

## Lesson 1: Poetry Workshop: Writing a Poem, Part I – Planning



### CCS Standards

- **RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.
  - b. Choose punctuation for effect.
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).



### Daily Learning Target

- I can write a poem inspired by something meaningful to me. (W.4.4, W.4.5)

### Ongoing Assessment

- Writing a Poem: Planning graphic organizer (W.4.5)
- Poem (W.4.4)

### Agenda

1. **Opening**
  - A. Reviewing Learning Target (10 minutes)
2. **Work Time**
  - A. Selecting a Topic: Part I (10 minutes)
  - B. Selecting a Topic: Part II (15 minutes)
  - C. Writing Poetry (20 minutes)
3. **Closing and Assessment**
  - A. Partner Share (5 minutes)
4. **Homework**
  - A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In this lesson, students consider the question “What inspires me to write poetry?” as they write their own poetry inspired by something meaningful to them. They consider structure, imagery, rhythm and rhyme, and repetition as they write (W.4.4, W.4.5).
- Students need to understand the importance of writing about something that is meaningful to them, because this makes the process much easier. See a list of options for students to consider on the Poetry Options handout (see supporting materials).
- Students should be given the freedom to write what feels meaningful to them in a way that feels meaningful. There should be minimal teacher guidance unless requested.
- Consider sharing models of student poetry from EL Education’s Models of Excellence website (see Technology and Multimedia).
- In this lesson, the habits of character focus is on working to become an effective learner and working to become an ethical person. The characteristics that students are reminded of specifically are respect, as they each write poems about something meaningful, and perseverance as they write independently.
- 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.
- This lesson is the first in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Refer to the Module 1 Appendix for additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 2 Conversation Cues you will see in this unit and in Module 2, Unit 1 are (with expected responses):
  - To help students listen carefully to one another and seek to understand:
    - Teacher: “Who can repeat what your classmate said?”  
Student: “She said \_\_\_\_.”
    - Teacher: “Who can tell us what your classmate said in your own words?”  
Student: “He was saying that \_\_\_\_.”

- Note that the student version of Goal 2 Conversation Cues (and expected student responses) are built into the Discussion Norms anchor chart in this lesson. Conversation Cues and discussion norms are similar in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building student capacity to become productive, collaborative participants. Goal 1 Conversation Cues focus on the fundamentals of encouraging students to talk and be understood, whereas Goal 2 encourages students to listen carefully to one another and seek to understand. Goals 3–4 take students to deeper levels of conversation, from deepening their thinking to thinking with others. Although some of the Goal 1 cues added to the Discussion Norms anchor chart during Unit 1 may seem similar, the cue added in this lesson should be used to help students reach Goal 2.

### How it builds on previous work:

- In the previous units, students consider what inspired Jack to write poetry and then what inspired the famous poets in *Love That Dog* to write poetry.

### Areas in which students may need additional support:

- Students may require additional support deciding what to write their poetry about. Photographs have been included (see supporting materials) to inspire those students who really have no idea what to write about.
- Students may require additional support with putting their ideas into writing. Consider sitting with those students who require additional support with writing to help them actualize their ideas.

### Assessment guidance:

- Read the poems as students are working on them to ensure students are on track to complete a poem in the next lesson.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist (Grade 4) during students' writing in Work Time C. See Module 1 Appendix.

### Down the road:

- In the next lesson, students will continue to write their poems; for the mid-unit assessment in Lesson 3, students will revise their poems for precise language and punctuation for effect.

### In advance:

- Prepare photographs to inspire poetry, by creating three sets of the photographs (see supporting materials).
- Review the Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets, Performance Task.

- Opening A: Consider sharing examples of student poetry from EL Education’s Models of Excellence website:
  - “The Lonely Chair | Models of Excellence”. EL Education. Web. Accessed on 13 March, 2017. <<http://modelsofexcellence.eleducation.org/writings/lonely-chair>>
  - “I Am Poem | Models of Excellence”. EL Education. Web. Accessed on 13 March, 2017. <<http://modelsofexcellence.eleducation.org/writings/i-am-poem>>
- Work Time A and B: Students complete their Writing a Poem: Planning graphic organizer using word-processing software—for example, a Google Doc.
- Work Time C: Students write their poems using word processing software—for example, a Google Doc.
- Work Time C: Students use 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.2, 4.I.A.3, 4.I.A.4, 4.I.B.5, 4.I.B.6, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, and 4.II.B.5

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to write poetry freely, virtually ignoring the frequently confusing and extensive rules of formal writing. Encourage students to enjoy the free expression while continuously pointing out how formal writing is different. Students also listen to an illustrated read-aloud that brings up themes that are familiar to all cultures, such as human interdependence and the value of art.
- ELLs may find putting pen to paper challenging, even after brainstorming. See specific supports below and in the Meeting Students’ Needs column.

