

Lesson 2: Establishing Reading Routines: Pages 1–5 of *Love That Dog*



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Daily Learning Targets

- I can determine the gist of pages 1–5 of *Love That Dog*. (RL.4.1)
- I can describe what happens in pages 1–5 of *Love That Dog* and how Jack feels about it. (RL.4.1, RL.4.3)

Ongoing Assessment

- Gist of each page on sticky notes in *Love That Dog* (RL.4.1)
- What Happens and How Does Jack Feel about It? anchor chart (RL.4.1, RL.4.3)

Agenda

1. **Opening**
 - A. Reflecting on Module Guiding Questions (10 minutes)
 - B. Reviewing Learning Targets (5 minutes)
2. **Work Time**
 - A. Reading Aloud and Finding the Gist: *Love That Dog*, Pages 1–5 (20 minutes)
3. **Closing and Assessment**
 - A. Launching Independent Research Reading (25 minutes)
4. **Homework**
 - A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- The lesson begins with students reflecting on the module guiding questions. This is not mandatory—students share their reflections only if they want to do so. It is important to be sensitive to students’ and families’ feelings and experiences of poetry, and to acknowledge that these feelings and experiences may differ greatly, from very positive to somewhat neutral to very negative. The main point students should understand by the end of this module is that some people use poetry to express themselves and their emotions, much as painters might express themselves through art.
- In this lesson, students begin reading *Love That Dog* by Sharon Creech, a novel written in verse. They follow the main character, Jack, on his journey as he learns about poetry and eventually finds inspiration as writer. This is done through close reading cycles during which students read pages of *Love That Dog* for gist and analyze what happened in those pages and how Jack felt about it (RL.4.1, RL.4.3). Students then analyze the theme of the famous poem that Jack describes in those pages of *Love That Dog* and summarize the poem (RL.4.2). During the analysis of the famous poem, they identify characteristics of poetry to be able to compare poetry to prose (RL.4.5).
- In this lesson, students also choose independent research reading books (RL.4.10, RI.4.10). See the Independent Reading: Sample Plans document for ideas on how to launch independent reading in your classroom. If you have your own routines for launching independent reading, in this lesson students should choose a research reading book.
- This lesson is the second in a series of two that include built-out instruction for strategic use of the Think-Pair-Share protocol to promote productive and equitable conversation.
- This lesson uses total participation techniques for quick response questions. Some common total participation techniques include cold calling, selecting volunteers, and using equity sticks (a stick or card for each student in the class).
- In this unit, the habit of character focus is on working to become ethical people. Throughout the rest of this unit, students will “collect” characteristics of ethical people on a Working to Become Ethical People anchor chart. The characteristic they collect in this lesson is respect, because of the potentially diverse views of different students in response to the guiding questions.
- Throughout the module as students collect characteristics of each habit of character, examples of what each might look like and sound like are provided in the supporting materials; use these as a guide. Note that they are suggestions, and it is not necessary to include all of the examples on the anchor chart.
- Beginning in this lesson and throughout the module, students are asked to follow along silently as you read the text aloud, or to read chorally as a class or with partners. This builds students’ fluent reading skills. In this lesson, students follow along, reading silently in their heads, as the teacher reads pages 1–5 of *Love That Dog* aloud during Work Time A.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and creative writing. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students were introduced to the module topic by looking at excerpts of poems in the Infer the Topic protocol.

Areas in which students may need additional support:

- Students may need additional support rereading the text to find the gist. Pair students strategically to ensure each pair contains at least one stronger reader.

Assessment guidance:

- Listen to student book discussions to identify common issues that can be used as whole group teaching points against the criteria recorded on the Discussion Norms anchor chart.

Down the road:

- In the next lesson, students will read “The Red Wheelbarrow” by William Carlos Williams, the poem referenced in the pages of *Love That Dog* read in this lesson. Students will also be given vocabulary logs, so prepare those in advance.
- The Working to Become Ethical People anchor chart, Close Readers Do These Things anchor chart, equity sticks, and independent reading journals are introduced in this unit and referenced both throughout the module and the school year:

In advance:

- Strategically pair students for work during Opening B, with at least one strong reader per pair.
- Prepare:
 - Working to Become Ethical People anchor chart (see supporting materials).
 - Close Readers Do These Things anchor chart (see supporting materials).
 - What Happens and How Does Jack Feel about It? anchor chart (see supporting materials).
 - Independent reading journals (one per student).
 - Copy of the independent reading pages of the 4M1 Unit 1 Homework Resources (for families) to display to students. The pages required are those that show the layout of an entry in the vocabulary log and the page of independent reading prompts.
 - Set of equity sticks for the class (popsicle sticks with the name of one student on each one).
- Review:
 - Independent Reading: Sample Plans in preparation for launching independent reading in this lesson (see Module 1 Appendix).
 - Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets.

