Lesson 6: Writing a Poetry Presentation: Conclusion

CCS Standards

- **RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.

  a. Read grade-level text with purpose and understanding.

  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

  c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e. Provide a concluding statement or section related to the information or explanation presented.

- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (where, when, why).

  b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

  c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

  d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

  e. Form and use prepositional phrases.

  f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

  g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Daily Learning Targets

- I can write a conclusion for a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2e, W.4.4, L.4.1f)

- I can read a new poem aloud fluently. (R.4.4, R.4.4a, R.4.4b, R.4.4c)

Ongoing Assessment

- Poetry presentation conclusion (W.4.2a, W.4.2e, W.4.4, L.4.1f)

Agenda

1. **Opening**

   A. Research Reading Share (15 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing a Model: Conclusion (10 minutes)

   B. Writing a Poetry Presentation: Writing the Conclusion (15 minutes)

3. **Closing and Assessment**

   A. Reading Fluency Practice (15 minutes)

4. **Homework**

   A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency.

   B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for Lesson 8.

   C. 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 to consider the question "What inspired you to write poetry, and where can you see evidence of this in your poem?" as they finish writing their presentations for the performance task. They analyze the conclusion of the model poetry presentation in partners, generating criteria for an effective concluding paragraph before writing their own conclusions for their poetry presentations (W.4.2a, W.4.2e, W.4.4, L.4.1f).

- As in the previous lesson, at the end of this lesson, students are given a new poem to read aloud for fluency (RF.4.4). Because they will have to read a new, unfamiliar poem for fluency without assistance in the end of unit assessment, it is important that they receive this practice multiple times before the assessment. Students do not all need to be given the same amount of text. Consider how much of the reading fluency text to give each student based on what you know of his or her reading fluency ability.

- Note that the poem presented for reading fluency mentions "india-rubber ball." To address any cultural sensitivity issues, ensure students understand that india-rubber is a natural rubber material originally from India.

- 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 collaboration as they work in pairs to analyze the conclusion of the model, perseverance as they write their concluding paragraphs, and integrity as they complete their research reading homework.

- 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 the previous lessons, students analyzed the structure of the model poetry presentation and wrote their introductions and proof paragraphs of their own presentation speeches. In this lesson, they write the concluding paragraph of their presentations.

- In Lesson 5, students generated criteria for reading fluently and practiced reading a new poem aloud fluently. They will continue to practice reading a new poem aloud in this lesson.

- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support with writing their concluding paragraphs, and particularly with reflecting on their inspiration. Consider inviting students who may this support to sit together in one area of the room where you can provide additional support and guidance as a group.

- Students may need additional support with reading their fluency excerpts. Consider grouping these students together to read them through chorally as a group, rather than in pairs, to make this less intimidating.

Assessment guidance:

- Read the concluding paragraphs to ensure students are ready to begin revising their presentations in the next lesson. Look for common issues to use as teaching points.

- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist during independent writing in Work Time B. See Module 1 Appendix.

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students'' independent reading share in Opening A and students' fluency practice in Closing and Assessment A. See Module 1 Appendix.

- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 4) during students' independent reading share in Opening A. See Module 1 Appendix.

Down the road:

- Students will read their poems aloud in a presentation for the performance task at the end of this unit. As part of the performance task, students will also present speech-enhanced visuals in which they will explain what inspired them to write their poem and where you can see evidence of how they were inspired in their poem. In the next lesson, students will revise their presentations to incorporate linking words.

In advance:

- Prepare a research reading share using with the Independent Reading: Sample Plan document, or using your own independent reading routine.

- Strategically pair students for Work Time A with at least one stronger reader. Consider whether students can remain in the same pairings from Work Time or whether new partnerships will need to be created. For reading fluency in Closing and Assessment, students should be paired with someone reading the same excerpt.

- Determine how much of the poem to give to each student for reading fluency and prepare accordingly. Consider giving most students just the first stanza, and students who require an extension both stanzas.

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

- Post: Learning targets, Working to Become Ethical People anchor chart, Performance Task anchor chart, Working to Become Effective Learners anchor chart, and Poetry Presentation Structure anchor chart.

Technology & Multimedia

- Work Time A: For students who will benefit from hearing the text read aloud multiple times, consider using a text to speech tool such as Natural Reader (www.naturalreader.com), SpeakIt! for Google Chrome (https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodheeocdmbhehgnkkbak?hl=en-US) or the Safari reader. Note that to use a web based text to speech to tool such as SpeakIt! or Safari reader, you will need to create an online doc—for example, a Google Doc, containing the text.

