Lesson 11: Analyzing Poetry: Pages 42–45 of *Love That Dog* and "Love That Boy"

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).
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grade 4 Reading standards* to literature (e.g., "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].").
    b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Daily Learning Targets

- I can identify the characteristics of poetry in the first stanza of "Love That Boy." (RL.4.1, RL.4.5)
- I can describe how Jack's feelings about poetry changed using evidence from the text. (RL.4.1, RL.4.5, W.4.9a, SL.4.1a)

Ongoing Assessment

- Preparing for a Text-Based Discussion note-catcher (RL.4.1, RL.4.5, W.4.9a, SL.4.1a)
- Exit Ticket: Goals for a Text-Based Discussion (SL.4.1)

Agenda

1. **Opening**

   A. Engaging the Reader: *Love That Dog*, Pages 42–45 (10 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing Poetry: "Love That Boy" (10 minutes)

   B. Preparing for a Text-Based Discussion (30 minutes)

3. **Closing and Assessment**

   A. Exit Ticket: Goals for a Text-Based Discussion (5 minutes)

4. **Homework**

   A. Complete Affixes Practice I in your Unit 1 Homework.

   B. 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:

- In this lesson, students continue reading *Love That Dog* to analyze what happened in those pages and how Jack felt about it (RL.4.1, RL.4.3)

- Students then prepare for a text-based discussion in which they will use evidence from the text to answer the question: How has Jack's opinion of poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? They refer to the What Happens and How Does Jack Feel about It? anchor chart as a starting point, and then refer back to the text to find evidence and to elaborate on the idea (RL.4.1, SL.4.1a).

- In Work Time B, students receive an Affix List to refer to throughout the rest of the year when determining the meaning of unfamiliar vocabulary (L.4.4b, L.4.4c). Consider laminating this resource for students, as it will be referred to frequently throughout the year.

- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads *Love That Dog* aloud during Opening 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 a span of 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 Lesson 9, students prepared for and participated in a text-based discussion. In this lesson, the preparation for the End of Unit 1 Assessment (in Lesson 12) builds on that work.

- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support with identifying evidence to answer the questions, and particularly elaborating on the evidence. Ensure students are paired strategically in

pairs with a stronger reader in each pair. Consider giving hints to students who will find this particularly challenging by pointing them to the rows they should refer to on the What Happens and How Does Jack Feel about It? anchor chart.

Assessment guidance:

■ Ensure students have recorded the information they need for the discussion in the next lesson. If most students still need time to complete their note-catchers, consider allowing time before the discussion in the next lesson for students to do this.

Down the road:

■ In the next lesson, students will complete the End of Unit 1 Assessment in which they participate in a group discussion using their notes from this lesson. They will also answer questions about character and events throughout the novel, and they will complete a short reflection on the discussion question.

In advance:

■ Strategically pair students for work during this lesson, with at least one strong reader per pair.

■ Review the Thumb-O-Meter protocol. See Classroom Protocols.

■ Post: Learning targets, What Happens and How Does Jack Feel about It? anchor chart, What Makes a Poem a Poem? anchor chart, and Discussion Norms anchor chart.

Technology & Multimedia

■ Work Time B: Students complete note-catchers using a word-processing tool—for example, a Google Doc.

■ Work Time B: Students complete their note-catchers in a word-processing document— for example, a Google Doc—using Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (https://dictation.io/speech).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.1, 4.I.A.3, 4.I.B.5, 4.I.B.6, 4.I.B.8, and 4.I.C.11

Important points in the lesson itself

■ The basic design of this lesson supports ELLs by repeating the pattern of analysis of *Love That Dog* using the What Happens and How Does Jack Feel about It? anchor chart and a closely related poem, "Love That Boy," using the What Makes a Poem a

Poem? anchor chart. Moreover, students have the opportunity to synthesize their learning over the unit as they prepare for a second text-based discussion. This format is ideal for language development, because it invites students to negotiate with other students about the meaning of what they are trying to say, pushing them to change their language to be more comprehensible. Additionally, students can celebrate their successful attempts at communication as well as their ability to extend and enhance the discussions, using language from the Discussion Norms anchor chart, for example, and it gives them an opportunity to correct critical language errors identified during the discussion in Lesson 9.