- Opening A: Create Working to Become Ethical People anchor chart in an online format—for example, a Google Doc—to share with families to reinforce habits of character at home.
- Opening B: Create Close Readers Do These Things anchor chart in an online format—for example, a Google Doc—to share with families to reinforce reading skills at home.
- Work Time A: Create the What Happens and How Does Jack Feel about It? anchor chart in an online format—for example, a Google Doc—to display.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 4.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by establishing an environment of respect for diverse perspectives; pairing students and allowing time for discussion during each task; providing time to investigate vocabulary; and determining the gist of and making inferences from each of the first five pages of *Love That Dog*.
- ELLs may find it challenging to think deeply with pages 1–5 of *Love That Dog* because of the volume of potentially unfamiliar new language. Remind them of the strategies from Lesson 1 for approaching unfamiliar texts. Invite them to pat themselves on the back for what they do understand. Once students understand the gist, take them to the next level by modeling and thinking aloud in Work Time A (see Meeting Students’ Needs column).

Levels of support

For lighter support:

- Encourage students to independently create a graphic organizer to frame what happens in pages 1–5 of *Love That Dog* and how Jack feels about it.
- Challenge students to generate questions about pages 1–5 of *Love That Dog* before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.” (How does Jack feel about poetry? How do we know?)

For heavier support:

- For ELLs: Display, repeat, and rephrase all questions.
- During the reading for gist, stop often to check for comprehension. When necessary, invite a more proficient student to paraphrase the events in more comprehensible language. Dictate lines for students to recite so that they practice using verbal language. Encourage them to act out and sketch key lines.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students practice showing respect in a discussion. Some students may benefit from additional models of demonstrating respect (e.g., pictures, video clips, or role-play demonstrations that embody respect).
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students are introduced to the anchor text, *Love That Dog*. Remove any possible barriers for accessing the text. Consider using sticky notes with the gist for different pages pre-written so that students can match the sticky note to the appropriate page and avoid barriers associated with writing the gist. Some students may also benefit from more scaffolded questions around the text in addition to I Notice/I Wonder (see Meeting Students' Needs column).
- **Multiple Means of Engagement (MME):** As students begin this unit on poetry, be aware that they will have varied experiences with poetry that will shape their opinions. Model respect by encouraging students to share their honest feelings about poetry. Also, highlight how poetry can come in many forms and be a nice break from traditional writing because we can “break the rules” around standard English.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- gist (L)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Working to Become Ethical People anchor chart (new; co-created with students during Opening A)
- ✓ Working to Become Ethical People anchor chart (example, for teacher reference)
- ✓ Close Readers Do These Things anchor chart (new; teacher-created; see supporting materials)
- ✓ Equity sticks (class set; one per student)
- ✓ *Love That Dog* (one per student)
- ✓ Discussion Norms anchor chart (begun in Lesson 1)
- ✓ I Notice/I Wonder Note-catcher: Inferring the Topic (from Lesson 1; one for display)
- ✓ Sticky notes (four per student)
- ✓ What Happens and How Does Jack Feel about It? anchor chart (new; co-created with students during Work Time A)
- ✓ What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)
- ✓ Independent reading journals (one per student)
- ✓ 4M1 Unit 1 Homework Resources (for families; one to display)

Opening

A. Reflecting on Module Guiding Questions (10 minutes)

- Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite students to reread the **Module Guiding Questions anchor chart**.
- Explain that not all students will like poetry or will have had positive experiences with poetry. Ensure students understand that it is okay to have different opinions.
- To help build trust, consider sharing a personal story regarding your feeling about poetry.
- Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.
- Invite any students who would like to do so to share their reflections with the whole group. This must be voluntary—if no one wants to share, that is okay. Explain to the rest of the group that they need to be respectful as they listen to other students sharing. Explain that part of being respectful means treating others with care.
- Focus students on the **Working to Become Ethical People anchor chart**. Explain that, as it says at the top of the chart, ethical people are people who treat others well and stand up for what is right.
- Read aloud the habit of character recorded:
 - “I show respect. This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.”
- Invite students to turn and talk to an elbow partner:

“Using the anchor chart as a guide, what does respect mean in your own words?” (appreciating what I and others are good at and treating everyone with care)
- Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner. Remind them that they used this protocol in Lesson 1 and review the steps. Refer to the Classroom Protocols document for the full version of the protocol:
 - Ask the first question (below), and give students think time.
 - Invite partner A to ask partner B the question.
 - Give partner B 20 seconds to share his or her response.
 - Invite partner B to ask partner A the question, and give partner A 20 seconds to share his or her response.
 - Cold call students to share their responses with the whole group.
 - Repeat this process with the next question:

“What does respect look like? What might you see when someone is showing respect to someone else?” See Working to Become Ethical People anchor chart (example, for teacher reference).