### Levels of support

*For lighter support:*

- Invite students to contrast the fragments or run-ons in their poem drafts with versions written in complete sentences. They can point out the differences and explain how the meaning or feeling changes when they use complete sentences.
- Encourage students to add on to the nouns and verbs in their poems with adjective, adverb, and prepositional phrases that increase variety and richness. Have them consider whether they’d like to strategically sprinkle their poems with words or phrases from their home language.

*For heavier support:*

- Allow ample time for students to use their home language to plan their poetry writing. Planning poetry can be cognitively and linguistically demanding. To ease the linguistic demands, invite students to first write and brainstorm in home language groups. Students who do not have a home language in common can be given

additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss and write in English.

- For ELLs: Model and think aloud using the Writing a Poem: Planning graphic organizer. Then invite students to add more information to the model for more practice before independent work. Help them identify key elements of their graphic organizer and allow them to repeat words and phrases. For example, if a student wrote “car, far” or drew a car and a long road in the Topics 1 Ideas column, point to it and say an appropriate line, e.g., “I’ll get in my car and drive so very far.” Invite the student to confirm this is his or her intended meaning and repeat or rephrase the line.
- During the read-aloud, support beginning proficiency students by pointing at the pictures that demonstrate the meaning of the sentences. Dictate sentences for them to recite so that they practice using verbal language. Encourage them to act out key sections.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson asks students to apply their knowledge in order to create a poem. Provide as many explicit examples as possible. Consider thinking aloud to brainstorm potential topics and then refine those topics. Before students draft their poems, provide multiple examples of different types of poetry (e.g. free verse, rhyming, acrostic, haiku, etc.) so students can use them as a model when constructing their own poems.
- **Multiple Means of Action and Expression (MMAE):** Students brainstorm potential topics that are meaningful to them. Some students may need more directed questioning to help facilitate this process. Consider providing an alternative graphic organizer that includes specific list topics (e.g., “My Favorite Hobbies,” “My Family and Friends,” or “Things That Make Me Happy/Sad/Mad.”) This will help students come up with topics that have rich potential as a meaningful poetry topic.
- **Multiple Means of Engagement (MME):** The process of selecting a topic may be stressful for some students. They may feel that they are making a mistake if they do not pick the perfect topic right away. Assure them that this is part of the writing process. Tell them that sometimes we think we have a great idea but realize that we do not know enough about it to write an entire poem.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- meaningful (L)

## Materials

- ✓ Affix List (from Unit 1, Lesson 11; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 3; one per student)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Writing a Poem: Planning graphic organizer (one per student and one to display)
- ✓ Poetry Options handout (one per student and one to display)
- ✓ Photographs to inspire poetry (optional; for students needing additional support)
- ✓ Discussion Norms anchor chart (begun in Unit 1, Lesson 1; added to with students during Work Time C)
- ✓ Discussion Norms anchor chart (example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Paper (blank and lined; one piece of each per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)

## Opening

### A. Reviewing Learning Target (10 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:  
***“I can write a poem inspired by something meaningful to me.”***
- Underline the word *meaningful*.
- Clap out the syllables and invite students to clap with you.
- Draw the following on the board and invite students to retrieve their **Affix List**:

Prefix	Root	Suffix

- Using a total participation technique, invite responses from the group:  
***“What is the root here?” (mean)***  
***“What are the affixes?” (-ing and -ful)***
- Complete the table using student responses.
- Using a total participation technique, invite responses from the group:  
***“What does meaningful mean?” (full of meaning)***  
***“What is the translation of meaningful in our home languages?” (fù yǒ u yì yì de in Mandarin) Invite students to use their translation dictionary if necessary. Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.***
- Write this word to the Academic Word Wall and invite students to record it in their **vocabulary logs**.

