

**Grade 4:** Module 1: Unit 2

# Homework Resources

## Unit 2: Writing to Inform: What Inspires Writers to Write Poetry?

Common Core State Standards addressed: RL.4.3, W.4.2, W.4.5, W.4.10, L.4.1f, L.4.2b



### 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 the first half of Unit 2, students finish reading *Love That Dog*. They think about what inspired the main character, Jack, to write and they collect evidence from his poetry supporting their thinking. In the second half of the unit, students continue thinking about what inspires people to write poetry, first focusing on poet William Carlos Williams as a class and then studying a poet of their choice in more depth. The poets they choose from are poets Jack learned about in *Love That Dog*: Robert Frost, Valerie Worth, and Walter Dean Myers. Students work in expert groups to learn about their selected poet and to read and analyze his or her poems. They then use the Painted Essay structure to write an informative, four-paragraph essay about what inspired their selected poet to write poetry.

Working to become an effective learner is the habit of character emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

## Painted Essay® Template

**W.4.2**

### The Painted Essay®

**A tool for teaching basic essay form**

<b>Introduction</b>	
<i>Catches readers' attention Gives some background information</i>	
FOCUS STATEMENT	
Point 1	Point 2

<b>Proof Paragraph 1</b>	
<i>Gives evidence and reasons to support point 1</i>	

<b>Transition</b>	
<i>Provides a transition between the ideas in Proof Paragraph 1 and the ideas in Proof Paragraph 2</i>	

<b>Proof Paragraph 2</b>	
<i>Gives evidence and reasons to support point 2</i>	

<b>Conclusion</b>	
<i>What? So What?</i>	

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## Writing Complete Sentences

### A complete sentence:

- Has a subject with a predicate, and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

If the sentence is not complete, it's either a fragment or a run-on sentence. Avoid **fragments** and **run-on sentences** in formal writing.

A **fragment** is missing either a subject or a predicate, so it is not a complete thought.

Fragment	Complete Sentence
Inspired by everyday objects and the lives of common people.	William Carlos Williams was inspired by everyday objects and the lives of common people.

A **run-on sentence** has more than one subject and a predicate, but the subjects with predicates are joined without correct punctuation or conjunction.

Run-on Sentence	Complete Sentence
He made notes about things he had heard he wrote poems about them.	He made notes about things he had heard, and he wrote poems about them.

### Marking Direct Quotes

In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text
- Use a **comma** before the first quotation mark
- Use phrases to show the words that are coming next are someone else's, like:
  - he says
  - In the poem, he says

### 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.
- 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 in the next unit. Some examples might include a place, a person, an animal, a vehicle, a sport, or an event.
- Talk to your student about his or her essay and the elements of an effective informative text.

## Unit 2: Homework

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In Lessons 1–8, homework focuses on research reading. In Lesson 2, students have the option to think of a time they experienced a strong emotion (i.e., happiness, sadness, anger, etc.) and write a poem about it in their poetry journals.

In Lessons 9–14, homework focuses on informative writing, grammar, and writing conventions.

**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, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topic vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

## Poetry, Poets, and Becoming Writers

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students read a selection from <i>Love That Dog</i> and think about what happens and how Jack feels about it, and about what inspires Jack to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read an emotionally charged poem about the death of a pet from <i>Love That Dog</i> and discuss what inspired Jack to write this poem.	1. Research reading and answering prompt 2. Optional: Think of a time you experienced a strong feeling, such as happiness, sadness, anger, or another emotion. Write a poem about this experience in the "My Poems" section of your poetry journal.	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 3.</b>	
3	Students finish reading <i>Love That Dog</i> and analyze an informative paragraph about what inspired Jack to write poetry. They write a focus statement for their own paragraph about what inspired Jack.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students gather evidence about what inspired Jack based on the focus statement drafted in the previous lesson. They write an informational paragraph about this for the Mid-Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students are introduced to biographies and read <i>A River of Words</i> , a biography about poet William Carlos Williams, for the gist.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students closely read the Author's Note from <i>A River of Words</i> , thinking about what inspired William Carlos Williams to write poetry.	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice I	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 8</b>	
7	Students work in expert groups to closely read a biography about their selected poet, thinking about what inspired him or her to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students read and analyze poems by William Carlos Williams and their selected poet, thinking about what inspired him or her to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

## Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
9	Students are introduced to the Painted Essay and analyze a model using this structure.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> <li>3. For ELLs: Language Dive Practice II</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 14.</b></li> <li>2. Teacher will check independent reading journals strategically.</li> <li>3. <b>Lesson 11.</b></li> </ol>	
10	Students write the introduction to their essays and learn about what makes a complete sentence.	<ol style="list-style-type: none"> <li>1. Complete Sentences Practice</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 12.</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
11	Students write the first proof paragraph of their essay, describing what inspired their selected poet to write poetry. They learn how to revise fragments and run-on sentences so they are complete sentences.	<ol style="list-style-type: none"> <li>1. Fragments and Run-Ons Practice</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 12.</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
12	Students write the second proof paragraph of their essay, giving evidence from their selected poet's poems of what inspired him or her. They learn how to mark direct quotes from a text using commas and quotation marks.	<ol style="list-style-type: none"> <li>1. Marking Quotes Practice</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 13.</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
13	Students write the concluding paragraph of their essays and revise their essays for organization of ideas.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 14.</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
14	Students revise their essays for organization, and for spelling, punctuation, and capitalization as part of the End of Unit 2 Assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	

\*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.