“What does respect sound like? What might you hear when someone is showing respect to someone else?” See Working to Become Ethical People anchor chart (example, for teacher reference).
- As students share out, capture their responses in the appropriate column on the Working to Become Ethical People anchor chart. Refer to Working to Become Ethical People anchor chart (example, for teacher reference) as necessary.

- Record *ethical people* and *respect* on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Once again, remind students of the habit of character of focus: respect.

Meeting Students' Needs

- For ELLs 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. (MMR)
- For ELLs: 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>.)
- Consider providing some visual examples of showing respect. These can be images, short videos, or role-play simulations. (MMR)
- For ELLs and students who may need additional support with new vocabulary: Consider adding simpler synonyms to the Word Wall in a lighter color next to the target vocabulary. (MMAE)

B. Reviewing Learning Targets (5 minutes)

- Move students into pairs and invite them to label themselves partner A and partner B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

“I can determine the gist of pages 1–5 of *Love That Dog*.”

“I can describe what happens in pages 1–5 of *Love That Dog* and how Jack feels about it.”

- Underline the word *gist* in the first target. Tell students that the gist is what the text is mostly about, and remind them that we find the gist of new texts so that we understand what it is mostly about, and also when we find the gist of sections of the text it helps us understand the structure.
- Record the word *gist* on the Academic Word Wall and invite students to add translations in home languages.
- Direct students' attention to the new **Close Readers Do These Things anchor chart**. Tell them that this chart has strategies for reading new texts. Point out “finding the gist”.
- Invite students to turn and talk with their elbow partner. Then use **equity sticks** to call on students to share out:

“What do you think you are going to be doing in this lesson? Why do you think that? Use evidence from the learning targets to support your answer.” (reading a book called *Love That Dog*; describing what happens and how someone named Jack feels about it)

“What questions do you have about these learning targets?” (Responses will vary, but may include: Who is Jack?)

- Write student questions on the board to revisit later.

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentor to engage with his or her partner and share his or her thought process. This can be done during questioning as you circulate the room. (MMAE)
- For ELLs and students who may need additional support with comprehension: Ask students about the meaning of the learning targets. Write and display student responses next to the learning target. Examples:

“What will you describe?” (what happens and how Jack feels)

“Can you think of another way to say what happens in the second learning target?” (the things that happen) (MMR)

Work Time

A. Reading Aloud and Finding the Gist: *Love That Dog*, Pages 1–5 (20 minutes)

- Distribute *Love That Dog*.
- Tell students they will now spend 2 minutes looking through the book with their partner and discussing what they notice and wonder about *Love That Dog*. Partner B will share a notice or a wonder first, and then partner A, and then partner B again, and so on. Remind students of the **Discussion Norms anchor chart** and that they should follow these norms whenever they are going to discuss.
- Display the **I Notice/I Wonder** Note-catcher: Inferring the Topic from Lesson 1.
- Use equity sticks to select students to share out what they notice and wonder about the book. As students share out, capture their ideas on the displayed I Notice/I Wonder Note-catcher: Inferring the Topic. Listen for suggestions such as:
 - I notice that there are no chapter titles; instead there are dates at the tops of some pages.
 - I notice that most of the text is written using short lines, and that pages don't have normal paragraphs and sentences.
 - I notice that some words are typed using a different font, size, or shape.
 - I wonder why some of the words look different.
 - I wonder if we read the text differently because of how it's written.
 - I wonder why there are poems in the back of the book.
- Ask students to turn to page 1 of *Love That Dog*. Invite them to follow along, reading silently in their heads, as you read aloud pages 1–5. Read these pages, including the chapter titles and verse, slowly, fluently, and without interruption.
- Invite students to turn and talk with their partner, and use equity sticks to select students to share out:

“What do you know from these first few pages?” (The person writing it is Jack; it is like a journal; he doesn't understand a poem about a red wheelbarrow and white chickens.)
- Ensure students recognize that it is written like a journal with dates at the top of each entry.

- Focus students on page 1 and read it aloud again, inviting students to chorally read with you. Ask them to turn and talk with their partner, and use equity sticks to select students to share with the whole group:

“What is the gist of this page? What is it mostly about?” (Jack doesn’t want to write poetry.)
- Model recording the gist on a sticky note.
- Distribute **sticky notes**.
- Invite students to work with their partner to reread each page and to discuss the gist of each journal entry on pages 2–5. Explain that the gist doesn’t have to be written in full sentences. It can be just a few words to explain what the text is mostly about or sketches with labels, as long as they can read and understand what they have recorded.
- Circulate to support students in rereading and finding the gist.
- After 5 minutes, refocus whole group and use equity sticks to select students to share the gist of each journal entry. Listen for:
 - Page 2: Jack can’t do it.
 - Page 3: Jack doesn’t understand the poem. He thinks poems are just short lines.
 - Page 4: Jack doesn’t want his poem read out loud or put on the board.
 - Page 5: Jack doesn’t understand the question.
- Ask students to turn to page 3 in *Love That Dog*.
- Invite students to turn and talk with their partner, and use equity sticks to select students to share out:

“Who is writing this? How do you know?” (a boy named Jack; We know because it says Jack at the top of page 1.)