- Direct students' attention to the **Performance Task anchor chart** and select volunteers to read parts of the prompt aloud.
- Remind students that in the previous units, they have been considering the questions:
  - “What inspired Jack to write poetry?”
  - “What inspired your expert group’s poet to write poetry?”
- Emphasize the change in focus for the unit to being about what inspires them to write poetry with the question:
  - “What inspires you to write poetry?”
- Explain that in this lesson, students will be working on creating the work products required by the performance task.
- Help students understand the power of words, such as in poetry and stories, to contribute to a community and to a better world, and emphasize that students’ poems will also have that power.

### Meeting Students' Needs

- Tell students that you will give them time to think and write or sketch before you cold call. (MMR, MME)
- For ELLs and students who may need additional support with new vocabulary: Say: “I wonder what the difference in meaning is between *meaningful* and *inspiring*?” Tell students that you will give them time to discuss with a partner before you cold call. After inviting responses, write student ideas on the board. (*Meaningful* means important and useful; *inspiring* means giving someone the feeling to be creative. Both are adjectives.) (MMR)
- For ELLs: Invite students to add translations of the words to the Word Wall in their home languages in a different color next to the target vocabulary on the Word Wall.

## Work Time

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### A. Selecting a Topic: Part I (10 minutes)

- Distribute and display the **Writing a Poem: Planning graphic organizer**.
- Explain to students that the top of the organizer is for them to brainstorm some ideas about what their poem could be about.
- Display and distribute the **Poetry Options handout**. Remind students that poetry needs to be about something meaningful to them or something that inspires them, or it will be very difficult for them to write.
- Read through the options with students and explain that these might provide some ideas. Emphasize that they do not have to use any of the ideas if they already have ideas about things to write about that aren’t on the list.
- Invite students to brainstorm ideas in the top box of their organizer.
- Circulate to support students as they brainstorm. If students require additional support, consider providing **photographs to inspire poetry**.

### Meeting Students' Needs

- For students who may need additional support brainstorming ideas: Provide directed instruction in the brainstorming process. Consider offering a scaffolded version of the graphic organizer with more directed lists (e.g., "My Favorite Hobbies," "My Family and Friends," or "Things That Make Me Happy/Sad/Mad.") (MME)
- For students who may need additional support brainstorming ideas: Model brainstorming meaningful topics with a think aloud. Provide non-examples of topics that may be of interest to you but not necessarily meaningful. (MMR)
- For ELLs: Consider inviting students to brainstorm first in their home language.

### B. Selecting a Topic: Part II (15 minutes)

- Refocus whole group. Focus students on the two columns underneath the topic ideas on the Writing a Poem: Planning graphic organizer.
- Explain that these two columns are for students to build out two of the topic ideas they have chosen.
- Give students a couple of minutes to consider which two topics they are the most inspired by. Explain that a good way to know whether they are inspired is to think about how much they have to write about that topic. Invite students to write each of those topics at the top of each column.
- Explain that these columns are for them to brainstorm ideas about each of these topics. Focus students on the examples of things they can brainstorm, listed in parentheses at the top of each column. Remind students that these are the elements of poetry they analyzed in Unit 2.
- Give students examples of the kinds of things they might write in these columns: words and phrases that come to mind, rhyming words that come to mind, repetition that comes to mind, a structure that they can imagine.
- Invite students to brainstorm the first topic idea. Emphasize that these are just notes and thoughts—not a structured poem.
- Circulate to support students as they work. If students require additional support, consider prompting them with questions such as:
  - ***“What can you see in your photograph?”***
  - ***“Close your eyes and imagine you are there. What can you hear? What can you smell?”***
- After 6 minutes, invite students to move on to brainstorm the second topic idea.
- After 6 minutes, refocus the group. Ask:
  - ***“Which one was the easiest to write about? Which one do you think you will have the most ideas about to write a poem?” (Responses will vary.)***
- Invite students to write their choice of topic in the box at the bottom of the graphic organizer.

### Meeting Students' Needs

- Reassure students that it is okay to realize that they may not have enough ideas to write about the first topic they chose. Provide additional graphic organizers if necessary for more topics. Emphasize that this is part of the writing process and they do not have to find the perfect topic right away. (MME)
- For ELLs: Consider inviting students to brainstorm first in their home language.