- Work Time B: Students write their concluding paragraphs using word-processing software—for example, a Google Doc.

- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (https://dictation.io/speech).

- Closing and Assessment A: Record students reading aloud for them to listen back to using audio or video recording software or apps such as Audacity (http://audacity.sourceforge.net) or GarageBand (http://www.apple.com/mac/garageband/). If available, you may consider using a microphone to ensure a good-quality recording.

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.C.9, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, and 4.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to identify each part of the model conclusion, then use the model to discuss each part of their own conclusion before writing, thereby creating an ideal environment for language development.

- ELLs may find it challenging to begin writing the conclusion paragraph. Writing a conclusion using U.S. conventions may be unfamiliar to them. For example, they may wonder: "Why do we need to restate something we already said in the introduction?" (Referring to ideas you have already presented can create greater clarity and cohesion—a sense that the writing is a unified whole.) Congratulate students on working through the structure of a poetry presentation as a way of sharing their poetry and inspiration (see Meeting Students' Needs column).

Levels of support

For lighter support:

- Invite students to discuss and implement their idea of an ideal structure for the conclusion to their presentation.

- During Work Time A, challenge students to generate questions about the conclusion before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together." (What is the purpose of this paragraph? What are the patterns or the structure?)

For heavier support:

- To build schema around the concept of a conclusion, read the model poetry presentation but omit the ending. Invite students to discuss whether the presentation felt "unfinished" and why.

- Help students build paraphrasing skills so they can restate what inspired them in the conclusion. Invite them to use a thesaurus to find synonyms, for example, or to "turn the sentence around" using a different sentence frame. (Example: "____ inspired my poem because ____." > "My poem was inspired by ____ because ____.")

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson builds on the previous two lessons by adding a concluding paragraph to the poetry presentation. Activate students' prior knowledge so that they build on the previous two paragraphs but also differentiate between their purposes. Take time to discuss and reference the instructional materials from the previous lessons. Compare and contrast the different purposes of each paragraph.

- ▪ **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with writing may benefit from having multiple options for organizing their writing. Consider providing a graphic organizer or allowing them to outline their presentation via a PowerPoint presentation or Prezi.

- ▪ **Multiple Means of Engagement (MME):** Students who may need additional support with writing can get easily frustrated during independent writing time. Offer tools to help with self-regulating skills that manage frustration and fatigue (e.g., a list of approved choices that they can make when they feel frustrated or a checklist so that they can monitor their own work time).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- ▪ N/A

Materials

- ☑ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ☑ Independent Reading: Sample Plan (see Module 1 Appendix; for teacher reference)
- ☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ☑ Model poetry presentation (from Lesson 4; one per student)
- ☑ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)
- ☑ Poetry Presentation Structure anchor chart (begun in Lesson 4; added to during Work Time A)
- ☑ Poetry Presentation Structure anchor chart (example, for teacher reference)
- ☑ Poetry presentations (begun in Lesson 4; added to during Work Time B; one per student)
- ☑ Poem (begun in Lesson 1; one per student)
- ☑ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ☑ Reading Fluency Poem 2 (one per student)
- ☑ Fluent Readers Do These Things anchor chart (begun in Lesson 4)
- ☑ Fluent Readers Do These Things handout (from Lesson 5; optional; for students needing additional support)

Opening

A. Research Reading Share (15 minutes)

- ▪ Focus students on the **Working to Become Ethical People anchor chart**. Remind them of: I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.

- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.

- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review, or use your own routine.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Show a brief movie clip that shows children behaving with integrity, perhaps doing homework or reading independently. Discuss what behaving with integrity looks and sounds like in the clip. (MMR)

B. Reviewing Learning Targets (5 minutes)

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

"I can write a conclusion for a presentation about what inspired me to write my poem, using complete sentences."

"I can read a new poem aloud fluently."

- Focus students on the **Performance Task anchor chart**. Using a total participation technique, invite responses from the group:

"Based on these learning targets, what do you think you will be doing in this lesson? Why? How does it build on what you have done already?" (writing a conclusion for the performance task presentation to complete the presentation, and practicing reading fluently in preparation for the end of unit assessment)

- Remind students that in previous lessons, they wrote the introductions and proof paragraphs for their presentations. Explain that in this lesson, they will write the final part of their presentations: the conclusion.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Refer to the Writing Complete Sentences anchor chart from Unit 2. (MMR)

- To activate students' knowledge from a previous lesson, ask them to turn and talk to a partner to tell him or her about their introduction and proof paragraphs. (MMR)

Work Time

A. Analyzing a Model: Conclusion (10 minutes)

- Move students into pre-determined pairs. Invite them to label themselves A and B.