“Who is Jack? How do you know?” (Jack is a student at a school in Miss Stretchberry’s class. We know because it says this at the top of page 1.)

“Who is Jack writing the journal to? How do you know?” (Jack is writing the journal to his teacher. We know because he asks her not to read his poem aloud or to put it on the board.)

“Why do you think Jack is writing poetry in this journal?” (Responses will vary, but may include: Because the teacher gave him a journal and told him he has to write poetry in it.)
- Direct students’ attention to the **What Happens and How Does Jack Feel about It? anchor chart**.
- Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:

“What happens on these pages?” (Jack begins the poetry journal, reads a poem about a red wheelbarrow, and writes a poem about a blue car.)

“How does Jack feel about it? What can you infer from what he says?” (He doesn’t want to write poetry, he doesn’t understand the red wheelbarrow poem, and he doesn’t like his poem—and perhaps he is ashamed or afraid of others seeing it.)

“How do you know?” (He writes, “I don’t understand the poem about the red wheelbarrow and the white chickens ...” and he writes, “I don’t like it” about the blue car poem, and he asks that it not be read aloud or put on the board.)
- As students share out, capture their responses on the What Happens and How Does Jack Feel about It? anchor chart. Refer to **What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)** as necessary.

- Consider inviting students to discuss how their feelings about poetry have changed since they began reading *Love That Dog* and tracking Jack’s feelings about poetry.
- Focus students on the question recorded on the board from earlier in the lesson and invite them to answer the questions themselves now. Cross off each question as it is answered.
- Invite students to turn and talk with their partner, and use equity sticks to select students to share out:

“How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?” (Responses will vary.)
- Tell students they are now going to use the Thumb-O-Meter protocol to think about how close they feel they are to meeting the first two learning targets. Inform them that they will hear the first learning target read aloud. They will then show their comfort level by holding their thumb up, down, or sideways. By holding their thumb up, they are indicating that they are comfortable or have done this before. By holding their thumb sideways, they are indicating that they think they will need some support. By holding their thumb down, they are indicating that they feel uncomfortable with what is described or have never done it before. They will then repeat this process with the second learning target. Refer to the Classroom Protocols document for the full version of the protocol.
- Reassure students that it is okay to hold a thumb sideways or down—they will have the opportunity to practice these skills throughout the unit.
- Answer clarifying questions.
- Focus students on the first learning target and read it aloud:

“I can determine the gist of pages 1–5 of Love That Dog.”
- Invite students to show their comfort level using a thumbs-up, -down, or -sideways.
- Scan student responses and make a note of students showing a thumbs-sideways or thumbs-down so you can check in with them moving forward.
- Repeat this process with the second learning target and the habit of character discussed in this lesson: respect.

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: To provide heavier support, complete the gist sticky notes beforehand, scramble them, and invite students to match them to the correct page of *Love That Dog*. (MMAE)
- For ELLs and students who need additional support with reading: Ask students about the meaning of the lines in *Love That Dog*. Write and display student responses next to the lines. Examples:

“What is it on page 2? Jack can’t ____.” (write poetry)

“What does depends upon mean? Why do you think everything depends upon the wheelbarrow and chickens?” (is controlled by, is affected by, is changed by; the wheelbarrow and chickens are an important part of everyday life in this situation)

“How does Jack feel when he says any words can be a poem? Why do you think so?” (Poetry irritates him; if any words can be a poem, then any unskilled writer can write poetry and poetry must be unprincipled.) (MMR)

Closing and Assessment

A. Launching Independent Research Reading (25 minutes)

- Launch independent reading. There is a suggested independent reading launch in the **Independent Reading: Sample Plans**.
- At the end of 5 minutes, distribute **independent reading journals**.
- Tell students they will use this journal to log their independent reading, both choice and research reading, and to answer reading prompts.
- Display the independent reading pages of the **4M1 Unit 1 Homework Resources (for families)** and focus students on the information they need to record using the example on the same page.
- Model how to log independent reading without the prompt. Explain to students that they will log their research reading in the front of the book and choice reading in the back. Ensure students understand the difference between independent research reading (topical texts) and choice reading (any texts they want to read).
- Explain that they will respond to a prompt for homework in the front of their journal; show them where to find the prompts in the homework resources document.

Meeting Students' Needs

- Model multiple acceptable ways to respond to the prompt. (Example: Provide examples of sketching answers or using sentence starters if those are supports you plan to use.) (MMR, MMAE)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters.