing the meaning of 'immortal hand or eye' and 'fearful symmetry,' what is a word you could substitute for *frame* in this poem?" *(create, make)*
- Distribute a partially completed copy of the Poetry Analysis table for "The Tyger." This will provide students with models for the kind of information they should enter, while relieving the volume of writing required.

Instruction RL.4.1, RL.4.5, W.4.9.A

Application RL.4.1, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C

Apply

Suggested Pacing: 15 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced identifying poetic elements in poems and how those elements can help readers identify the theme, determine the feelings the author wants to evoke from readers, and understand the poem better.
- Explain the task.
SAY You will now compare and contrast poetry and prose to highlight the similarities and differences in each type of text. Remember that we have learned that prose is the way we write using regular sentences and paragraphs. It doesn't follow special rules like rhymes or rhythms.
SAY To do this, you will compare and contrast the first stanza of "The Tyger" with a prose version.
SAY First, you will think about the differences between poetry and prose.
SAY Next, you will identify poetic elements, meaning, and themes in each piece of writing.
SAY Lastly, you will consider how the writing is structured.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Comparing and Contrasting
Poetry and Prose Graphic
Organizer: "The Tyger"

Criteria	What is similar?	What is different?

Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.
- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- To provide support, invite students to create sentence frames that will help them talk about similarities and differences in the poem and prose versions.
- To provide additional support, invite students to use the sentence frames their peers created.
 Examples:
 - "They are both about ____."
 - "The poem ____, whereas the prose ____."
- Students may find it challenging to compare poetry to prose. Begin by narrowing the focus, selecting one characteristic of poetry from one line of "The Tyger." Discuss the same or a contrasting characteristic from a line of *Love That Dog*.
- To ensure that the general purpose of the comparison is transparent, cue students to problem-solve. Invite them to turn and talk with a partner: "Can you figure out why we are comparing a poem to prose?" (*Responses will vary but may include: to discuss when it is appropriate to write using the characteristics of poetry versus when it is appropriate to write using the characteristics of prose.*)

Application RL.4.1, RL.4.5, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned more about poetic elements and how they help our understanding of a poem.
- Have students turn and talk with their partners to answer the following question:
ASK In what ways are the structural elements of poetry helping you with understanding the poems we are reading? *(Answers will vary but may include that finding the rhyme scheme helps me find words and phrases the poet wanted to emphasize as important.)*
- Allow students to share, discuss, and respond to the responses of other pairs.

Reflection Question

In what ways are the structural elements of poetry helping you with understanding the poems we are reading?

Differentiation

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3, RL.4.5

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3, RL.4.5

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



Analyzing Poetry: *Love That Dog* and “dog”



Purpose

In this lesson, students will continue to explore the content of *Love That Dog* while reinforcing their knowledge of poetic elements, structure, theme, and summarizing.

By the end of the lesson, students should be able to do the following:

- Determine a theme in a poem using details and poetic elements to support their ideas.
- Summarize the content of a poem.



Learning Targets

- I can summarize and determine the theme of “dog” from the details in the text.
- I can identify the poetic elements in “dog.”



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included within the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (25 minutes)**
 - Read Aloud: *Love That Dog*
 - Text Analysis: “dog”
- Apply (25 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.1, RL.4.2, RL.4.5

Application

RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.A, RF.4.4.B, RF.4.4.C, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned about the differences between poetry and prose.
 - ASK** Based on what we learned in the previous lesson, what is the biggest difference between poetry and prose? *(Answers will vary but may include incomplete sentences, stanzas instead of paragraphs, or rhyming words.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing up any present misconceptions.
- Tell students that, today, they will continue to explore the differences between poetry and prose.

Based on what we learned in the previous lesson, what is the biggest difference between poetry and prose?

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Be transparent about why you are asking students to notice and wonder. This is a helpful way to understand and explore a new topic or text.
- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can summarize and determine the theme of "dog" from the details in the text.
- Learning Target #2:** I can identify the poetic elements in "dog."

Learning Targets

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."



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Connect

25

Suggested Pacing: 25 minutes

Read Aloud: *Love That Dog*

Read and Discuss

1. Direct students' attention to the Key Events and Jack's Response graphic organizer, which also appears in their student companion.
SAY We have been working to identify poetic elements and understand the gist of poems. As we continue reading *Love That Dog*, we will add to two rows of our Key Events and Jack's Response graphic organizer. You will use your knowledge of poetry and poetic elements to help you determine the gist and complete the Key Events and Jack's Response graphic organizer.
2. Invite students to move into small groups.
3. Direct students' attention to page 12 of *Love That Dog* and read pages 12–19 aloud.
SAY You will work in groups to discuss what happens on these pages and how Jack feels about the events. Think about the gist of the poem as I read.
4. Invite students to reread pages 12–14 aloud with their groups.

FICTION

Love That Dog



5. Guide students through a group discussion of the pages.

ASK How can we describe Jack's feelings on these pages? *(Answers may include that he is upset because he doesn't have a pet to write about, and he doesn't want to write about the pet he used to have.)*

ASK How do you know he feels that way? What evidence of this can you find on those pages? *(Answers may include that he writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it.")*

6. Invite groups to share aloud and record students' responses on the table.

7. Instruct students to reread and discuss pages 15–19 with their groups.

8. Guide students through a group discussion of the pages.

ASK What happens on these pages? *(Answers may include that Jack reads small poems about animals, and then the teacher types them up and puts them on the board.)*

ASK How does Jack feel about it? *(Answers may include that he likes the small poems and is proud to see his poems posted on the board.)*

ASK How do you know he feels that way? What evidence of this can you find on those pages? *(Answers may include that he writes, "I liked those small poems today" and "I guess it does look like a poem when you see it typed up like that.")*

9. Invite groups to share aloud and record students' responses on the Key Events and Jack's Response graphic organizer.

10. Summarize the additions to the chart.

SAY Jack seems to be getting more confident in his poetry writing. He has had several poems displayed on the board. I wonder if he'll keep writing about his dog.



Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.
- Model the process of reading for gist and annotating the text.

Approaching/MLL

- To facilitate increased comprehension, some students may benefit from multiple strategies for engaging with the text. Consider minimizing the complexity of analyzing *Love That Dog* by chunking important texts and engaging in a discussion about the meaning.

Application RL.4.1, RL.4.3, RF.4.4.A, RF.4.4.B, RF.4.4.C, W.4.9.A, SL.4.1.B, SL.4.1.C

Text Analysis: “dog”

Read, Analyze, and Discuss

Poetic Structure and Elements Terms

- Review the poetic elements and structures with students.

SAY We have been using poetic elements to build our understanding of poems in *Love That Dog* and in poems written by famous poets. These poetic elements help readers understand the poem better, clarify emotions from the poem, and identify the theme and supporting details.

ASK What are some poetic elements we have noticed in poems? *(Answers will vary but may include repetition, stanzas, or rhyme scheme.)*
- Direct students' attention to the poem “dog.” This poem can be found in the “Poems used by Miss Stretchberry” section in the back of *Love That Dog*.

SAY Today, we will read the poem “dog” by Valerie Worth. She is a famous American poet who lived from 1933 to 1994. While I am reading, listen for what stands out about the poem's structure, language, and meaning.

ASK Before I start reading, what do we notice about the form of the poem and how the lines and stanzas appear on the page? *(Answers may include that the lines are short and it is one long stanza.)*
- Read “dog” aloud three times.
 - On the first read, have students identify poetic elements.
 - On the second read, have students close their eyes and focus on imagery.
 - On the third read, have students determine the gist.
- Discuss the poem with students.

ASK What is the gist of this poem? What is it mostly about? *(Answers may include a dog relaxing under a tree.)*

ASK What did you picture in your head? *(Answers may include an old dog sitting outside.)*

SAY Take a minute now and sketch what you imagined from the poem “dog.”
- Analyze the poem. Synthesize students' responses and then add them to the appropriate column in the Poetry Analysis chart for the poem “dog.”

ASK What do you notice about the structure and rhyme scheme of the poem? *(free verse)*

ASK Are there any other poetic elements in stanza one, such as repetition or imagery? *(Answers will vary but may include imagery of a lazy dog.)*

ASK Does the poem evoke any feelings from the readers? *(Answers will vary but may include relaxation, laziness, or jealousy of the dog's easy afternoon.)*

ASK How has Valerie Worth structured the poem to almost “sound” lazy? *(Answers will vary but may include that she chooses words carefully that make readers feel slow and relaxed, such as “lolls,” “sighs,” and “yawns.”)*
- Discuss with students how these poetic structures and elements work together to give meaning to the poem.

ASK How do the poetic elements make readers feel or think something after reading “dog”? *(Answers will vary but may include that the word choice and imagery make us idealize a lazy, sunny afternoon.)*

ASK What do you understand about the poem better now that you have analyzed it more closely? *(Answers will vary but may include that the poem is about more than just a sleepy dog; it is about the joy of having a calm afternoon.)*
- Wrap up the text analysis.

SAY Analyzing a poem and using poetic elements to determine deeper meaning helps us understand poems better and make connections between different texts. Your next task will have you determine the theme of and summarize the poem “dog.” You will need to refer back to some of the poetic elements that helped you understand the poem better for this task.

8. Review the terms *theme* and *summarize* with students.

SAY Remember that the theme is the message or lesson an author wants readers to learn about from reading the poem. It is more specific than a topic.

SAY To summarize means to share the most important ideas about the poem in our own words. A summary will focus on the big idea and any details that support it.



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Have students sketch the meaning of lines from "dog" and then use words to describe the images.

Approaching/MLL

- ASK** What is the same in the sentence from November 29 of *Love That Dog* as the poem "dog"? What is different?
- Copy descriptions of the characteristics and lines from "dog" onto separate strips. Students can paste the descriptions and lines into the correct category: Structure, Imagery, Rhyme and Meter, or Repetition.
 - Invite students to compare the structure of the language and its effect in the November 29 entry of *Love That Dog* with that of "dog." (*The structure of the language is different, for example run-ons versus fragments; The effect of the run-ons is that they make Jack seem excited and full of thought; The effect of the fragments is that they make the dog seem serene or relaxed.*)

Instruction RL.4.1, RL.4.2, RL.4.5

Application RL.4.1, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C

Apply

Suggested Pacing: 25 minutes

25

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we identified and analyzed the poetic elements in the poem "dog."
- Explain the task.

SAY You will now use the poetic elements and your interpretation of "dog" to identify the theme and write a summary.

Theme: "dog"

Topic	Point of View	Supporting Detail/Textual Evidence	Theme

SAY To do this, you will review the Poetry Analysis table and the poem “dog” to help you structure your responses based on details from the poem.

SAY As you work on this task, remember that topics are what the poem is about. Themes are what the author wants readers to learn from reading their poem. There can be more than one theme in a poem, and different people can interpret poems in different ways. Use poetic elements to guide your thinking on how the poem makes you feel. What does it make you think? What stands out as important?

- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Summarizing “dog”

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



Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.

Approaching/MLL

- If students struggle with adding supporting details, display one good detail and one weak or incorrect detail. Ask them to select the best supporting detail and discuss how they selected it.
- When students discuss and write the summary of “dog,” invite them to condense their ideas by combining several shorter, repetitive sentences into one longer, more complex, clearer sentence. (From “Worth uses imagery. It is all about a dog. It helps the reader understand how relaxed and lovely a dog’s life is. It helps the reader understand that even dogs can have a great life” to “The imagery Worth uses helps the reader understand how admirable a dog’s life is.”)
- Print the “dog” summary and cut it into strips. Scramble the strips and discuss the meaning of each one. Invite students to sequence them correctly, giving rationale if they come up with more than one correct version.