### C. Writing Poetry (10 minutes)

- Refocus whole group.
- Using a total participation technique, invite responses from the group:

*“When you write your poem, should you write in formal or informal English? Why?” (informal because writing in formal English means following the rules of writing, which poetry does not have to do) Remind students of the comparison they did between the poetry of Love That Dog and a narrative journal entry in Unit 1.*

*“What is the difference between formal and informal English in writing?” (Writing in formal English means following the rules, such as writing in complete sentences and using punctuation correctly. When you write informally, you don’t have to follow those rules.)*
- Encourage students to listen carefully and seek to understand one another (Goal 2 Conversation Cues). Tell them to use this new cue to repeat or paraphrase (repeat using their own words) their classmates’ ideas about formal and informal English in writing:

*“Let me make sure I understand. You’re saying that \_\_\_\_?” (Responses will vary.)*
- Using a total participation technique, invite responses from the group:

*“Why is it useful to repeat or paraphrase what a classmate said? (Repeating shows that we are listening carefully and that we heard exactly what a classmate said. Paraphrasing shows that we are listening carefully and that we are attempting to understand what a classmate said.)*
- Tell students that this new cue will be added to the Discussion Norms anchor chart today. Focus students’ attention on the **Discussion Norms anchor chart** and add the cue. See **Discussion Norms anchor chart (example, for teacher reference)**. Ensure students understand how to use these cues.
- Tell students they are going to begin writing their poems in this lesson, and they will have more time in the next lesson to finish their poems, so there is no need for them to rush.
- Allocate an area of the room for discussion. Tell students if they need to discuss something about their poems while they are working or need a thought partner, they are to come to this area of the room to discuss ideas. Ensure students understand that discussion must be quiet in this area of the room so as not to distract students working in other areas of the room. Consider inviting students to discuss ideas first in their home language if they desire.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of respect. Remind students that these poems will be personal to students because they are inspired by things that are meaningful to them, so they need to remember to practice listening and discussing respectfully. Remind students of the “What does it look like?” and “What does it sound like?” columns to guide their actions in the discussion area of the room.
- Distribute **paper** and explain that students can choose whichever paper works best for their poem.

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of perseverance. Remind them that because they will be writing their poems independently, they will need to persevere. Remind them of the “What does it look like?” and “What does it sound like?” columns.
- Emphasize that this first draft does not need to look good—they may need to make multiple drafts before it is finished. Consider inviting students to sketch first or to write in their home language before writing in English. Invite students to begin writing their poems.
- Circulate to support students as they write. If a student goes to the discussion area and no other students join, be available as a thought partner so the student can return to writing.
- After 5 minutes, refocus whole group. Tell students they are now going to use the Thumb-O-Meter protocol to consider how close they feel they are to meeting the learning target now. Remind students that they used this protocol in Unit 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol. Scan student responses and make a note of students who may need more support with this moving forward.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Point to the rules of formal, complete sentences on the Writing Complete Sentences anchor chart from Unit 2. Tell them that fragments and run-ons are often used in poetry, and sometimes in fiction writing, but they are not okay in formal informative writing. (MMR)
- Consider providing models of different types of poems that students could use as models (e.g., free verse, rhyming, acrostic, haiku, etc.). Discuss the characteristics of each and how they all convey meaning. (MMR)

## Closing and Assessment

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### A. Partner Share (5 minutes)

- Direct students' attention to the Working to Become Ethical People anchor chart and remind them of what respect looks and sounds like.
- Tell students they now have the opportunity to talk about the inspiration for their poem with a partner. Give students 30 seconds to consider whether they feel comfortable doing this. If students do not wish to share, they should keep working on their poem individually.
- Invite those students wishing to share with a partner to turn to an elbow partner and to label themselves A and B.
- Post the question and read it aloud for the group:
  - ***“What inspired you to write poetry, and where can you see evidence of this in your poem?”***
  - Give students 30 seconds to look at their poems and to think.
  - Invite partner B to share first.
  - After 1 minute, invite partner A to share.
  - Select volunteers to share their responses with the whole group.

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:  
*“Who can repeat what your classmate said?” (Responses will vary.)*
- Guide students through the Thumb-O-Meter protocol to self-assess against how well they persevered and showed respect in this lesson. Scan student responses and make a note of students who may need more support with this moving forward.

### Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Provide sentence stems for heavier support. (Example: “\_\_\_\_ inspired me to write poetry. You can see evidence of this in the line \_\_\_\_.”) (MME, MMAE)

## Homework

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**A. 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)