- ELLs may find it challenging to cite evidence of how Jack's feelings change:
  - Allow students to discuss their knowledge of the concept of *evidence*. Ask: "Why do you need to give evidence after you share an answer or an idea?" (to help the reader believe and understand my ideas)
  - Spell *esvidence* aloud and pronounce it aloud. Elicit synonyms (e.g., *proof*) and explanations (e.g., facts and details that show what I'm saying is believable).
  - Invite them to identify the column on the What Happens and How Does Jack Feel about It? anchor chart that is similar to an evidence column. (How do you know?)
  - Draw on background knowledge with some quick games, e.g., a kinesthetic activity in which students stick shuffled "Evidence" and "Elaboration" sticky notes in the appropriate column of the Preparing for a Text-Based Discussion note-catcher. To increase the challenge, include some faulty pieces of evidence as red herrings. Students can ball up the faulty evidence notes and toss them from a distance into the recycling bin. Leave off the quotation marks, and invite students to add quotation marks to the good evidence.

Levels of support

For lighter support:

- In preparation for the End of Unit 1 Assessment, invite students to model and think aloud a discussion group about how Jack's feeling change. Students who need heavier support can watch, then be "tag-teamed" in to participate. Be sure that students point to specifics in the anchor charts, note-catchers, and discussion frames as they model (see the Meeting Students' Needs column).
- Invite students to create their own graphic organizer to prepare for the text-based/collaborative discussion.

For heavier support:

- Copy "Love That Boy" and Jack's March 14 entry. Display them side by side. Invite students to draw lines to show the references between Jack's entry and "Love That Boy." Invite them to use contrasting colors to underline portions that are different.
- Providing evidence may be unfamiliar to some students. Explain that U.S. classrooms place a high value on providing evidence. Students should be able to support their claims with details, quotes, and explanations. This value may be unfamiliar to some students, so be sure to unpack the concept gradually and repeatedly throughout the module.

- Distribute partially completed copies of the Preparing for a Text-Based Discussion note-catcher. This will provide students with models for the kind of information they should enter, while relieving the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson builds on skills developed in previous lessons. Help students to generalize across lessons by making explicit connections to previous lessons in this unit. For instance, when introducing the learning targets, have the students make connections to the work they completed in the previous lessons that is similar to what is expected of them in this lesson. Purposefully make connections between lessons by reminding students that they have been making comparisons between Jack's poems and other poetry.

- **Multiple Means of Action and Expression (MMAE):** Students who may need support with expressive language skills may need additional support as they prepare for the End of Unit 1 Assessment. Consider having intermediate students create discussion frames and word banks. Encourage students who may need additional support to draw on these resources. As students fill out the Preparing for a Text-Based Discussion note-catcher, consider minimizing the complexity of the task by selecting only one question for those who may need heavier support with filling out the "Elaboration" column. Because this is a new skill, some students may feel overwhelmed by completing this column for all three questions. Praise and reward students who meet this individualized goal.

- **Multiple Means of Engagement (MME):** Some students may feel overwhelmed as they prepare for the End of Unit 1 Assessment. Create a supportive and inclusive classroom environment by reminding students that everyone is working toward developing discussion skills. Highlight and give specific, positive feedback on growth and development rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- elaboration (L)

Materials

- ☑ *Love That Dog* (from Lesson 2; one per student)
- ☑ What Happens and How Does Jack Feel about It? anchor chart (begun in Lesson 2; added to during Opening A; see supporting materials)
- ☑ What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)
- ☑ Equity sticks (class set; one per student)
- ☑ What Makes a Poem a Poem? anchor chart (begun in Lesson 3; added to during Work Time A; see supporting materials)

☑ What Makes a Poem a Poem? anchor chart (example, for teacher reference)

☑ Preparing for a Text-Based Discussion note-catcher (one per student and one to display)

☑ Preparing for a Text-Based Discussion note-catcher (example, for teacher reference)

☑ Discussion Norms anchor chart (begun in Lesson 2)

☑ Close Readers Do These Things anchor chart (begun in Lesson 2)

☑ Affix list (one per student)

☑ Vocabulary logs (from Lesson 3; one per student)

☑ Exit Ticket: Goals for a Text-Based Discussion (one per student and one to display)

Opening

A. Engaging the Reader: *Love That Dog* **pages 42–45 (10 minutes)**

■ Move students into pairs and invite them to label themselves A and B.