Application RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students analyzed a poem using poetic elements to comprehend the meaning of the poem and determine the theme.
- Have students turn and talk with their partner to answer the following questions:
ASK How does the poet's description of the dog help you connect to the theme? Can you think of a time when you felt as calm and content as the dog in the poem? *(Answers will vary but may include "The description made the dog seem lazy, but happy. I've felt that way watching TV on the weekends.")*
- Allow students to share, discuss, and respond to the responses of other pairs.

Reflection Question

How does the poet's description of the dog help you connect to the theme? Can you think of a time when you felt as calm and content as the dog in the poem?

Differentiation

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.2

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can identify the poetic elements in "dog."

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.5

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



Exploring Meaning in Words and Phrases



Purpose

In this lesson, students will manipulate lines from a poem to compare poetic structure and prose, then use context clues to determine the meaning of unfamiliar words and phrases.

By the end of the lesson, students should be able to do the following:

- Analyze poetic structure by disassembling and reassembling lines from a poem.
- Use context clues to determine the meaning of unfamiliar words and phrases in a poem.



Learning Targets

- I can determine the meaning of words and phrases from “dog” using context clues.
- I can explain the differences between poetry and prose by disassembling and reassembling lines from the poem “dog.”



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included within the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Sentence Studio Introduction
 - Sentence Studio: Disassemble
 - Sentence Studio: Reassemble
 - Concept Introduction
 - Concept Model
 - Guided Practice
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.4.4, RL.4.5, L.4.4.A

Application

RL.4.4, RL.4.5, W.4.9.A, SL.4.1.B, SL.4.1.C, L.4.1.F, L.4.4.A

Activate Prior Knowledge

Reflective Learning

- Remind students that they have been learning about poetic elements and understanding the meaning of poems.
- Invite students to discuss the following question with a partner:
ASK How can individual words or phrases add more meaning to a poem?
(Answers will vary but may include that each word is chosen precisely in a poem because they do not follow the same rules as prose or that the word or phrase can capture emotions to give meaning.)
- Direct students' attention to Reflective Learning linear scale.
- Read the prompt aloud.
- Allow students time to respond to the linear scale activity.
- Guide students to consider how understanding unfamiliar words impacts their comprehension of a poem.
- Explain that students will keep learning how to figure out the meaning of poems by using context to understand unfamiliar words.

It is important to understand each word of a poem.

Strongly Disagree

Strongly Agree

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Display and repeat your questions.
- Invite students to connect to their own experiences.
- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can determine the meaning of words and phrases from "dog" using context clues.
- Learning Target #2:** I can explain the differences between poetry and prose by disassembling and reassembling lines from the poem "dog."

Learning Targets

- I can determine the meaning of words and phrases from "dog" using context clues.
- I can explain the differences between poetry and prose by disassembling and reassembling lines from the poem "dog."



Differentiation

Approaching

- Ask students to break down the learning targets into smaller parts.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.4, RL.4.5, L.4.4.A

Connect

40

Suggested Pacing: 40 minutes

Sentence Studio Introduction

Introduce Sentence Studio

1. Welcome students to their first Sentence Studio. Explain to them that they will participate in several Sentence Studios throughout the year.

SAY During Sentence Studio, we have a conversation about a sentence from a complex text. Just like architects and artists in their studios, we will investigate a sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. We will discuss how the sentence helps paint a deeper understanding of the text and how we can use similar building blocks in our writing.

SAY There are two main components to a Sentence Studio: first is disassemble, where we understand the meaning of the sentence more deeply by taking the sentence apart. The second is reassemble, where we put the sentence back together and make meaning by following some of the rules we know about sentence structure or may have learned while disassembling the sentence. After that, you will get to apply your learning.

2. Explain that you will guide students through this Sentence Studio to help them better understand the meaning of some complex lines from Valerie Worth's poem "dog."

SAY We will examine an excerpt from the poem "dog" by Valerie Worth. While the exercise is called Sentence Studio, we know that not all poems use traditional sentence structures. Today's examination is one of those instances.

SAY We will examine the final three lines of the poem "dog." We will consider how the structure of the lines works in a poem but would not work as prose without some revisions.





Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Encourage translanguaging, allowing students to think, discuss, and take notes in both languages.
- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).

Approaching/MLL

- Preview the Sentence Studio and consider how to invite conversation among students to address the questions and goals. Select from the questions and goals provided to best meet your students' needs.

Instruction RL.4.5

Sentence Studio: Disassemble

Guided Practice

1. Explain the first step in the Sentence Studio routine.

SAY When we engage in a Sentence Studio, we start by reading the excerpt. Then, we discuss what we think it means and how it connects to our focus question or sentence. In this Sentence Studio, we will focus on the module's guiding question: "What makes a poem a poem?"

2. Direct students' attention to the excerpt from "dog" by Valerie Worth.

SAY The poem is in the back of *Love That Dog*, in the section called "Poems used by Miss Stretchberry." We will focus on the final three lines of the poem, starting after the semicolon on line 14 through the end of line 16.

3. Read the lines aloud.

ASK What is the meaning of these lines? (*Answers will vary but may include that a dog sleeps a lot.*)

4. Explain that you will first disassemble the sentence for meaning.

SAY Next, we break the excerpt into smaller chunks to analyze its meaning. A chunk is a meaningful part of a sentence or phrase. We'll examine each chunk to determine what it tells us about the poem.

5. Read the first chunk, "sleeps."

6. Add "sleeps" to the Chunk 1 section of the drag-and-drop interactive.

7. Discuss the meaning of this word.

ASK Who are these lines about? (*the dog*)

ASK What makes you think that? (*The dog is mentioned in the title and the second line of the poem. The dog is the subject of the poem.*)

ASK What does the dog do? (*"sleeps"*)

8. Read the second chunk, "All afternoon."

9. Add it to the Chunk 2 section of the interactive.

Sentence Studio Disassemble: "dog"

Order	Sentence Chunk

10. Discuss the phrase.

ASK When does the dog sleep? (*"All afternoon"*)

ASK What hours make up the afternoon? (*Answers will vary but may include anytime after 12:00 noon and before 6:00 p.m.*)

ASK Why might we have different ideas about the specific time of "All afternoon"? (*Answers will vary but may include because the phrasing in the poem is vague.*)

ASK How does this chunk help us understand the poem better? (*Answers will vary but may include that "All afternoon" suggests a long period of time, emphasizing that the dog has a relaxed, peaceful life.*)

ASK Examine the structure: Why is "All afternoon" capitalized but "sleeps" is not? (*Answers will vary but may include that poetry doesn't have to follow the rules of grammar.*)

11. Read the third chunk, "In his loose skin."

12. Add it to the Chunk 3 section of the interactive.

13. Discuss the phrase.

ASK How does the dog sleep all afternoon? (*in his loose skin*)

ASK What does this chunk tell us? (*Answers will vary but may include that the dog has skin that is loose on its body, the dog has saggy skin, or the dog's skin wrinkles around him.*)

ASK Why does the word "his" appear in the chunk before "loose"? (*Answers will vary but may include that "his" refers to the dog. Worth uses "his" instead of "the dog's" for length and to avoid being repetitive. "His" lets readers know the dog is male. This is grammatically correct; it should appear as a pronoun + adjective + noun.*)

ASK Examine the structure: Why is "In his loose skin" capitalized if it isn't a proper noun or the beginning of a sentence? (*Answers will vary but may include that poetry doesn't have to follow rules for grammar.*)

ASK Why does this line have a period, but the other lines do not? (*Answers will vary but may include that poetry doesn't have to follow rules for grammar or that it marks the end of the poem.*)

14. Explain that breaking down poetry line by line helps us discover how it differs from prose.

SAY By analyzing individual words and phrases, we can uncover deeper meanings, emotions, and imagery. This also helps us answer our guiding question: "What makes a poem a poem?" Our next step is to put the lines back together to find different ways to understand the meaning.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Encourage translanguaging, allowing students to think, discuss, and take notes in both languages.
- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).

Approaching/MLL

- Prepare physical sentence strip chunks for use during the Sentence Studio.
- Where possible, consider placing sketches, pictures, or illustrations above key nouns and verbs in the chunks after discussing their meanings. This will allow students to quickly access the content of each chunk as they work with the structures in the sentence as a whole.

Instruction RL.4.5

Application RL.4.5, SL.4.1.C

Sentence Studio: Reassemble

Guided Practice

1. Transition from disassembling to reassembling.

SAY Now that we've broken the poem into smaller chunks and explored their meaning, let's put them back together. Reassembling the chunks will help us discover how they work together to create meaning and mood. We'll also experiment with rewriting the poem as prose to understand how poetry and prose express ideas differently.

2. Direct students' attention to the original excerpt.
3. Reread the excerpt aloud: "sleeps / All afternoon / In his loose skin."

ASK How does the phrasing and imagery in this excerpt make you feel? *(Answers will vary but may include relaxed, lazy, or a little jealous because I want to sleep all afternoon with nothing to do.)*

4. Explain to students that they will rewrite this excerpt as a sentence.

SAY Now, let's think about how we would rewrite this excerpt as a complete sentence in prose. We want to keep the same feelings and ideas but follow the rules of sentence structure in prose.

ASK What changes will we need to make to turn this into a complete sentence? *(Answers will vary but may include that we should only capitalize the first letter of the sentence and proper nouns; add a subject to go with the predicate, written in one line; or add punctuation at the end.)*

5. Invite students to move and sit with a partner.

SAY Now, let's put everything we've learned together. You will rewrite the poem excerpt as a complete prose sentence.

SAY Work independently to rewrite the excerpt as a sentence in prose form.

SAY Once you finish writing your sentence, turn to your partner and share your work.

6. Direct students' attention to the Sentence Studio Reassemble: "dog" chart, which also appears in their student companion.

7. Instruct students to write their sentence in the chart.

8. Invite students to share their sentences.

ASK What were some of your sentences? *(Answers will vary but may include "The dog sleeps all afternoon in his loose skin.")*

ASK What is the subject of your sentence? *(Answers will vary but may include "the dog" or "he.")*

ASK What is the predicate of your sentence? This is what comes after the subject. *(Answers will vary but may include "sleeps all afternoon in his loose skin.")*

ASK What structural changes did you make? *(Answers will vary but may include only capitalizing the first letter, adding a subject, putting an ending mark, or writing it all in one line.)*

ASK What similarities did you notice between the poem and your prose sentence? *(Answers will vary but may include that they're both about a lazy dog and neither has rhythm or rhyme.)*

9. Explain that understanding how poets use structure and poetic elements helps us appreciate poetry beyond just its words. Comparing it to prose allows us to examine the impact of word choice, imagery, and format on meaning and mood. Poetry isn't just about what is written—but also how it is written.

SAY Now that we've broken the poem into smaller chunks and put them back together in prose, we can examine how structure and word choice shape meaning. But what happens when we come across a word in a poem that we don't know? How can we figure out its meaning without a dictionary? Now, we will shift our focus to using context clues to determine the meaning of unfamiliar words. This strategy will help us better understand poetry and other types of text.

Sentence Studio Reassemble: "dog"

Poem	Prose
sleeps	
All afternoon	
In his loose skin	

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Encourage translanguaging, allowing students to think, discuss, and take notes in both languages.
- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).
- Provide a translation of important vocabulary or sentence frames in students' home languages.

