

Grade 4: Module 1: Unit 1

Homework Resources (For Families)

Unit 1: Reading and Analyzing Poetry: *Love That Dog* and Famous Poems

Common Core State Standards addressed: RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, and SL.4.1c.



Guiding Questions and Big Ideas:

- What makes a poem a poem?
 - *Poetry has characteristics that are unique and distinct from prose.*
- What inspires writers to write poetry?
 - *Writers draw inspiration from many places, including the work of other writers and their own lives.*

What will your student be doing at school?

In Unit 1, students are introduced to poetry through *Love That Dog*, a novel written in verse by Sharon Creech. As Jack, the main character in the novel, reads famous poems, students analyze what is happening in the novel and how Jack feels about it, and they also read and analyze those famous poems to identify characteristics of poetry and to determine their theme. They then use the characteristics of poetry they have identified to summarize the poems, and to compare poetry to prose. Throughout the unit, students are introduced to routines and anchor charts that will be used throughout the rest of the module, as well as the rest of the year. Students generate discussion norms and receive their independent reading journals and vocabulary logs. At the end of the unit, students participate in a text-based discussion about how Jack's feelings about poetry have changed from the beginning of the book.

Working to become ethical people is the habit of character emphasized in this unit. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the poet. Encourage your student to find evidence of that inspiration in the poems.
- Talk to your student about what inspires him or her and what is meaningful to him or her in preparation for writing poetry. Some examples might include a place, a person, an animal, a vehicle, a sport, or an event.

Unit 1: Homework

In Lessons 1–12, homework focuses on research reading.

In Lesson 10, students also complete homework to practice separating words into affixes and roots.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topic vocabulary**: words about a particular topic. For example, *tadpoles*, *frog-spawn*, and *amphibian* are words that could be found on the topic of frogs.

Poetry, Poets, and Becoming Writers

| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|---|---|---|-------------------|
| 1 | Students infer the topic and generate discussion norms. | 1. Read and reflect on the module guiding questions | 1. Lesson Students are not required to hand in anything—they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory). | |
| 2 | Students are introduced to the routine of reading <i>Love That Dog</i> and analyzing what happened and how Jack felt about it. In an independent reading launch, students choose their independent research reading books and are given an independent reading journal. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 3 | Students are given vocabulary logs at the beginning of the lesson. They then closely read and analyze “The Red Wheelbarrow,” described by Jack in <i>Love That Dog</i> . | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 4 | Students continue to read <i>Love That Dog</i> and then closely read “Stopping by Woods on a Snowy Evening” by Robert Frost to determine the theme and identify the characteristics of poetry. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 5 | Students learn how to write a summary. They then continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in the first stanza of “The Tiger” by William Blake. At the end of the lesson, they compare a poem with prose using the characteristics of poetry. | 1. Research reading and answering prompt. | 1. Teacher will check independent reading journals strategically. | |
| 6 | Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “dog” by Valerie Worth. At the end of the lesson, they write a summary of “dog.” | 1. Research reading and answering prompt 2. For ELLs: Language Dive Practice | 1. Teacher will check independent reading journals strategically. 2. Lesson 7. | |
| 7 | Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “The Pasture” by Robert Frost. They then write a summary of “The Pasture” and compare poetry to prose. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Homework Resources (for Families)

| Lesson | Lesson Content | Homework Practice | Due In | Anticipated Date* |
|--------|--|---|---|-------------------|
| 8 | Students complete their mid-unit assessment in which they compare poetry to prose, and they analyze a new poem from <i>Love That Dog</i> for the characteristics of poetry and to write a summary. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 9 | Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in "Street Music" by Arnold Adoff. They prepare for and participate in a text-based discussion to answer the question: What evidence do you see that Jack's "Street Poem" has been inspired by the poems he has read? | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 10 | Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in "The Apple" by S.C. Rigg. They then analyze Jack's poems to identify what inspired him to write poetry and where they can see evidence of that in his poetry. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |
| 11 | Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in "Love That Boy" by Walter Dean Myers. They then prepare for a text-based discussion in the end of unit assessment to answer the question: How have Jack's feelings about poetry changed from the beginning of <i>Love That Dog</i> to where we are at in the story now (page 45)? Why have they changed? | 1. Research reading and answering prompt 2. Complete Affixes Practice I. | 1. Teacher will check independent reading journals strategically. 2. Lesson 12. | |
| 12 | Students participate in a text-based discussion for the end of unit assessment. | 1. Research reading and answering prompt | 1. Teacher will check independent reading journals strategically. | |

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: *Love That Dog* by Sharon Creech

Pages Read: 42–45

Prompt: Describe in depth an event in the text using details from the text.

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Independent Reading Prompts

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

| Definition in your own words | Synonyms (words that mean the same) | | | | | | |
|---|--|--------|--------|--|--|--|--|
| Break up the word using this chart: <table border="1" data-bbox="208 1425 728 1537"> <tr> <th>Prefix</th> <th>Root</th> <th>Suffix</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | Prefix | Root | Suffix | | | | Words with the same affix or root |
| Prefix | Root | Suffix | | | | | |
| | | | | | | | |
| Translation in home language (where appropriate): | | | | | | | |

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Affixes Practice I**Name:** _____ **Date:** _____**Directions:** Use the charts to break the following words into roots and affixes.

1. Unfeeling:

| Prefixes | Roots | Suffixes |
|----------|-------|----------|
| | | |

2. Enjoyable:

| Prefixes | Roots | Suffixes |
|----------|-------|----------|
| | | |

3. Indestructible:

| Prefixes | Roots | Suffixes |
|----------|-------|----------|
| | | |

4. Enlarged:

| Prefixes | Roots | Suffixes |
|----------|-------|----------|
| | | |

5. Disagreeable:

| Prefixes | Roots | Suffixes |
|----------|-------|----------|
| | | |

For ELLs: Language Dive Practice: "dog"**Name:** _____ **Date:** _____

1. Look at the scrambled lines below from "dog." Write them in the correct sequence:

| | | |
|--------------------|--------|---------------|
| In his loose skin. | sleeps | All afternoon |
|--------------------|--------|---------------|

2. Sketch the meaning of the lines you wrote above.
3. Rewrite the lines as a prose sentence. (Remember to include a subject!)
-
4. Circle the subject in your prose sentence. Underline the predicate.

5. Read the additional lines from "dog."

| | |
|--|------------------------------------|
| Rests his long chin Carefully between Front paws; | Sketch the meaning of these lines. |
|--|------------------------------------|

6. Reread the poetry version.

| | |
|--|---------------------------|
| Rests his long chin Carefully between Front paws; | Write your prose version. |
|--|---------------------------|

7. Circle the subject in your prose sentence. Underline the predicate.
8. Think: What are the similarities between the poetry version and your prose version? What are the differences?
9. Complete the sentences.
- Use information about yourself.
 - Circle the subject in your sentences. Underline the predicate.

I sleep

my chin.