- Invite students to retrieve their **model poetry presentation**. Ask them to follow along, reading silently in their heads as you read it aloud.

- Focus students on the conclusion of the model. Explain that students are going to work with their partner to answer this (posted) question:

  — "What information has the poet included in the conclusion? Why?"

- Invite students to make notes to record their thinking next to the paragraph on their model poetry presentation.

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of collaboration. Remind them that because they are going to be working in pairs, they need to ensure they are working collaboratively. Remind students of the "What does it look like?" and "What does it sound like?" columns to guide their actions.

- After 5 minutes, refocus the group. Using a total participation technique, invite responses from the group to answer the posted question.

- As students share out, capture their responses as criteria on the **Poetry Presentation Structure anchor chart**. Refer to **Poetry Presentation Structure anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Invite them to stop you as you reread the conclusion in the model poetry presentation. Have students identify where the author restates the inspiration, how the inspiration was communicated, and what the author hopes the reader will take away. Example: After you read "help you imagine my horse as the fiery, mythical creature that inspires me," students say, "Stop!" or use a nonverbal signal and hold up a sign that says, "____ inspired the author." (Her horse as the fiery, mythical creature) (MMR)

B. Writing a Poetry Presentation: Writing the Conclusion (15 minutes)

- Tell students they are now going to write their conclusions.

- Invite students to retrieve their **poetry presentations** and **poem** to reread what they wrote alongside their poems.

- Give students 1 minute of think time and then invite partner A to ask partner B the question. Allocate time for partner B to respond. Then repeat with partner B asking partner A the question, and partner A responding:

  "What inspired you and why?"

- Invite students to write what they said orally to their partner underneath their proof paragraphs. Remind them to write in complete sentences and to leave a line between each line of writing for revision.

- Give students 1 minute of think time and then invite partner B to ask partner A the question. Allocate time for partner A to respond. Then repeat with partner A asking partner B the question, and partner B responding:

  "How did you communicate this inspiration in your poem?"

- If productive, cue students to listen carefully:

  "Who can repeat what your classmate said?" (Responses will vary.)

- Invite students to write what they said orally to their partner underneath their proof paragraph. Remind them to write in complete sentences and to leave a line between each line of writing for revision.

- Give students 1 minute of think time and then invite partner A to ask partner B the question. Allocate time for partner B to respond. Then repeat with partner B asking partner A the question, and partner A responding:

  "What do you hope your audience will take away? Why?"

- Invite students to write what they said orally to their partner. Remind them to write in complete sentences, to refer to the **domain-specific word wall**, and to leave a line between each line of writing for revision.

- Tell students they are now going to read aloud their conclusion to their partner. As they read aloud, they should be conscious of things that don't sound quite right so they can go back to revise them.

- Allocate time for partner B to read aloud their conclusion to partner A. Invite partner A to do the same.

- Invite students to revise their conclusions based on their reading aloud.

- Refocus whole group. Tell students they are now going to participate in the Thumb-O-Meter protocol to consider how close they feel they are to meeting the first learning target. Remind students that they used this protocol in Lessons 1 and 4 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Focus students on the learning target and guide them 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: Encourage them to use colored pencils to "paint" their presentation as well as the model presentation, continuing with the conclusion. They can use an approach similar to the Painted Essay® structure in Unit 2 and refer to this unit's Poetry Presentation Structure anchor chart. If students struggle to identify the structure, ask them how they might make each element clearer (e.g., by labeling each of the elements according to criteria on the Poetry Presentation Structure anchor chart.) (Example: Use yellow to paint, "I hope it inspires you to see magical qualities next time you see a running horse." Students label this: "Explains what the author hopes the reader will take away.") (MMR)

- For ELLs and students who may need additional support with writing: To provide heavier support to students as they respond to questions, offer sentence stems and model using them. (Example: "_____ inspired me because _____.") (MMAE)

- For ELLs and students who may need additional support with writing: Take on the role of the author of "Breathing Fire." Model and think aloud the process of writing about how you communicated your inspiration in your poem and what you hope your audience will take away. Refer to the Poetry Presentation Structure anchor chart as you go. (MMR)

■ For ELLs and students who may need additional support with memory: Invite them to underline the restated version of what inspired them in the conclusion. Then, to emphasize the connection, ask them to draw a line from the restated version to the version in the introduction. (MMR)

■ For ELLs: To provide heavier support, insert a conclusion paragraph framework after students' Introduction of Poetry Presentation. (Example: "_____ inspired me because _____. I attempted to show this inspiration in my poem by _____. I hope people who read my poem will _____.")