**Consider using the following independent reading prompts\*:**

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about poetry or writing?
- 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:

<p><b>Definition in your own word</b></p>	<p><b>Synonyms (words that mean the same)</b></p>						
<p><b>Break up the word using this chart:</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;"><b>Prefix</b></td> <td style="padding: 5px;"><b>Root</b></td> <td style="padding: 5px;"><b>Suffix</b></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	<b>Prefix</b>	<b>Root</b>	<b>Suffix</b>				<p><b>Words with the same affix or root</b></p>
<b>Prefix</b>	<b>Root</b>	<b>Suffix</b>					
<p><b>Translation in home language (where appropriate):</b></p>							

\*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.

## Informative Writing Prompts

**Directions:** In the classroom, you have been reading and writing informational texts.

Choose a prompt to respond to. For each response, be sure to use the informational writing techniques discussed in class and develop the topic with facts, definitions, and details from the text. Try to choose a different prompt each time.

- Read about a new poet from *Love That Dog*. Explain his or her background.
- Read about a new poet from *Love That Dog*. Describe what inspired him or her to write poetry.
- Compare and contrast what inspired your expert group's poet to write poetry with another poet from *Love That Dog*.

## Complete Sentences

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Remember the rules you have learned about complete sentences. Complete the following:

### A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

Sentence	Is it a complete sentence? (circle one)	Why or why not?
Robert Frost and his wife moved to New Hampshire in 1895.	Yes No	
Wrote and taught for the rest of his life.	Yes No	
Frost's poems were a mix of traditional and modern poetry.	Yes No	
Valerie Worth small poems for children.	Yes No	
She liked to study the details of the everyday things around her.	Yes No	
Used imagery, or words that help to see and hear, when describing things in her poetry.	Yes No	
Walter Dean Myers was a writer from Harlem, New York.	Yes No	
Myers wrote about his own experiences growing up.	Yes No	
He remembered from his life in Harlem inspired his poetry.	Yes No	

## Fragments and Run-ons

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Remember the rules you have learned about complete sentences, fragments, and run-on sentences.

### A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

A **fragment** is missing either a subject or a predicate, so it is not a complete thought.

A **run-on sentence** has more than one subject and predicate, but the subjects with predicates are joined without correct punctuation or conjunction.

Revise these fragments so they are complete sentences:

Fragment	Complete Sentence
Wrote and taught for the rest of his life.	
Valerie Worth small poems for children.	
He remembered from his life in Harlem inspired his poetry.	

Revise these run-on sentences so they are complete sentences:

Run-on Sentence	Complete Sentence
In his free time, Frost continued to write poetry he struggled to get his work published.	
Her poems were written in simple free verse using no stanzas and short lines her poems brought a fresh perspective to ordinary objects that struck a chord with her.	
One of his teachers discovered his talent for writing his teacher suggested he write original poems using words he could easily pronounce.	

## Marking Quotes

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Remember the rules you have learned about marking direct quotes using commas and quotation marks.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text
- Use a **comma** before the first quotation mark
- Use phrases to show the words that are coming next are someone else's

Correct the following sentences so they correctly use punctuation to mark the direct quotes from the poems:

1. Robert Frost describes the joy in doing chores on a farm when he writes "I shan't be gone long.—You come too.

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2. In the poem, Valerie Worth, "under a maple tree the dog lies down" to describe a dog sleeping under a tree in the afternoon.

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3. Myers compares the love a father has for his son to how much a rabbit loves to run when he writes, Love that boy, like a rabbit loves to run.

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### Language Dive I Practice (for ELLs)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

with great intensity and perception."	By stripping away the unnecessary details,	Williams tried to "see the thing itself ...

2. In the boxes above, underline the **subject** of the sentence in blue. Underline the **predicate** in red.
3. Complete the sentence frames below.

I make sure my writing is clear by \_\_\_\_\_.

By \_\_\_\_\_, I make sure my writing is clear.

## Language Dive II Practice (for ELLs)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. In the sentence below, underline the **subject** in blue and the **predicate** in red.  
This famous poet found the inspiration for his poems in an unusual place.

2. **Circle the correct answer:** Who is the famous poet in this sentence?

William Carlos Williams	Walter Dean Myers	Valerie Worth
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3. **Circle the correct answer:** In a Painted Essay, what color would this sentence be?

red	blue	green
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4. Use what you have learned about your expert group poet to complete the sentence frame below:

\_\_\_\_\_ found the inspiration for his/her poems in \_\_\_\_\_.