■ Invite students to retrieve their copies of *Love That Dog* and to turn to page 42.

■ Invite students to follow along, reading silently in their heads as you read aloud pages 42–45.

■ Focus students on the **What Happens and How Does Jack Feel about It? anchor chart**.

■ Invite students to work with their partner to:

— Reread their assigned pages.

— Discuss what to record in each column of the anchor chart.

■ After 3 minutes, cold call students to share out. Refer to **What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of *Love That Dog*, pages 42–45. Write and display student responses next to the chunks. Examples:

— "Place your finger on the sentence on page 44: "Because of two reasons I liked it: One is because my dad calls me in the morning just like that." Read the sentence aloud as students follow along.

— "What is the gist of this sentence? What, in the text, makes you think so?" (Jack liked "Love That Boy" for two reasons, one of which is that his dad calls him the same way the narrator calls his son in the poem. The poem says *it*, referring back to *that poem by Mr. Walter Dean Myers called "Love That Boy."* The poems says *that*, referring to the way the father calls the son in the final line of "Love That Boy.")

— "The sentence mentions two reasons. What is the other reason? What, in the text, makes you think so?" (because he called his dog the same way; the text later says *also because*)

— "Place your finger on *because of two reasons*. Why did Jack write this phrase at the beginning of the sentence? What happens if we move it after *I liked it*? Would that placement be better or worse?" Tell students you will give them time to think and discuss with their partner. (Putting the *because* phrase first is colloquial/conversational/informal and emphasizes the reasons, not that Jack liked it. Moving it after *I like it* is better for formal writing.)

— "How does your understanding of this sentence change your understanding of *Love That Dog*?" (Responses will vary, but may include: It helps me understand why "Love That Boy" inspired Jack.) (MMR, MMAE)

B. Reviewing Learning Targets (5 minutes)

▪ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can identify the characteristics of poetry in the first stanza of 'Love That Boy.'"

"I can describe how Jack's feelings about poetry changed using evidence from the text."

▪ Remind students that they have seen the first learning target throughout this unit, and in this lesson they will be focusing on the poem "Love That Boy."

Meeting Students' Needs

▪ For ELLs and students who may need additional support with comprehension: Repeat, rephrase, and display the rephrased version of the second learning target. (MMR)

Work Time

A. Analyzing Poetry: "Love That Boy" (10 minutes)

▪ Direct students to turn to the back of their book to find "Some of the poems used by Miss Stretchberry." "Love That Boy" is the eighth of these poems. Tell students that it is by Walter Dean Myers, an African American poet who lived from 1937 to 2014 and wanted to make sure all people felt like human beings, no matter what race or how much money they had.

▪ Invite students to notice the similarities between the title of the book, *Love That Dog*, and the title of this poem, "Love That Boy."

▪ Invite students to chorally read as you read "Love That Boy" aloud twice. Ensure students are aware that this is only the first stanza of the poem.

▪ Cold call students to share out:

"What is the gist of this poem? What is it mostly about?" (how the poet loves a boy)

▪ Invite students to turn and talk to their partner. Use **equity sticks** to select students to share out:

"Who do you think the boy is? Why do you think that?" (perhaps his son because the final line says, "Hey there, son!")

"What does he mean when he says he loves the boy like a rabbit loves to run? Why does he make this comparison?" (Rabbits love to run, so he loves the boy like rabbits love to run. He makes the comparison to show just how much he loves the boy.)

- Focus students on the **What Makes a Poem a Poem? anchor chart** and remind them of the characteristics of poetry they have discovered in the other poems so far.

- Guide students through an intentional Think-Pair-Share of each of the following questions, leaving adequate time for students to think, repeat the question, and share after you pose each question. Then cold call students to share out.

  "What do you notice about the structure?" See What Makes a Poem a Poem? anchor chart (example, for teacher reference).

  "What do you notice about imagery?" See What Makes a Poem a Poem? anchor chart (example, for teacher reference).