Closing and Assessment

A. Reading Fluency Practice (15 minutes)

■ Move students into pairs according to their reading fluency excerpt. Invite them to label themselves A and B.

■ Distribute and display **Reading Fluency Poem 2**. Tell students that this is an excerpt of a poem by a famous poet named Robert Louis Stevenson, who was a poet who lived over 100 years ago in Scotland and was a successful immigrant to the United States.

■ Invite students to spend a couple of minutes reading their excerpt to themselves to familiarize themselves with the words and what they mean.

■ Using a total participation technique, invite responses from the group:

"What do you think this poem is about? Why?" (It is about a shadow.)

■ Tell students they are going to whisper read their excerpt chorally with their partner.

■ Remind students of the criteria on the **Fluent Readers Do These Things anchor chart** and distribute the **Fluent Readers Do These Things handout** as necessary.

■ Invite students to whisper read in pairs.

■ Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.

■ Refocus the group and read the longest excerpt aloud for the whole group so they can hear how it should sound.

■ Using a total participation technique, invite responses from the group:

"What do you think inspired this poet? What evidence from the poem can you see to support your claim?" (inspired by his shadow; it says, "I have a little shadow")

■ If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)

■ Explain that students are now going to take turns to whisper read their excerpt aloud for their partner. Partner B will go first, then partner A.

■ Invite partner Bs to begin whisper reading.

■ Circulate to support students in reading aloud; listen for common issues to be used as teaching points in the next lesson.

- Refocus whole groups. Tell students they are now going to read their excerpt in a funny voice. Explain that when reading in a funny voice, it can help us to consider tone and expression, and also can distract us from being too worried about reading the words correctly, which when focused on too much can sometimes trip us up.

- Invite partner A to read the excerpt to partner B like a robot.

- Invite partner B to read the excerpt to partner A like a bear.

- Invite students to switch to try out the other voice.

- Refocus whole group. Tell students they are now going to participate in the Thumb-O-Meter protocol to consider how close they feel they are to meeting the second learning target.

- Focus students on the second learning target and guide them through the protocol. Scan student responses and make a note of students who may need more support with this moving forward.

- Repeat, inviting students to self-assess against how well they collaborated, persevered, and showed integrity in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: In preparation for the End of Unit 3 Assessment, invite students to select a new strategy to practice for reading unfamiliar texts. Examples:
  — Chunk the text into manageable amounts, e.g., sentences or paragraphs.
  — Annotate unfamiliar words with simpler synonyms or translation.
  — Underline important people, places, and things.
  — Read repeatedly.
  — Silently paraphrase the chunks. (MMAE)

- For ELLs and students who may need additional support with comprehension: Invite them to act out and sketch parts of the poem. Tell students that much of the language in this poem is old and that people usually don't speak or write this way in English any longer. Discuss the connotation and humor of the word *proper*, and why the author uses it to describe children. Encourage students to focus mainly on the gist and meaning of the poem, spending just a few minutes figuring out the meaning of key unfamiliar words in context or using a translation dictionary to understand unfamiliar words. (MMR)

- For ELLs: Focus on whether the student can be understood relatively clearly while reading. Celebrate differences in accents. If corrections are necessary to allow the reader to be comprehensible, focus more on the greater impact of intonation and stress in phrases and sentences, rather than on the pronunciation of single words. (Example: *Not at all like proper children, which is always very slow*—emphasize the stress on *all*, *proper children*, and *very slow*.)

- For students who may need additional support with fluency practice: Pair these students with a highly fluent reader, such as the teacher or a peer model, and have them choral read together. (MMR, MMAE)

Homework

A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency.

B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for Lesson 8.

C. 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: Encourage them to focus mainly on the gist and meaning of the fluency passage, spending just a few minutes figuring out the meaning of key unfamiliar words in context or using a translation dictionary to understand unfamiliar words. Model reading the first line or two of the poem and have students repeat it back to you or chorally read with you. Make sure to provide excerpts on a variety of reading levels. Consider providing students with a recording of the fluency passages. Allow them to practice reading aloud with the recorded text. (MMAE)

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