Approaching/MLL

- Where possible, consider placing sketches, pictures, or illustrations above key nouns and verbs in the chunks after discussing their meanings. This will allow students to quickly access the content of each chunk as they work with the structures in the sentence as a whole.
- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.
- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Instruction RL.4.5

Application RL.4.5, W.4.9.A, SL.4.1.C, L.4.1.F

Concept Introduction

Define Context Clues

1. Set a clear objective for students:

SAY Remember our learning target: I can determine the meaning of unfamiliar vocabulary from the poem “dog” using strategies like context clues. Today, we will use context clues to help us determine the meaning of unknown words.

2. Introduce the concept:

SAY When you read a word you don't know, context clues are the words and sentences around it that give hints about its meaning. You can also draw on your prior knowledge to help determine a word's meaning. Using these clues helps you understand new words and improves your reading.

3. Review the anchor chart with students.

Context Clues

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

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.
- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Instruction RL.4.4, L.4.4.A

Concept Model

Model Context Clues

1. Explain that you will model how to apply the concept to different poems read throughout the unit, referencing the anchor chart as needed.

SAY Today, we will explore how to use context clues to determine the meaning of unfamiliar words in poetry. Since poems often follow a different structure than prose, we may need to look beyond a single line or sentence to fully understand a word's meaning.

SAY I will model how to do this using "The Red Wheelbarrow" by William Carlos Williams. We will reference our anchor chart as needed to guide our thinking.

2. Explore the poem.

SAY First, I'll read the poem carefully and think about the meaning of each word as I go.

3. Read "The Red Wheelbarrow" aloud.

4. Model identifying an unfamiliar word.

SAY Let's focus on the word "glazed." I know that *glazed* can describe donuts, but in this poem, the phrase is "glazed with rain." A donut glaze wouldn't make sense here, so I need to think about a different meaning.

5. Model connecting the word to the poem's meaning.

SAY I can think about the subject of the poem to help me understand this word. The poem is about a wheelbarrow, a tool used outdoors. William Carlos Williams describes ordinary objects with rich detail, so "glazed" might be an important word that adds to that description.

SAY I can also examine the words around *glazed* for more hints. The poem says, "a red wheel / barrow / glazed with rain / water". The phrase "rain water" seems to describe "glaze," too. Maybe the rain water created a glaze on the wheelbarrow's surface.

6. Infer meaning from prior knowledge.

SAY I know that a glazed donut has a shiny, smooth layer of sugar on top. That helps me think about how "glazed" might describe the wheelbarrow. Since the poem talks about rain, I can infer that the rainwater has created a shiny, slick layer on the wheelbarrow, just like how water or ice can make something look smooth and reflective.

7. Try the meaning and confirm.

SAY Let's test the meaning by replacing "glazed" with a similar word, such as *covered*. If we read the line as: "a red wheel / barrow / covered with rain / water." That makes sense because it matches the clues in the poem and the clues I know from my prior knowledge. The rainwater has covered the wheelbarrow with a coating or layer, just like a glaze would.

POETRY

The Red Wheelbarrow



8. Provide students with the rationale for this skill.

SAY Using context clues such as nearby words, the poem's subject, and our prior knowledge helps us determine the meaning of unfamiliar words such as "glazed." This strategy allows us to understand poetry more deeply, even when the language is different from what we notice in everyday writing.



Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.
- Invite students to reference the translation of "The Red Wheelbarrow" in their home languages.

Approaching/MLL

- Use choral or echo reading to build fluency.

Instruction RL.4.4, L.4.4.A

Application RL.4.4, L.4.4.A

Guided Practice

Guided Practice: Context Clues

- Explain to students that you will now apply the concept with them, using context clues.

SAY Now we will practice using context clues to determine the meaning of an unknown word from *Love That Dog*. We will examine Jack's October 4 entry.

- Direct students' attention to the "October 4" poem entry on page 4 of the book *Love That Dog*.
- Read the poem aloud.

SAY Before we analyze "October 4," let's take a moment to recognize a familiar phrase.

ASK Have we noticed the words "so much depends upon" somewhere before? (*We saw this phrase in "The Red Wheelbarrow" by William Carlos Williams. In that poem, the poet uses this phrase to emphasize the importance of an ordinary object, a wheelbarrow.*)

SAY Now, let's explore how this same phrase is used in "October 4." Does it have a similar effect, or is it doing something different? Let's examine the sentence more closely together.

- Explore the sentence naturally with students.

SAY We will focus on this line: "So much depends upon a blue car splattered with mud speeding down the road."

ASK What do you notice about this sentence? (*It is short, it describes a car, and it doesn't explain why the car is important.*)

- Look for context clues with students.

SAY Now we will find any context clues near the phrase "so much depends upon." We know that clues in the writing might include a definition, an example, a comparison, or a contrast.

Context Clues Word Meaning

Unfamiliar Word or Phrase	Context Clue (Nearby Words/Phrases)	Prior Knowledge (What I Already Know)	Word or Phrase Meaning

ASK What do words such as “blue car,” “splattered with mud,” and “speeding down the road” tell us about the poem? (*The car is moving, it’s dirty, and it seems important but we don’t know why.*)

ASK Does this description help us figure out why “so much depends upon” the car? (*Maybe the car means something personal to the speaker or it represents something bigger.*)

6. Connect meaning to the text with students.

ASK Why might the speaker focus on an everyday object such as a car? (*Maybe the car is important to a memory or it represents freedom or movement.*)

7. Try the meaning and confirm it with students.

SAY Now let’s think about what “so much depends upon” might mean and try out different words to examine if they fit.

ASK What if we replaced “so much depends upon” with “this car is important”? (*“This car is important: a blue car splattered with mud speeding down the road.”*)

ASK What about “this car means a lot”? (*“This car means a lot: a blue car splattered with mud speeding down the road.”*)

ASK Does that work too? (*Yes, it suggests emotional importance, just like in “The Red Wheelbarrow.”*)

8. Prompt students to help you apply the concept to a graphic organizer.

SAY Now that we’ve explored how the phrase “so much depends upon” is used in the poem, let’s apply our context clues strategy using our graphic organizer.

9. Direct students’ attention to the Context Clues Word Meaning graphic organizer, which also appears in their student companion.

SAY This chart will help us break down the phrase by looking at context clues, using our prior knowledge, and making an informed guess about its meaning.

10. Guide students in completing the graphic organizer.

11. Encourage students to include the context clues and prior knowledge in their responses.

12. Reflect on the process.

ASK How did we use the text to find the meaning of the phrase? (*We looked at the surrounding words, made connections to another poem, and used what we already knew to make an educated guess.*)

SAY Using context clues helps us understand deeper meanings in poetry. Even when a phrase isn’t explained directly, we can figure out its significance by analyzing how it’s used in the text.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of important vocabulary or sentence frames in students’ home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning targets.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Instruction RL.4.4, L.4.4.A

Application RL.4.4, W.4.9.A, SL.4.1.B, L.4.4.A

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we practiced using context clues to determine the meaning of words and phrases in poetry. We explored how poets use vivid imagery and carefully chosen words to create deeper meaning without directly stating their intent. By analyzing context clues, we can better understand both individual words and the overall message of a poem.
- Explain the task.

SAY You will now practice applying context clues on your own using the poem “Stopping by Woods on a Snowy Evening” by Robert Frost.

SAY To do this, you will use context clues and prior knowledge to determine the meaning of words and phrases from the poem that you may find challenging.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Context Clues Word Meaning

Unfamiliar Word or Phrase	Context Clue (Nearby Words/Phrases)	Prior Knowledge (What I Already Know)	Word or Phrase Meaning

Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.4.4, W.4.9.A, L.4.4.A

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

One and One Reflection

- Share that, today, students learned about context clues to determine the meaning of unfamiliar words and explored how poetry and prose differ by breaking down and reconstructing lines from a poem.
- Ask students to think about and write one thing they learned about using context clues or poetry structure.
- Ask them to write one question they still have about the lesson.
- Encourage students to keep it simple, focusing on their immediate thoughts.
- Give students time to turn and share if they are comfortable.

One and One Reflection

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

- After allowing students time to finish, invite those who are comfortable to share.
- Let students know that their responses will tell you what they understand from the lesson and what they might need further clarification on.
- Review students' responses to assess understanding and track questions they might have.



Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in a think-pair-share before having them respond to the question as a whole group.
- Prompt students to reflect on what they have learned with scaffolded support. Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning goal."

Application W.4.10, SL.4.1.B

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.4, L.4.4.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.5

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**

Mid-Unit Check



Purpose

In this lesson, students will review key concepts from the unit and complete the Mid-Unit Check.

By the end of the lesson, students should be able to do the following:

- Use context clues to determine the meaning of unknown words.
- Use poetic elements and point of view to identify a theme and supporting details in a summary of a poem.
- Complete the Mid-Unit Check.



Learning Targets

Instruction

- I can review how to summarize, determine a theme, and identify poetic elements and point of view in a poem.
- I can use context to determine the meaning of unfamiliar vocabulary.

Assessment

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



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (10 minutes)

- Review

Apply (40 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Application

RL.4.1, RL.4.2, RL.4.5, RL.4.6, SL.4.1.B, SL.4.6, L.4.4.A

Assessment

RL.4.1, RL.4.2, RL.4.5, RL.4.6, L.4.4.A

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding question and read it aloud.
- Remind students that, so far, they have learned poetic elements, how to determine a theme in a poem, how to summarize a poem, how poems are different from prose, and how to identify the point of view in a poem.
- **ASK** Based on our learning in this unit, what makes a poem a poem?
(Answers will vary but may include stanzas, imagery, and rhyme scheme.)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by completing the Mid-Unit Check.

Module Guiding Question

What makes a poem a poem?

Differentiation

Beyond

- Challenge students to link what they have learned to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home languages and cultures by using bilingual resources or allowing responses in their home language when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can review how to summarize, determine a theme, and identify poetic elements and point of view in a poem.
- **Learning Target #2:** I can use context to determine the meaning of unfamiliar vocabulary.
- **Learning Target #3:** I can answer questions about poems to demonstrate what I've learned in this unit.

Learning Targets

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.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2, RL.4.5, RL.4.6, L.4.4.A

Connect

Suggested Pacing: 10 minutes

10

Review

Review Key Concepts

1. Introduce the review process.

SAY Today, we will take our Mid-Unit Check. To prepare for the Mid-Unit check, we will review some of the key concepts from our unit.
2. Direct students' attention to the Key Concepts Review chart.

SAY This chart will help us review some of the key concepts on the assessment. The left column names the key concept, and the middle column offers a definition or guiding questions to support understanding. The final column is where we will place examples of that key concept.
3. Discuss the key concepts and corresponding definitions or guiding questions with students.
4. Complete the chart as a class by dragging and dropping examples of each key concept next to the definition or guiding question.
5. Discuss any misconceptions students discovered while completing the review chart before moving on to the Mid-Unit Check.

Key Concepts Review

Key Concepts	Definition or Guiding Questions	Example

Differentiation

Approaching

- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.
- Reinforce key concepts with additional examples, hands-on activities, and extra time to practice before moving on.

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.

Approaching/MLL

- Remind students frequently of the meanings of key words.

Application RL.4.1, RL.4.2, RL.4.5, RL.4.6, L.4.4.A

Apply

Suggested Pacing: 40 minutes

40

Your Turn

Assessment

- Recap the lesson.
 - SAY** Throughout this unit, we have learned about poetic elements, determining the theme, summarizing poems, using context clues to find meaning for unfamiliar words, and identifying the point of view of a speaker in a poem.
- Explain the task.
 - SAY** You will now show what you've learned by taking the Mid-Unit Check. To do this, you will answer multiple-choice questions and drag-and-drop questions.
- Direct students who will complete the digital assessment to its location.
 - SAY** Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs up when you have found the assessment in your assignments.
- Have students who will take the paper-and-pencil assessment write their names at the top.
 - SAY** Make sure you are on the first page of the assessment and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RL.4.1, RL.4.2, RL.4.5, RL.4.6, L.4.4.A

**Now it's time to
take your
assessment.**

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the Mid-Unit Check to show what they have learned in this unit.
- Have students turn and talk with their partners to answer the following questions:
 - What is one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time?
(Answers will vary.)
- After students talk with their partners, allow a few students to share.