  "What do you notice about rhyme and meter?" See What Makes a Poem a Poem? anchor chart (example, for teacher reference).

  "What do you notice about repetition?" See What Makes a Poem a Poem? anchor chart (example, for teacher reference).

  "What does the author's use of these characteristics help us to understand from the poem? What is the theme?" (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.)

- As students share out, capture their responses in the second column of What Makes a Poem a Poem? anchor chart. See the What Makes a Poem a Poem? anchor chart (example, for teacher reference).

- If productive, cue students to clarify the conversation by confirming what they mean:

  "So, do you mean ____?" (Responses will vary.)

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 9 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs: As students read "Love That Boy," invite more proficient students to dictate lines to recite so that students who need heavier support can practice using verbal language.

- For ELLs and students who may need additional support with comprehension: Ask:

  "What is the same in pages 44–45 of Love That Dog as in the poem 'Love That Boy'? What is different? (Examples: Similar: They both use the "Hey there, ___" frame. Different: Jack is analyzing his experience in light of the poem, whereas Myers is relating an experience through poetry.) (MMR)

- Some students may need extra wait time before you cold call them 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. (MMAE)

B. Preparing for a Text-Based Discussion (30 minutes)

- Tell students that in the next lesson they will participate in another text-based discussion, this time for the end of unit assessment.

- Distribute and display the **Preparing for a Text-Based Discussion note-catcher**.

- Focus students on the big question at the top and remind them that this is the same question that will be on their End of Unit 1 discussion prompt:

  — "How have Jack's feelings about poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? Why have they changed?"

- Direct students' attention to the **Discussion Norms anchor chart** and point out the bullet about preparing for a discussion.

- Tell students that this will be an important step as they prepare for the discussion in the next lesson.

- Read each of the sub-questions on the Preparing for a Text-Based Discussion note-catcher. Tell students that thinking about and finding evidence to answer these questions will scaffold them to answer the bigger question during the discussion.

- Point students to the "Evidence" column. Invite them to turn and talk to their partner, and use equity sticks to select students to share out:

  "What might go in this column?" (evidence/details from the text)

- Point students to the "Elaboration" column. Focus them on the word *elaboration*.

  — Break the word into syllables and write it on the board: e-lab-o-ra-tion.

  — Clap the syllables as you say them aloud and invite students to join in chorally.

- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart**, specifically on the strategy of using affixes and roots.

- Distribute the **Affix List**.

- Draw the following chart on the board:

Prefix	Root	Suffix

- Remind students that a prefix is letters at the beginning of a word that change the meaning, and a suffix is letters at the end of a word that change the meaning. The root is the remaining word once you remove the prefix and suffix, and it will usually give you a clue to the meaning of the word.

- Invite students to look at the suffixes in their Affix List to identify the suffix on the word *elaboration* and what that suffix means. Add it to the chart:

Prefix	Root	Suffix
	elaborate (elaborate) (develop or present an idea in detail)	**-ion** (state of, act of, result of)

- Show students the word that is left without the *-ation*: elborat. Tell students that this is the root and write it in the chart, as shown above. Point out that there is no prefix.

- Invite students to turn and talk to their partner, and use equity sticks to select students to share out:

  "Using the Close Readers Do These Things anchor chart, what strategy could you use to determine the meaning of elaborate? Use this strategy to determine the definition and say it to your partner in your own words." (Use the root and suffix; develop or present an idea in detail.)

- Confirm for students that *elaboration* is the act of elaborating on an idea—in other words, it's the act of developing or presenting an idea in detail.

- Add *elaboration* to the academic word wall. Invite students to add translations of the words in their home languages in a different color next to the word.

- Invite students to add *elaboration* to their **vocabulary logs**.

- Tell students that this means the "Elaboration" column on their note-catcher is for them to develop their ideas.

- Invite students to help you model an example.

- Focus students on the What Happens and How Does Jack Feel about It? anchor chart. Invite students to turn and talk to their partner, and use equity sticks to select students to share out:

  "Let's look at what happened in the beginning of the book. What did we record at the top of the chart?" (Jack begins this journal and struggles to write poetry.)

  "How did he feel about it? What did we write?" (Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.)

  "What evidence did we choose to show this?" ("I don't want to" and "Can't do it. Brain's empty.")

- Record these two pieces of evidence on the displayed note-catcher. Refer to **Preparing for a Text-Based Discussion note-catcher (example, for teacher reference)** as necessary.

- Invite students to turn and talk to their partner, and use equity sticks to select students to share out:

  "What does this first piece of evidence tell us about how he feels about reading poetry?" (that he doesn't want to write it because boys don't write poetry)

- If productive, cue students to expand the conversation by saying more:

  "Can you say more about that?" (Responses will vary.)

- As students share out, capture their responses on the displayed note-catcher. Refer to Preparing for a Text-Based Discussion note-catcher (example, for teacher reference) as necessary.

- Remind students that there are two things to consider:

  — How Jack's feelings about reading poetry have changed

  — How Jack's feelings about writing poetry have changed

- Suggest that because there are two rows for each question, they could focus one on reading poetry and one on writing poetry for each question. Emphasize that this is a suggestion, and students can do it however they need to do in order to prepare for the discussion.

- Tell students they are going to work in pairs to continue to fill out this note-catcher in preparation for their discussion in the next lesson. Remind them to refer to the What Happens and How Does Jack Feel about It? anchor chart to help them identify evidence and to remember where in the book to look for evidence about how Jack was feeling about poetry.

- Invite students to begin working.

- Circulate to support students as they complete their note-catchers.

- Invite students to turn and talk to their partner, and then 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 reflect on their progress toward the second learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Guide students through the Thumb-O-Meter protocol using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider coaching the mentors to engage with their partners and share their thought process. (MMAE)

- Because elaborating is a new skill, consider reducing the complexity of the task by selecting one question that students needs to complete in the "Elaboration" column. Reward and praise students if they meet this goal. (MMAE, MME)

- For ELLs and students who may need additional support with expressive language skills: To provide lighter support toward the End of Unit 1 Assessment, invite intermediate students to create and display discussion frames to bolster participation. They should refer to the Preparing for a Text-Based Discussion note-catcher, but also the Discussion Norms anchor chart. Suggest that they create a word bank to pull from to fill in the blanks. Invite students who need heavier support to use the frames and word bank. (MMAE) Examples:

  Discussion Frame:

  — *In the beginning of the story, Jack felt _____ about writing poetry. The reason I think that is because Jack wrote, "_____."*

  — *[Can you say more about that?]*

  — *[Sure, I think that _____.]*

  — *Now Jack feels _____ about reading and writing poetry. The reason I think that is that Jack wrote, "_____."*

  — *[So, do you mean _____?]*

  — *[Yes/No, sorry, that's not what I mean. I mean _____.]*

  — *And I think Jack's feelings changed because _____. I think that is made clear on page _____ when Jack wrote, "_____."*

  — *[Can you say more about that?]*

  — *[Sure, I think that _____.]*

Word Bank

— *annoyed, disgusted by*

— *"Brain's empty."*

— *enthusiastic, inspired by*

— *"My brain was pop-pop-popping …"*

— *the poems connected to his personal experience*

— *"I liked those small poems we read today."*

Closing and Assessment

A. Exit Ticket: Goals for a Text-Based Discussion (5 minutes)

■ Focus students on the Discussion Norms anchor chart.

■ Invite students to turn and talk to their partner:

"What is one criterion you needed more practice with after the last text-based discussion and that you hope to do better with in the next lesson?"

■ Distribute and display **Exit Ticket: Goals for a Text-Based Discussion**.

■ Point out to students that there is space for them to record the criterion they chose, as well as space to record something that will help them achieve that goal.

■ Invite students to turn and talk to their partner:

"What is one strategy you have to improve on this criterion in the next lesson?"

■ Invite students to record their criterion on their exit ticket.

Meeting Students' Needs

■ For ELLs: Remind students of one or two examples of successful communication as well as language errors discussed in Lesson 9. Invite students to focus on repeating their successes and correcting their errors in Lesson 12.

■ Create a supportive and inclusive classroom environment by reminding students that everyone is working toward building discussion skills. Be sure to highlight and praise growth and development rather than relative performance. (MME)

Homework

A. Complete Affixes Practice I in your Unit 1 Homework.

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

Meeting Students' Needs

■ For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)