What is one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters:
 - I did well at . . . I know because . . .
 - Next time, I can improve on . . .

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.2, RL.4.5, RL.4.6

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

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

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.4.4.A

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.2, RL.4.5, RL.4.6, L.4.4.A

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



Analyzing Poetry: *Love That Dog* and “The Pasture”



Purpose

In this lesson, students will continue to explore *Love That Dog* before identifying the theme of and rewriting “The Pasture” as prose.

By the end of the lesson, students should be able to do the following:

- Explain what happens in *Love That Dog* and how Jack feels about it.
- Determine a theme in “The Pasture.”
- Write a prose version of “The Pasture” that expresses the same theme as the poem.



Learning Targets

- I can determine the character Jack’s feelings using details from the text.
- I can write a prose version of “The Pasture” after determining the theme.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included in the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (35 minutes)**
 - Read Aloud: *Love That Dog*
 - Text Introduction
 - Read Aloud: “The Pasture”
 - Concept Review and Practice
 - Writing Task Review
- Apply (15 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview



Total Lesson Time
60 minutes



Standards

Instruction

RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A, L.4.4.C

Application

RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.A, RF.4.4.B, RF.4.4.C, W.4.9.A, W.4.10, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Starter Knowledge

Sentence Starter Connection

- Remind students that they have been analyzing poetry.
- Inform students that they will complete a sentence starter with a partner.
- Read the sentence starter aloud:
SAY One way that understanding how to determine the theme in a poem helps me is . . .
- Have students turn to a partner to complete the sentence starter.
- After allowing students time to talk with their partners, encourage a few students to share.
- Explain that today's lesson will deepen their understanding of poetry and poetic elements as they build upon what they already know.

Sentence Starter Connection

One way that understanding how to determine the theme in a poem helps me is . . .

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can determine the character Jack's feelings using details from the text.
- **Learning Target #2:** I can write a prose version of "The Pasture" after determining the theme.

Learning Targets

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.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9.A

Connect

35

Suggested Pacing: 35 minutes

Read Aloud: *Love That Dog*

Read and Discuss

- Reintroduce the concept.

SAY We have been reading *Love That Dog* to help build our understanding of poetry and answer our module's guiding questions: What makes a poem a poem? And what inspires poets to write poetry?

ASK To prepare for today's reading, turn and talk with a partner. What are two or three poetic elements that we have noticed in Jack's poems, and how do they help convey his feelings to readers? *(Answers will vary but may include allusion to other poems he has read that represent his feelings or imagery to help the readers sense his emotions.)*

- Direct students' attention to page 20 of *Love That Dog*.

SAY As I read pages 20–24, ask yourself the following questions:

- Based on Jack's poems, what is happening in the story?
- How is he feeling about those things?
- What details in the poems make you think this?

- Invite students to follow along as you read pages 20–24 of *Love That Dog* aloud.

- Repeat the questions and provide students with a designated amount of time to work with their partners.

- Have students use the think-pair-share protocol to reread pages 20–24 and fill out their Key Events and Jack's Response graphic organizer.

Key Events and Jack's Response

Page Numbers	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer.

6. Discuss as a class and fill out the chart for pages 20–21 using students’ responses.
7. Use the questions on the Key Events and Jack’s Response graphic organizer to guide the discussion.
8. Invite students to share the ideas from their Key Events and Jack’s Response graphic organizer for pages 22–24.
9. Add students’ responses to the chart.
10. Wrap up the lesson.

SAY By reading more of Sharon Creech’s writing as the character Jack, we can understand how different poetic elements show emotions and how the character grows. Next, we’ll keep learning about poetry by studying the poems of Robert Frost.



Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning targets.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.
- Discuss the meaning, usage, and pronunciation of the colloquial language in the January 10 entry: “did NOT get,” and “I mean REALLY, well!”
- Discuss the meaning of the idiom *too much time on his hands*.

Approaching/MLL

- Ask students about the meaning of chunks from a key sentence of *Love That Dog*, pages 20–24. Write and display students’ responses next to the chunks.

Instruction RL.4.1, RL.4.3

Application RL.4.1, RL.4.3, RF.4.4.A, RF.4.4.B, RF.4.4.C, SL.4.1.B, SL.4.1.C

Text Introduction

Introduce the Vocabulary

1. Introduce the poem.

SAY Today, we will read “The Pasture” by Robert Frost. In this poem, he uses some potentially unfamiliar words. To ensure that those words don’t prevent us from understanding the poem, we will review them using this glossary of key terms.
2. Define text-specific vocabulary for students.

SAY Sometimes, texts will include glossaries to help readers better understand the text-specific words that they are reading. Text-specific vocabulary refers to words that are important and special to a particular story, poem, or topic, helping us understand it better.

POETRY

The Pasture



- Review the key terms with students.
- Transition students to reading the poem.

SAY Next, we will read the poem. Keep these key terms in mind to help you understand the poem and poetic elements better.

Differentiation

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Introduce key vocabulary and concepts before the lesson through visuals, real-life connections, or bilingual glossaries to build background knowledge.

Approaching/MLL

- Remind students frequently of the meanings of new key words.
- Use choral or echo reading to build fluency.

Instruction L.4.4.C

Read Aloud: "The Pasture"

Read and Discuss

- Direct students to the poem "The Pasture" by Robert Frost and introduce the poem.

SAY The poet that wrote this poem also wrote "Stopping by Woods on a Snowy Evening." As we read this poem, think of any similarities you might notice between the two poems and their poetic elements. While I am reading, pay attention to what stands out about the poem's structure, language, and meaning.

ASK Before I start reading, what do we notice about the form of the poem? *(Answers will vary but may include that the lines are short or it is two stanzas.)*

ASK How are the lines and stanzas appearing on the page? *(Answers will vary but may include that the lines are short or it is two stanzas with four lines per stanza.)*
- Read "The Pasture" aloud three times.
 - On the first read, have students identify the poetic structure and poetic elements.
 - On the second read, have students close their eyes and focus on imagery.
 - On the third read, have students determine the gist.
- Discuss the poem with students.

ASK What is the gist of this poem? What is it mostly about? *(Answers will vary but may include chores on a farm.)*

ASK What did you picture in your head? *(Answers will vary but may include early morning farm work or leaves blocking a stream.)*

SAY Take a minute now and sketch what you imagined while listening to the poem read aloud.

POETRY

The Pasture



4. Direct students' attention to the "The Pasture" row of the Poetry Analysis table, which also appears in their student companion.
5. Analyze the poem.
 - ASK** What is the structure of the poem? *(2 stanzas, 4 lines each)*
 - ASK** What rhyme scheme do you notice? *(ABBC)*
 - ASK** Are there any other poetic elements in Stanza 1, such as repetition or imagery? *(Answers will vary but may include imagery or repetition in the final line of each stanza.)*
 - ASK** Does the poem evoke any feelings from the readers? *(Answers will vary but may include excitement at possibility or joy in nature.)*
6. Record responses in the Poetry Analysis table as a class. Use the column headings as guides to follow-up questions.
7. Discuss with students how these poetic structures and elements work together to give meaning to the poem.
 - ASK** How do the poetic elements make readers feel or think something after reading "The Pasture"? *(Answers will vary but may include that even though there is work on the farm, there could be fun discoveries.)*
 - ASK** What do you understand about the poem now that you have analyzed it more closely? *(Answers will vary but may include that the poem is about more than just raking leaves and watching cows.)*
8. Wrap up the poetry analysis and transition to determining the theme.
 - SAY** Analyzing a poem's poetic elements to determine deeper meaning helps us understand poems better and make connections between different texts. Your next task will have you determine the theme of "The Pasture." You will need to refer back to some of the poetic elements we just analyzed to help you determine the theme and provide supporting details.



Differentiation

Approaching

- Distribute a partially completed copy of the Poetry Analysis graphic organizer for "The Pasture." This will provide students with models for the kind of information they should enter, while relieving the volume of writing required.
- Copy descriptions of the characteristics and lines from "The Pasture" onto separate strips. Students can paste the descriptions and lines into the correct category: Structure, Imagery, Rhyme and Meter, or Repetition.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Invite students to reference the translation of "Stopping by Woods on a Snowy Evening" in their home languages.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Be aware that some students may not have the background experience to fully understand "Stopping by Woods on a Snowy Evening." For example, they may be unfamiliar with the concepts of a village, snow, a farmhouse, frozen, harness bells, and downy flake. Consider showing a brief video or a series of photographs to set the stage for the reading. (Example: Display photos of a person riding a harnessed horse through snowy village life, including a farmhouse, a snowflake, and a frozen lake. Briefly discuss the similarities and differences between this context and the communities students have experienced.)

- Ask students about the meaning of chunks of “The Pasture.” Write and display students’ responses next to the chunks.

Examples:

- “‘The Pasture’ has vivid imagery. Close your eyes and paint a picture in your mind as I read it aloud.” Tell students that you will give them time to think and write or sketch before you cold call. “What imagery was most vivid for you and why?” *(Responses will vary.)*
- “Place your finger on ‘That’s.’ How does Frost’s use of this word compare to Jack’s?” *(Frost uses “that’s” as a referent to refer back to the little calf; Jack uses “that’s” as a referent to refer back to a previous concept of teachers typing up words to make them seem like poems.)*
- “Place your finger on ‘shan’t.’ The verb *shan’t* is quite old and no longer commonly used. Who can figure out what verb in English is used today in place of *shan’t*?” *(won’t)*
- “Place your finger on ‘I shan’t be gone long.’ I wonder why Frost writes this line.” *(Answers will vary but may include to tell a loved one that even though he will be back soon, he will miss his loved one and that his loved one should not worry.)*
- “Use two different colored highlighters to annotate the subject and predicate in ‘I shan’t be gone long.’” *(Subject: I; Predicate: shan’t be gone long)*
- “Try to complete this sentence with something from your own life: I won’t . . .” *(Responses will vary but may include “I won’t forget to do my homework.”)*

Instruction RL.4.1, RL.4.5

Application RL.4.1, RL.4.5, SL.4.1.C

Concept Review and Practice

Review Theme and Collaborative Practice

1. Refocus students and direct their attention to the theme guiding questions.
SAY Today, we identified and analyzed the poetic elements in the poem “The Pasture.” You will now use those poetic elements and your interpretation of “The Pasture” to identify the theme.
2. Remind students of the difference between the topic and the theme.
SAY As you work on this task, remember that topics are what the poem is about. Themes are what the author wants readers to learn from reading the poem. This poem’s topic is doing jobs in the pasture, but the theme is what the author wants us to understand about doing jobs in the pasture.
3. Invite students to discuss possible themes and supporting details for “The Pasture” with a partner.
4. Direct students to complete the Theme: “The Pasture” graphic organizer with their discussed responses.
5. Invite students to share responses with the class.
6. Complete the class table Theme: “The Pasture” with students’ responses.
7. Remind students of the importance of theme in a poem.
SAY Finding the theme helps readers understand the main idea or message of a poem. When we understand the message of the poem, we can apply that understanding to new learning.

Theme

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



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Have students sketch the meaning of lines from "The Pasture" and then use words to describe the images.

Approaching/MLL

- Some students may benefit from multiple examples to highlight the difference between theme and subject, or topic. Consider referring to another class reading and asking the students to name the subject (what the book is about) and the theme (the message that the author wants to teach you). Also consider providing sentences that represent both subjects and themes and having students mark them with an *S* or a *T*.

Examples:

- "The girls got in an argument, but then they had a discussion and forgave each other." (*S*)
- "We should forgive our friends even when they hurt our feelings." (*T*)

Instruction RL.4.2

Application RL.4.1, RL.4.2, W.4.9.A, SL.4.1.B

Writing Task Review

Review Turning Poetry to Prose

1. Explain the upcoming task.

SAY For your application task today, you will turn "The Pasture" from a poem into prose. Let's take a minute to review poetry and prose before beginning.
2. Review the definition of *prose*.

SAY Remember, *prose* is writing that sounds like conversation. It doesn't follow special rules like rhymes or rhythms. We use prose for things like stories, letters, and school papers.
3. Direct students' attention to the Poetry vs. Prose table.
4. Review the contents of the table with students.
5. Direct students' attention to the Examples of Poetry to Prose table.

SAY This table shows how parts of poems we've read were rewritten as prose. The Theme or Big Idea column will help when turning the poem into prose by showing the main idea. It helps the writer share the same ideas without using poetic elements. You will work on a similar table in your task today.

Poetry to Prose

Prose is writing that sounds like conversation. It doesn't follow special rules like rhymes or rhythms. We use prose for things like stories, letters, and school papers.

6. Explain the steps to crafting a prose version of a poem.

SAY To write a prose version of a poem, you need to understand the message the author wants to share and how the author uses poetry to do that. You practiced this a little in our Sentence Studio for the poem “dog.” The prose version will have the same themes and details as the poem, but you will write it using sentences.

7. Wrap up the review.

SAY You already determined a theme in “The Pasture.” Now you will work to turn the poem into prose. Make sure that the prose keeps the theme the same and incorporates descriptions to help convey meaning.



Differentiation

Approaching

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide a translation of important vocabulary or sentence frames in students’ home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide visual aids, sentence frames, and word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Provide multiple examples of prose and poetry that are authentic and accessible to all students. Select a variety of reading levels and interest areas. It may be useful to display examples that students have already reviewed in their class.

Instruction RL.4.5

Apply

15

Suggested Pacing: 15 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we identified the theme and analyzed the poetic elements in the poem “The Pasture.” We also reviewed how to turn a poem into prose.
- Explain the task.

SAY Now, you will turn “The Pasture” into prose. Find the theme or big ideas in each stanza and rewrite it as one or more sentences. Remember, prose can still have descriptions and should refer to the theme or big ideas you identified.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Poem into Prose

Excerpt from Poem	Theme or Big Ideas	Prose Version

Differentiation



Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.4.1, RL.4.2, RL.4.5, W.4.9.A

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

One and One Reflection

- Share that, today, students practiced using poetic elements to identify a theme and craft a summary in prose.
- Ask students to think of and jot down one thing they learned during the lesson about poetic elements, themes, or summaries and one question they still have.
- Encourage students to keep it simple, focusing on their immediate thoughts.
- Give students time to turn and share if they are comfortable.
- After allowing students time to finish, invite those who are comfortable to share.
- Let students know that their responses will tell you what they understand from the lesson and what they might need further clarification on.
- Review students' responses to assess understanding and track questions they might have.

One and One Reflection

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

Differentiation



Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in a think-pair-share before having them respond to the question as a whole group.
- Prompt students to reflect on what they have learned with scaffolded support. Example: “Tell me one thing you learned, and I’ll ask a question to help you add more. Then, we’ll check if it matches our learning goal.”

Application W.4.10

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.2, W.4.9.A

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can write a prose version of “The Pasture” after determining the theme.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



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



Purpose

In this lesson, students will prepare for and participate in a text-based discussion about the inspiration for Jack’s street poem.

By the end of the lesson, students should be able to do the following:

- Identify evidence from the poems that inspired Jack’s writing to prepare for a text-based discussion.
- Follow discussion norms to have an effective text-based discussion.



Learning Targets

- I can identify the characteristics of poetry in “Street Music.”
- I can find evidence of the poems that inspired Jack in his poetry.
- I can follow discussion norms to have an effective text-based discussion.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included in the digital lesson.



Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (35 minutes)**
 - Read Aloud: *Love That Dog*
 - Read Aloud: “Street Music”
 - Text Analysis
 - Discussion Norms Review
- **Apply (15 minutes)**
 - Your Turn
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- **Homework**
 - Task Overview

60 **Total Lesson Time**
60 minutes



Standards

Instruction

RL.4.1, RL.4.3, RL.4.5, SL.4.1.A, SL.4.1.B, SL.4.1.C

Application

RL.4.1, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.B, RF.4.4.C, W.4.9.A, W.4.10, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about poetry and what inspires poets.
ASK Would you rather discuss poems you read or write poems of your own? Why?
- Have students choose an option on the poll.
- Review the poll results and have a few students share their choices aloud and explain why they prefer one option over the other.
SAY Today, you will continue to learn about analyzing poetry and what inspires poets.
- Encourage students to monitor how their minds may change as they learn more about what inspires poets to write poems.

Would You Rather?

Would you rather discuss poetry or write poetry?

- ☐ discuss poetry
- ☐ write poetry

Differentiation

Approaching

- Display and repeat the question.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair students with partners who have more advanced English-language proficiency.

Approaching/MLL

- Invite students to connect to their own experiences.

Application RL.4.1, SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can identify the characteristics of poetry in "Street Music."
- Learning Target #2:** I can find evidence of the poems that inspired Jack in his poetry.
- Learning Target #3:** I can follow discussion norms to have an effective text-based discussion.

Learning Targets

- I can identify the characteristics of poetry in "Street Music."
- I can find evidence of the poems that inspired Jack in his poetry.
- I can follow discussion norms to have an effective text-based discussion.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, RL.4.5, WSL.4.1.A, SL.4.1.A, SL.4.1.B, SL.4.1.C

Connect

35

Suggested Pacing: 35 minutes

Read Aloud: *Love That Dog*

Read and Analyze

1. Introduce the lesson.

SAY Today, we will analyze poetry in *Love That Dog* by Sharon Creech. As you've learned, this book is about a boy named Jack who starts writing poems as he deals with his feelings about life, school, and a dog named Sky. We'll focus on pages 28–34, where Jack writes about some important moments in his journey.

2. Direct students' attention to pages 28–34 of *Love that Dog* and read the text aloud with them.

SAY Read with me as I read pages 28–34 aloud. Pay close attention to what Jack is feeling and how he expresses those feelings in his poems.

3. Review the Key Events and Jack's Response graphic organizer.

SAY In our organizer, we have two columns: one for Key Events and one for Jack's Responses. As we read, we'll record key things that happen in the story and how Jack responds to them through his poems.

FICTION

Love That Dog



4. Divide the class in half and invite one half to focus on pages 28–30 and the other half to focus on pages 31–34.

SAY Now, I will divide you into two groups. One group will focus on pages 28–30, and the other group will focus on pages 31–34. Work with your group to:

 - a. Reread your assigned pages aloud together.
 - b. Discuss what key events happen in the story and how Jack responds to those events in his poems.
 - c. Write down your ideas in each column of the organizer.
5. Refocus the group and invite students to share.

SAY Once you’ve finished, we’ll come together and share what you found so we can see how Jack’s feelings and responses change throughout the story.
6. Record students’ responses on the Key Events and Jack’s Response graphic organizer.
7. Prepare for continued learning.

SAY You’ve analyzed how Jack expresses his feelings through poetry and responds to key events in his life. As we continue reading, keep thinking about how poetry helps Jack cope with his emotions and experiences. We’ll use this understanding in our future discussions and writing.



Differentiation

Approaching

- Model the process of reading for gist and annotating the text.
- Use choral or echo reading to build fluency.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.

Instruction RL.4.3, RF.4.4.B, RF.4.4.C,

Application RL.4.3, RF.4.4.B, RF.4.4.C, SL.4.1.A, SL.4.1.B, SL.4.1.C

Read Aloud: “Street Music”

Read and Discuss

1. Continue the lesson.

SAY Now we will use what we’ve been learning about poets’ inspiration with a new poem called “Street Music.” We will continue exploring poetry. We’ve been reading poems by famous American poets, and, today, we’ll read a new poem called “Street Music” by Arnold Adoff.
2. Direct students’ attention to the poem “Street Music.”

SAY Turn to the back of *Love That Dog* to find the poems used by Miss Stretchberry and find the poem called “Street Music” by Arnold Adoff. As I read this poem aloud, close your eyes and try to see and hear all the sounds in the poem.

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

3. Direct students' attention to the Poetry Analysis table.
4. Review the poetic structure and poetic elements students have noted from recently read poems.
5. Instruct students to think about the gist of the poem and which poetic structures and poetic elements help them understand the poem better.
6. Read "Street Music" aloud with students.
7. Invite students to turn and talk with a partner and discuss the gist.
ASK What is the gist of the poem? (*The sounds of the city and how they sound like music.*)
8. Read the poem aloud again and direct students' attention to the Poetry Analysis table.
9. Invite students to engage in a think-pair-share protocol.
ASK What do you notice about the poem? (*There are no stanzas; Some words are spread out with space between each letter; Some lines are single words; It's in free verse; There are words that help me hear: "grinding," "slamming," "clash," "screeching"; There are words that help me see: "cars and trucks," "flash."*)
10. Guide students as they determine the poetic structure and poetic elements in the poem.
11. As students share, capture their responses in the second column of the Poetry Analysis table.
12. Discuss the structure with students. Invite students to engage in a think-pair-share protocol.
ASK What are some things we notice and wonder about the structure of the poem? (*Answers may include that it is six stanzas, four lines each; sentence length varies lines are not complete sentences; some lines start in the middle of the page; and some lines are only one word.*)
13. Guide students as they determine the rhythm and rhyme scheme in the poem.
ASK What do you notice about the rhythm of the poem? (*Answers may include that the second and fourth lines rhyme.*)
14. Guide students as they determine other poetic structures and poetic elements in the poem.
15. Clap out the stressed and unstressed syllables to support finding the rhythm.
ASK What do you notice about the final word of each of the lines? (*Answers may include that "faze" and "daze" rhyme or the rhyme scheme is ABAB.*)
16. Prepare for continued learning.
SAY As we move forward, keep thinking about how poets use structure, rhythm, and rhyme to create meaning. We will continue to practice these skills in our next lessons as we explore more poetry.

Differentiation

Approaching

- Invite students to turn to a partner and summarize the previous reading before starting the next one.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Use tools such as graphic organizers, sentence starters, or manipulatives to help students organize their thoughts and stay focused on the learning target.

Approaching/MLL

- Remind them that they have been talking about the similarities and differences between famous poems and Jack's poetry over the past few lessons. Provide explicit examples of the connections that have been previously made.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Instruction RL.4.5

Application RL.4.1, RL.4.5, RF.4.4.B, RF.4.4.C, W.4.9.A, SL.4.1.A, SL.4.1.B, SL.4.1.C

Text Analysis

Introduce the Task

1. Introduce the lesson.

SAY We will analyze how the poems Jack has read inspire the poems he writes in *Love That Dog*. We'll look closely at his street poem and find evidence of how other poems influenced his writing.

2. Remind students that Jack's journal in *Love That Dog* is written as poetry.

SAY Remember, Jack's journal in *Love That Dog* is written as poetry. Let's analyze one of Jack's poems alongside the poems he has read to find evidence of how they inspire his writing.

3. Direct students' attention to the Jack's Inspiration chart.

SAY I will read the question aloud. At the end of this lesson, you'll have a small group discussion to answer this question.

4. Read the question aloud.

ASK What poems has Jack read so far? (*"The Red Wheelbarrow," "Stopping by Woods on a Snowy Evening," "The Pasture," "Tyger," "Street Music," and "dog."*)

5. Invite students to engage in a think-pair-share protocol.

ASK What do we need to do to have an effective text-based discussion to answer this question? (*We need to find evidence in the text.*)

6. Reread page 31 aloud and ask students to look for evidence of poems Jack has read. Invite students to engage in a think-pair-share protocol.

ASK What evidence did you see of the poems Jack has read? (*There are words from "Street Music" used in the same structure on page 31: "clash," "flash," "screech."*)

7. Distribute sticky notes. Have students read pages 31–34 to identify evidence in Jack's poems that they were inspired by poems he has read.

SAY Now read pages 31–34 and identify evidence of the poems that inspired Jack's street poem.

8. After students find evidence, have them write the name of the famous poem and record the evidence on a sticky note.

SAY Work with your partner to find evidence that shows that Jack's street poem was inspired by other poems he has read.

9. Remind students they can refer to the poems in the back of their books.

10. After several minutes, refocus the group.

11. Recap the lesson.

SAY You've analyzed how Jack's poems are influenced by the famous poems he has read. Keep this in mind as we continue to explore how poetry inspires creativity in writing.

Preparing for a Text-Based Discussion

Poem	Evidence from Famous Poem	Evidence from Jack's Street Poem

Differentiation

Approaching

- Remind students that they have been talking about the similarities and differences between famous poems and Jack's poetry over the past few lessons. Provide explicit examples of the connections that have been previously made.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.



MLL

- Invite intermediate students to create conversation frames to bolster participation during the discussion. Invite students who need additional support to use the frames. Example: “There is some evidence that _____ [famous poem] inspired Jack’s poetry. If you look on line _____ of _____ [famous poem], you’ll see _____.”

Approaching/MLL

- Provide differentiated mentors by purposefully preselecting student partnerships.

Instruction RL.4.1, RF.4.4.B, RF.4.4.C

Application RL.4.1

Discussion Norms Review

Guiding Questions

1. Direct students’ attention to the Discussion Norms Guiding Questions and Sentence Starters.
2. Invite students to read through the sentence starters and questions.
 - SAY** This chart will guide your conversation and help you elaborate on Jack’s street poem.
 - SAY** In order to have an effective discussion, you will need to be respectful, speak one at a time, and use your text evidence.

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.

Differentiation

Approaching

- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).
- Invite students to discuss the task, topic, or text with a partner in their home languages.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Remind students frequently of the meanings of new key words.

Instruction SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D

Apply

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we read Jack's street poem in preparation for our text-based discussion.
- Explain the task.
SAY You will have a text-based discussion in small groups about this poem, being sure to follow our discussion norms.
SAY You will now discuss with your group by sharing how Jack's street poem has been inspired by the poems he has read, being sure to reference your graphic organizer as needed to support your ideas.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Jack's Inspiration

Poem	Evidence from Famous Poem	Evidence from Jack's Street Poem

Differentiation

Approaching

- Stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning

MLL

- Model and think aloud in a discussion group with a few proficient students. Refer to the charts, note-catchers, and sentence frames as you model.
- Pre-determine speaking order when grouping students by giving them a number card. This way, students who may feel overwhelmed about speaking in public can anticipate when they will speak.

Approaching/MLL

- As students interact, jot down samples of effective communication. If you record the discussion, invite students to listen and identify comprehensible communication and any errors.

Application RL.4.1, SL.4.1.A, SL.4.1.B, SL.4.1.C

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Habits of Character

- Remind students that, today, they practiced habits of character by showing respect during text-based discussions.
- Review the respect anchor chart and discuss how the skills they focused on today helped them complete their work.
- Allow students to reflect with a partner to discuss at least two ways they demonstrated respect during today's lesson.
ASK How did showing respect help you during the discussion? (*Showing respect helped me listen to my partner without interrupting. I was able to take turns talking.*)
- Invite students to share.

Habits of Character

How did showing respect help you during the discussion?

Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in a think-pair-share before having them respond to the question as a whole group.

Application SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.5

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.4.1.A, SL.4.1.B, SL.4.1.C

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**

Analyzing Poetry: *Love That Dog* and “The Apple”



Purpose

In this lesson, Students will explore *Love That Dog*, analyze “The Apple,” and use evidence from Jack’s poem “My Yellow Dog” to identify his inspiration.

By the end of the lesson, students should be able to do the following:

- Participate in a text-based discussion.
- Analyze poetry to find text evidence that reveals the character’s inspiration.



Learning Targets

- I can follow agreed-upon rules while asking and answering questions in a discussion about the identification of the poetic elements in “The Apple.”
- I can draw evidence from the character Jack’s “My Yellow Dog” poem to support the analysis of what inspired him.



Prepare in Advance

- Teacher**
- *Love That Dog* by Sharon Creech
- Student**
- *Love That Dog* by Sharon Creech
 - Student companion

All other necessary materials are included in the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (30 minutes)**
 - Read Aloud: “The Yellow Dog”
 - Read Aloud: “The Apple”
- Apply (20 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview

60 Total Lesson Time
60 minutes



Standards

- Instruction**
- RL.4.1
- Application**
- RL.4.1, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.B, RF.4.4.C, W.4.10, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.6

Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have been learning what inspires Jack to write poetry.
- ASK** Based on what we learned in the previous lesson, how is Jack's street poem inspired by the poems he's read? *(similar poetic elements like imagery and description, applying familiar elements of poetry to his own everyday surroundings, using the details of his neighborhood street)*
- Invite a few students to share.
- Expand on each student's comment by adding clarity or clearing up any present misconceptions.
- Explain that, today, students will continue to explore what inspires poets to write poetry.

Prior Learning Connection

Based on what we learned in the previous lesson, how was Jack's street poem inspired by the poems he's read?

Differentiation

Approaching

- Display and repeat the question.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair students with partners who have more advanced English-language proficiency.

Approaching/MLL

- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.
- Invite students to connect to their own experiences.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

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

Learning Targets

- I can follow agreed-upon rules while asking and answering questions in a discussion about the identification of the poetic elements in "The Apple."
- I can draw evidence from the character Jack's "My Yellow Dog" poem to support the analysis of what inspired him.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, SL.4.1.B, SL.4.1.C

Connect

Suggested Pacing: 30 minutes

30

Read Aloud: “The Yellow Dog”

Read, Analyze, and Discuss

1. Introduce the lesson for “The Yellow Dog” by Jack in *Love That Dog*, page 37.

SAY Today, we will read the poem “The Yellow Dog” by Jack, which appears on page 37 of *Love That Dog*. Jack writes about a yellow dog in his poem, and through this, we can understand how Jack is feeling. We will read the poem together and analyze how his emotions change based on the events happening in his life. As we explore this poem, think about what the dog represents to Jack and how it connects to his broader feelings throughout the story.

2. Direct students’ attention to page 35 of *Love that Dog* and read aloud together.

SAY Turn to page 35 in your books. We are going to read pages 35–41 together. Pay close attention to what Jack is feeling in his poems and how those feelings are connected to what’s happening in his life.

FICTION

Love That Dog



3. After reading the poem “The Yellow Dog” by Jack, invite students to participate in a think-pair-share.

ASK What do you think Jack is trying to express about the yellow dog in his poem? *(Jack seems to be using the dog to talk about how he feels about life, like maybe he’s trying to show how he’s unsure or confused. The dog might be there to help him understand his emotions, but Jack doesn’t seem to fully explain what the dog means, so it makes me think that he’s still figuring it out.)*

ASK How does the dog make him feel? *(The dog makes Jack feel both happy and sad. It’s like the dog is comforting him, but it also reminds him of something he might be missing or grieving.)*
4. Reintroduce the Key Events and Jack’s Response graphic organizer.

SAY On this graphic organizer, we’ll record key events from pages 35–37 in one column and Jack’s responses, feelings, and thoughts from his poems in the other column. We’ll do the same for pages 38–41.
5. Divide the class into two groups:
 - a. Group 1: Focus on pages 35–37.
 - b. Group 2: Focus on pages 38–41.

SAY Now, I’m going to split you into two groups. Group 1 will focus on pages 35–37, and Group 2 will focus on pages 38–41.
6. Tell students that within their groups, they will each work with a partner to complete a task. Explain the task.

SAY Within your groups, you will reread your assigned pages aloud. After reading, discuss what key events happen in the story and how Jack responds to those events in his poems. Once you have discussed it, fill in your portion of the graphic organizer with your thoughts.
7. Provide students with time to complete the task.
8. Once students finish, invite students to share their responses and record on the organizer.

SAY Now that you’ve finished, let’s come together and share what you discovered. I’ll write your responses on the Key Events and Jack’s Response graphic organizer for everyone to see. This will help us understand how Jack’s feelings and responses change as the story progresses.
9. As closure, record their responses on the Key Events and Jack’s Response graphic organizer.

SAY You’ve explored how Jack’s feelings and responses evolve through his poems, including his poem “The Yellow Dog.” This helps us better understand his journey in *Love That Dog* and how poetry allows him to express his emotions.

Differentiation

Approaching

- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to create conversation frames to bolster participation during the discussion. Invite students who need additional support to use the frames. Example: “There is some evidence that _____ [famous poem] inspired Jack’s poetry. If you look on line _____ of _____ [famous poem], you’ll see _____.”
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Remind students frequently of the meanings of new key words.

Instruction RL.4.1

Application RL.4.1, RL.4.3, SL.4.1.A, SL.4.1.B, RF.4.4.B, RF.4.4.C

Read Aloud: “The Apple”

Read, Analyze, and Discuss

1. Introduce the poem “The Apple” by S. C. Rigg.

SAY Today, we will read a new poem called “The Apple” by S. C. Rigg. S. C. is a pseudonym for Sharon Creech. A pseudonym is a fictitious name, especially one used by an author or poet.

2. Before reading, instruct students to think about the gist of the poem and which poetic structures and poetic elements help them to understand the poem.
3. Read “The Apple” aloud twice.
4. Invite students to turn and talk with a partner to discuss the gist.

ASK What was the poem mostly about? (*describing an apple, the appearance and taste of an apple*)

ASK How do you know? Use evidence from the poem to support your answer. (*The text uses words such as “stem,” “red yellow green,” “yum,” “crunchy,” “juicy,” and “delicious.”*)

5. Direct students’ attention to the Poetry Analysis table.

SAY We’ve been working to notice different poetic elements in famous poems. Our chart is broken into four main sections for poetic elements: structures, rhyme and meter, imagery, and repetition. Let’s look back at “The Apple” and find examples connecting to each poetic element and discuss those with a partner.

6. Guide students through a partner discussion on the poetic elements from “The Apple.”

ASK What did you notice about the poetic structure? (*no stanzas, lines that together are shaped like an apple, free verse*)

ASK What did you notice about the imagery? (*words that help me taste: “yum,” “crunchy,” “juicy,” “delicious”*)

7. Refocus the group and call on a few students to share.

8. Record students’ responses on the chart as they share.

ASK What did you notice about the rhythm and rhyme scheme? (*free verse, no rhyme pattern*)

ASK What did you notice about repetition? (*Each line has a word or phrase that is repeated across the line.*)

9. Record students’ responses on the chart as they share.

10. Tell students to think about why the author may have used certain structural elements.

ASK How does the author’s use of these poetic elements help us understand the theme of the poem? (*Answers may include that the repetition about how delicious apples are makes me think the theme is that apples are the ideal fruit.*)

11. Close this portion of the lesson.

SAY By analyzing the poetic elements in “The Apple,” we can better understand how the author uses structure, imagery, and repetition to emphasize the poem’s theme of the apple’s delicious qualities.

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

Differentiation

Approaching

- Model the process of reading for gist and annotating the text.
- Use choral or echo reading to build fluency.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- For MLLs and students who may need additional support with comprehension:
 - ASK** What is the same in Jack's shape poem as in the poem "The Apple"? What is different? (*Same: no stanzas, free verse, use of imagery. Different: Jack also draws lines to help convey the shape; Jack's includes movement words, but not taste or texture.*)
- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.

Instruction RL.4.1**Application** RL.4.1, RL.4.5, SL.4.1.A, SL.4.1.B, SL.4.1.C**Apply**

20

Suggested Pacing: 20 minutes

Your Turn**Collaborative Practice**

- Recap the lesson.
 - SAY** Today, we identified poetic elements in "The Apple" and discussed how those elements helped us to identify that S. C. Riggs's inspiration was "delicious apples."
- Explain the task.
 - SAY** Review some of the poems Jack has written and find what event or idea inspired him.
 - SAY** To do this, you and your partner will also review the famous poems we have read and examine how those may have inspired Jack's poetry. You will record which poem(s) inspired Jack and provide specific evidence from Jack's poem that shows this inspiration.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

**Poet's Inspiration:
Love That Dog**

Title of Poem and Poet	What inspired the poet?	Where can you find evidence of this in the poem?

Differentiation**Approaching**

- Stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking of what they have been learning.

MLL

- Remind them that they have been talking about the similarities between famous poems and Jack’s poetry over the past five lessons. Refer them to the side-by-side comparisons they have done of the poems over the previous five lessons.

Approaching/MLL

- As students interact, jot down samples of effective communication. If you record the discussion, invite students to listen and identify comprehensible communication and any errors.

Application RL.4.1, RL.4.3

Reflect

5

Suggested Pacing: 5 minutes

Share and Reflect

One and One Reflection

- Share that, today, students learned about what inspired the poets by finding text evidence in their poems.
- Ask students to think of and jot down one thing they learned during the lesson about drawing evidence from the poem to support the analysis of what inspired the poet and one question they still have.
- Encourage students to keep it simple, focusing on their immediate thoughts.
- Give students time to turn and share if they are comfortable.
- After allowing students time to finish, invite those who are comfortable to share.
- Let students know that their responses will tell you what they understand from the lesson and what they might need further clarification on.
- Review students’ responses to assess understanding and track questions they might have.

One and One Reflection

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

Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in a think-pair-share before having them respond to the question as a whole group.

Application W.4.10

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

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



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.

Application RL.4.1, SL.4.1.B, SL.4.1.C

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can draw evidence from the character Jack’s “My Yellow Dog” poem to support the analysis of what inspired him.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**

Analyzing Poetry: *Love That Dog* and “Love That Boy”



Purpose

In this lesson, students will continue exploring *Love That Dog* before analyzing “Love That Boy” and participating in a text-based discussion.

By the end of the lesson, students should be able to do the following:

- Identify poetic elements in the first stanza of “Love That Boy.”
- Describe how the character Jack’s feelings about poetry changed using evidence from the text.
- Participate in a text-based discussion.



Learning Targets

- I can identify the poetic elements in the first stanza of “Love That Boy.”
- I can have a discussion about how the character Jack’s feelings about poetry changed using evidence from *Love That Dog*.



Prepare in Advance

Teacher

- *Love That Dog* by Sharon Creech

Student

- *Love That Dog* by Sharon Creech
- Student companion

All other necessary materials are included in the digital lesson.

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (30 minutes)**
 - Read Aloud: *Love That Dog*
 - Read Aloud: “Love That Boy”
 - Discussion Norms Review
 - Prepare for Discussion
- **Apply (20 minutes)**
 - Your Turn
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- **Homework**
 - Task Overview

60 Total Lesson Time
60 minutes

Standards

Instruction

RL.4.1, RL.4.3, SL.4.1.A, L.4.4.B, L.4.4.C

Application

RL.4.1, RL.4.3, RL.4.5, RL.4.10, RI.4.1, RI.4.10, RF.4.4.B, RF.4.4.C, W.4.9.A, W.4.10, SL.4.1.A, SL.4.1.B, SL.4.1.C, L.4.4.B, L.4.4.C



Activate Prior Knowledge

Reflective Learning

- Remind students that they have been learning about what inspires a poet to write poetry.
- Have students discuss the following question with a partner:
ASK Which parts of the lessons have helped you better understand how poets use inspiration? (*reading other poems to find similarities, knowing the poetic elements that make a poem a poem, noticing repeating phrases in multiple poems, knowing the reasons writers write about their lives*)
- Allow students time to share with a partner.
- Facilitate a discussion for students to share their responses.
- Inform students that they will continue to learn about different things that inspire a poet to write poetry.

Reflective Learning

Which parts of the lessons have helped you better understand how poets use inspiration?

Differentiation

Approaching

- Display and repeat the question.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair students with partners who have more advanced English-language proficiency.

Approaching/MLL

- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.
- Invite students to connect to their own experiences.

Application SL.4.5.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can identify the poetic elements in the first stanza of "Love That Boy."
- **Learning Target #2:** I can have a discussion about how the character Jack's feelings about poetry changed using evidence from *Love That Dog*.

Learning Targets

1. I can identify the poetic elements in the first stanza of "Love That Boy."
2. I can have a discussion about how the character Jack's feelings about poetry changed using evidence from *Love That Dog*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, W.4.9.A, SL.4.1.A, SL.4.1.B, SL.4.1.C, L.4.4.B, L.4.4.C

Connect

30

Suggested Pacing: 30 minutes

Read Aloud: *Love That Dog*

Read and Discuss

1. Introduce the lesson.

SAY Today, we will continue analyzing poetry in *Love That Dog* by Sharon Creech. In this part of the story, Jack reads a poem by Walter Dean Myers called “Love That Boy.” Jack really connects with this poem, but there’s a moment when he feels both excited and guilty. As we read, think about how Jack’s feelings change after reading this poem and taking the book home. We’ll examine what happens in the story and how Jack responds in his poems.

2. Direct students’ attention to page 42 of *Love That Dog* and begin the read-aloud. Have students choral or echo read 1–2 paragraphs of your choosing during the read-aloud.

SAY Turn to page 42 in your books. We will read pages 42–45 aloud, and as I read, follow along carefully. Pay attention to Jack’s feelings and how he expresses them in his poem.

SAY As we read, think about what Jack experiences when he reads the poem “Love That Boy.” What does he feel? What happens that makes him feel both excited and ashamed?

FICTION

Love That Dog



- Review the Key Events and Jack's Response graphic organizer.

SAY Now, we will use our Key Events and Jack's Response graphic organizer to record the key events from these pages and how Jack responds to them in his poem. After we read, you will work with a partner to complete the chart for pages 42–45.

SAY Remember, in the Key Events column, write what happens in the story, and in the Jack's Response column, write how Jack feels or what he thinks.

- Provide students with designated work time.

- After work time, complete the chart using students' responses.

ASK What happens in these pages? (*Jack reads a poem by Walter Dean Myers called "Love That Boy" and takes home the book without permission to copy the poem.*)

ASK How does Jack feel about it? (*Excited but also ashamed. Jack really likes the poem, but he is ashamed because he took the book without asking, and he spilled something on one of the pages.*)

ASK How do you know? Use evidence from the text to support your answer. (*He writes, "That was the best, best . . . Myers." He also writes, "I am . . . without asking. I . . . spot on it."*)

- Recap the lesson.

SAY Through Jack's response to reading "Love That Boy," we notice how poetry helps him process his emotions, both the excitement of connecting with the poem and the guilt of taking the book without permission.



Differentiation

Approaching

- Some students may need extra wait time before being called on about the gist of the poem. Consider having students do a think-pair-share with a partner to discuss the gist. Bring the whole class back together and then cold call individuals or pairs of students.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Ask students about the meaning of chunks from a key sentence.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Application RL.4.1, RL.4.3, RL.4.5, RF.4.4.B, RF.4.4.C, W.4.10, SL.4.1.B, SL.4.1.C

Read Aloud: "Love That Boy"

Read and Discuss

- Introduce the poem "Love that Boy" by Walter Dean Myers. Prepare students by giving a brief overview of the poet and the poem.

SAY We have been reading poetry written by famous American poets. Today, we will read the first stanza of a new poem called "Love That Boy" by Walter Dean Myers. He is an African American poet who wanted people to feel valued, no matter their race or wealth.

SAY Notice the similarities between the book's title, *Love That Dog*, and the poem's title, "Love That Boy."

SAY As you read, think about the gist of the poem and which poetic elements help you to understand the poem.

- Read the first stanza of “Love that Boy” aloud fluently. Then, reread the stanza, inviting students to choral or echo read.
- Discuss the text with students.

ASK What was the poem mostly about? (*how the poet loves a boy*)

ASK How do you know? Use evidence from the poem to support your answer. (*The poet writes how he loves him, how his mama likes to hold him and feed him cherry pie, how he reminds him of other family members.*)

ASK Who do you think the boy is? Why do you think that? (*perhaps his son because the final line says “hey there son”*)

ASK What does he mean when he says he loves the boy “like a rabbit loves to run”? (*It means he loves him very much.*)

ASK Why does he make this comparison? (*Answers will vary but may include that rabbits love to run, so he loves the boy just as much as that. He makes the comparison to illustrate just how much he loves his son.*)

- Direct students’ attention to the Poetry Analysis table for “Love That Boy.”

SAY We’ve been working to notice different poetic structures and poetic elements in famous poems. Our chart is broken into four main sections: structures, rhyme and meter, imagery, and other poetic devices. Let’s look back at “Love that Boy” and find examples connecting to each section and discuss those with a partner.

- Guide students through a partner discussion.

ASK What did you notice about the poetic structure? (*It has stanzas and lines.*)

ASK What do you notice about the poem’s imagery? (*Answers will vary but may include the use of “like a rabbit loves to run.”*)

ASK Where do we notice rhythm and rhyme scheme? (*“run” and “son” rhyme*)

ASK How does repetition influence the poem? (*The repetition of the line “love that boy” emphasizes how much he loves the boy, and the theme seems to be that the poet loves his son very much.*)

- Invite students to turn and talk.

ASK How does the author’s use of these poetic structures and poetic elements help us understand the theme of the poem? (*The author uses rhyme and repetition to show how much the speaker loves the boy. The repeated phrase “love that boy” makes the love feel strong and constant. The fun rhythm also helps make the poem feel happy and light, just like the joy of loving a child. These poetic elements help us understand that the speaker’s love is pure, deep, and full of warmth.*)

- Record students’ responses on the Poetry Analysis table.

- Remind students how poetry differs from drama and prose.

SAY In poems, the words are arranged in verses with rhythms and patterns, while drama has characters, dialogue, and stage directions. Prose is regular writing, like stories or essays, without those special features.

Poetry Analysis

Title of Poem	Examples of Structure	Examples of Rhythm and Rhyme Scheme	Examples of Imagery	Examples of Other Poetic Elements

Differentiation

Approaching

- Model the process of reading for gist and annotating the text.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- As students read “Love That Boy,” invite more proficient students to dictate lines to recite so that students who need additional support can practice using verbal language.

Approaching/MLL

- For MLLs and students who may need additional support with comprehension, ask the following questions:
 - ASK** What is the same on pages 44–45 of *Love That Dog* as in the poem “Love that Boy”? (*They both use the “Hey there, _____” frame.*)
 - ASK** What is different? (*Jack is analyzing his experience in light of the poem, whereas Myers is relating an experience through poetry.*)
- Some students may need extra wait time before responding. Consider having students do a think-pair-share with a partner to discuss the gist.

Instruction RL.4.1

Application RL.4.1, RL.4.3, RL.4.5, RF.4.4.B, RF.4.4.C

Discussion Norms Review

Task Introduction

- Direct students’ attention to the Discussion Norms anchor chart, and point out the first question: “Did I come ready to discuss the topic?”
- Tell students that preparation is an important step as they prepare for their text-based discussion at the end of the lesson.
- Direct students’ attention to the Preparing for a Text-Based Discussion chart.
- Read each of the items in the discussion sentence section.
 - SAY** Finding evidence to answer these questions will help you discuss the bigger question: “How have Jack’s feelings about poetry changed from the beginning of *Love That Dog* to page 45 and why?”
- Point students to the “Evidence” column.
 - ASK** What might go in this column? (*evidence or details from the text*)
- Point to the “Elaboration” column.
- Explain to students that the word *elaboration* has an affix. Clap the syllables as you say them aloud and invite students to join in chorally.
- Direct students to their Affix and Root list in the Student Resources section of their student companions and explain its purpose.
 - SAY** Throughout the year, you will use your Affixes and Roots list to support you with understanding and determining the meaning of unknown words that contain affixes.
- Introduce the concept.
 - SAY** Greek and Latin are old languages that have helped shape many English words. Many complicated words are made up of smaller parts of language that we can break apart. Root words are the main part of a word and carry a lot of meaning. Affixes are word parts that you can add to root words to change their meaning. Affixes are added to the beginning or end of a word. By learning Greek and Latin affixes and roots, you can figure out the meaning of many new words quickly because you’ll understand the smaller parts of the word, even if you’ve never heard the word before.
- Review the Affixes and Roots list with students.
- Break the word *elaboration* into syllables, and write it on the board: e-lab-o-ra-tion.
 - SAY** The root of the word *elaboration* is *elaborat*, which means to develop or explain. The suffix of the word is *-ation*.
- Direct students’ attention to the Determining Word Meaning: Affixes table.
- Direct students to review the suffixes in their Affix and Root List to determine the meaning of the suffix *-ation*.
 - ASK** What does the suffix *-ation* mean? (*The suffix -ation means “the act of.”*)

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 on 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?

14. Add the suffix and its meaning to the Determining Word Meaning: Affixes chart. Point out that there is no prefix.
15. Invite students to think about the word *elaboration*.

SAY *Elaboration* is the act of elaborating on an idea—in other words, it’s the act of developing or presenting an idea in detail. We can use the root word *elaborate* to understand this concept more clearly. To *elaborate* on something means to “expand on it, to provide more details, or to explain it thoroughly.”

SAY The “Elaboration” column on the chart is for you to develop your ideas.

16. Invite students to help you model an example before partners work together.



Differentiation

Approaching

- Provide differentiated mentors by purposefully pre selecting student partnerships.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Because elaborating is a new skill, consider reducing the complexity of the task by selecting one question that students need to complete in the “Elaboration” column.

Approaching/MLL

- Paraphrase the text in more comprehensible language when necessary.

Instruction SL.1.4.A, L.4.4.B, L.4.4.C

Application RL.4.1, RL.4.3, W.4.9.A, L.4.4.B, L.4.4.C

Prepare for Discussion

Introduce Prompt and Prewrite

1. Direct students’ attention to the Close Readers chart and review.

SAY You will use your close reading strategies to find textual evidence to complete the Preparing for a Text-Based Discussion chart. This will help you feel prepared and confident when you have your text-based discussion later in the lesson.

2. Direct students’ attention to the Preparing for a Text-Based Discussion chart.

SAY Today’s discussion will prepare you to be successful in analyzing and discussing poetry.

3. Direct students’ attention to the first question.

ASK How did Jack feel about poetry in the beginning of the story? (*Jack used to dislike poetry, finding it hard and confusing. He avoided putting his name on his work because he wasn’t proud of his poems.*)

ASK How do you know? (*The book starts with him saying how he doesn’t want to write poetry because he’s a boy and doesn’t understand poetry.*)

4. Invite students to work independently to find and record answers in the Preparing for a Text-Based Discussion chart for the last two questions.

Preparing for a Text-Based Discussion

Question	Evidence from Famous Poem	Elaboration

- Release students to complete the task.
- Refocus the whole group and let them know that they will have time to share their ideas with a partner shortly.



Differentiation

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Preselect student partnerships and coach mentors to engage with their partners and share their thought processes.

Approaching/MLL

- For MLLs and students needing additional support: Create and display discussion frames. Example:
 - In the beginning of the story, Jack feels _____ about writing poetry.
 - The reason I think that is because Jack writes, _____.
 - Now, Jack feels _____ about reading and writing poetry.
 - The reason I think that is because Jack writes, _____.
 - And I think Jack's feelings changed because _____ on page _____ when Jack writes, _____.

Application RL.4.1, RL.4.3, W.4.9.A

Apply

20

Suggested Pacing: 20 minutes

Your Turn

Collaborative Practice

- Recap the lesson.

SAY Today, we used information from *Love That Dog* and “Love That Boy” to identify the structural elements used and to develop an understanding of how Jack’s feelings about poetry are beginning to shift.
- Explain the task.

SAY You will now work with a partner using pages 42–45 to have a discussion answering the question: “How have Jack’s feelings about poetry changed from the beginning of *Love That Dog* to page 45 and why?”

SAY To help guide the discussion, use your Preparing for a Text-Based Discussion organizer to support your discussion with text evidence. Refer to the discussion norms sentence starters to elaborate on your responses.

SAY With a partner, you will discuss the question and build on each other’s thoughts and responses.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Preparing for a Text-Based Discussion

Question	Evidence from Famous Poem	Elaboration



Differentiation

Beyond:

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what a task looks and sounds like to complete each step before beginning the task.

Application RL.4.1, RL.4.3, SL.4.1.A, SL.4.1.B, SL.4.1.C

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned to describe how Jack's feelings about poetry changed using evidence from the text.
- Have students turn and talk with their partner to answer the following question:
ASK How did discussing with a partner deepen or change your understanding of the character Jack or the novel? *(Answers will vary.)*
- Allow students to share, discuss, and respond to the responses of other pairs.

Reflection Question

How did discussing with a partner deepen or change your understanding of the character Jack or the novel?



Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in a think-pair-share before having them respond to the question as a whole group.

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can identify the poetic elements in the first stanza of “Love That Boy.”



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.

Application RL.4.1, RL.4.3, RL.4.5

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can have a discussion about how the character Jack’s feelings about poetry changed using evidence from *Love That Dog*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3, SL.4.1.A, SL.4.1.B, SL.4.1.C

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

**Accountable
Reading Prompts
and Task**

End-of-Unit Assessment



Purpose

In this lesson, students will review key concepts from the unit and complete the end-of-unit assessment.

By the end of the lesson, students should be able to do the following:

- Complete the end-of-unit assessment.



Learning Targets

Instruction

- I can refer to details in a poem while describing characters, settings, and events.
- I can use context in a poem to determine the meaning of words or phrases.

Assessment

- I can answer questions about poetry to demonstrate what I've learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (15 minutes)

- Review

Apply (35 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time
60 minutes



Standards

Instruction

RL.4.1, RL.4.3, L.4.4.A

Application

RL.4.1, RL.4.3, RL.4.10, RI.4.1, RI.4.10, SL.4.1.B, SL.4.1.C, SL.4.6, L.4.4.A, W.4.10

Assessment

RL.4.1, RL.4.3, L.4.4.A

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding questions and read them aloud.
- Remind students that they have been learning about poetic elements that describe how the speaker feels.
- Invite students to turn and talk.
 - ASK** Based on our learning in this unit, how does an author use specific details to convey the speaker's feelings? (*structure, lines and stanzas, rhyme and meter, free verse, and imagery*)
- Allow a few students to share.
- Expand on each student's comments by adding clarity or addressing any misconceptions.
- Tell students that they will have a chance to show what they've learned by taking the end-of-unit assessment today.

Module Guiding Questions

What makes a poem a poem?
What inspires writers to write poetry?

Differentiation

Beyond

- Challenge students to link what they have learned to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home languages and cultures by using bilingual resources or allowing responses in their home languages when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.4.1.B, SL.4.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can refer to details in a poem while describing characters, settings, and events.
- **Learning Target #2:** I can use context in a poem to determine the meaning of words or phrases.
- **Learning Target #3:** I can answer questions about poetry to demonstrate what I've learned in this unit.

Learning Targets

1. I can refer to details in a poem while describing characters, settings, and events.
2. I can use context in a poem to determine the meaning of words or phrases.
3. I can answer questions about poetry to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.4.1, RL.4.3, L.4.4.A

Application RL.4.1, RL.4.3, L.4.4.A

Connect

15

Suggested Pacing: 15 minutes

Review

Review Key Concepts

1. Introduce the lesson.
SAY Today, we will review key concepts that will help us on our end-of-unit assessment. This will give us a chance to go over the important ideas and make sure we're ready.
2. Direct students' attention to the Review Concepts table.
SAY To review for our end-of-unit assessment, we will complete the table together.
SAY I'll read each concept and its definition, and we'll talk about how each one helps us as readers.
3. Review the table with the class.
SAY In the first column, we have the concepts we've learned. In the second column, we'll read the definitions of each concept, and in the third column, we'll explain how each concept helps us when reading.
4. As you review each concept, ask students to explain how they've used it in their reading and clarify any misconceptions.

Review Concepts

Concept	Definition	Use

5. Encourage students to think about how these concepts support their understanding of poems and texts.
SAY Remember to use context clues, textual evidence, and descriptions when reading and make sure to apply these strategies during your assessment.
6. Clarify any misconceptions.



Differentiation

Approaching

- Some students may need extra wait time before being called on. Consider having students do a think-pair-share with a partner to discuss. Bring the whole class back together and then cold call individuals or pairs of students.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Instruction RL.4.1, RL.4.3, L.4.4.A

Application SL.4.1.B, SL.4.1.C

Apply

Suggested Pacing: 35 minutes

35

Your Turn

Assessment

- Recap the lessons.
SAY Throughout this unit, we have learned about poetic elements, determining the character's feelings, summarizing poems, using context clues to find meaning for unfamiliar words, and the use of text details.
- Explain the task.
SAY You will now show what you've learned by taking the end-of-unit assessment.
- Direct students who will complete the digital assessment to its location.
SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs-up when you have found the assessment in your assignments.
- Have students who will take the paper-and-pencil assessment write their names at the top.
SAY Make sure you are on the first page of the assessment and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RL.4.1, RL.4.3, L.4.4.A

Now, it's time to take your assessment.

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the poetry assessment to show what they have learned in this unit.
- Have students turn and talk with their partner to answer the following questions:
 - ASK** What is one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - ASK** What is one thing you think you could do better next time?
(Answers will vary.)
- After students talk with their partners, allow a few students to share.

Assessment Reflection

What is one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.
 - I did well at ... I know because ...
 - Next time, I can improve on ...

Application SL.4.1.B, SL.4.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can refer to details in a poem while describing characters, settings, and events.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use context in a poem to determine the meaning of words or phrases.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond:

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.4.4.A

Progress Reflection

Learning Target #3

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target

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



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.4.1, RL.4.3, L.4.4.A

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.4.1, RL.4.10, RI.4.1, RI.4.10, W.4.10

**Accountable
Reading Prompts
and Task**



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.

