Amplify CKLA

GRADE 2

Knowledge 7

Sounds and Stanzas: **Poetry**

Teacher Guide

Grade 2 | Knowledge 7

Sounds and Stanzas: Poetry

Teacher Guide

Amplify CKLA | Core Knowledge®

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A Child's Garden of Verses. 1885..

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Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that are rigorous and riveting for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

In Grades K–2, the program features two strands with distinct purposes: the Skills Strand to build foundational skills and the Knowledge Strand to develop background knowledge, oral comprehension, and academic vocabulary in a wide array of topics across social studies, science, literature, and the arts.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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Introduction

SOUNDS AND STANZAS: POETRY

This introduction provides information to teach the *Sounds and Stanzas: Poetry* domain. The Teacher Guide contains eleven daily lessons, each composed of two distinct parts. Lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each lesson will require a total of sixty minutes.

A Pausing Point follows Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to review, reinforce, assess, and remediate content knowledge. You should spend no more than sixteen days on this domain.

TEACHER COMPONENTS

- Teacher Guide
- Image Cards
- Assessment Guide: Domain Assessments
- Take-Home Pages

DIGITAL TEACHER COMPONENTS

The following resources can be found at learning.amplify.com:

- Teacher Presentation Screens
- Flip Book
- Visual Supports for Teaching
- General English Learners
- Caregiver Letter
- Pausing Points

STUDENT COMPONENTS

- Activity Book

WHY THIS DOMAIN IS IMPORTANT

This domain introduces students to the world of poetry, helping them build a foundation of knowledge and curiosity they will use in future grades. Students will learn more about poetry after their initial introduction to sound and rhythm in *Star Light, Star Bright: Nursery Rhymes and Fables* in Kindergarten and *Fortunes and Feats: Fairy Tales and Tall Tales* earlier in Grade 2. They will acquire tools and strategies to approach poetry and will learn about its elements to interpret poems.

Students will experience how words and phrases create rhyme and rhythm, thus contributing to their enjoyment and understanding of poetry. Poems in this domain are delivered orally, so you will need to present them in a way that engages and supports students. This includes reading the text prior to the lesson to gauge the appropriate tone and expression, and comfortably conveying excitement and enthusiasm for the poem or its topic.

Lesson-level activities give students the chance to explore poetry elements, imitate strategies used by the poets they are studying, and learn to think as poets by considering how their choices influence the meaning of a poem. Rhyming and alliteration activities allow for practice of foundational skills, such as phonological and phonemic awareness. In addition, students are given opportunities to write poems themselves, practice what they have learned, and demonstrate they can write just like the poets they are studying.

The poems in this domain are varied, from works students may recognize—such as Gelett Burgess's "The Purple Cow" and Shel Silverstein's "Openin' Night"—to the works of contemporary writers they may be unfamiliar with, such as Naomi Shihab Nye and Nikki Giovanni. Their use of poetry elements and their engagement with sound and rhythm is what unites them all.

WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content they target, are particularly relevant to the texts students will hear in *Sounds and Stanzas: Poetry*. This background knowledge will greatly enhance students' understanding of the poems they are about to enjoy.

- Kindergarten, *Star Light, Star Bright: Nursery Rhymes and Fables*
- Kindergarten, *Moo, Cluck, Oink: Farms*
- Grade 1, *A World of Homes: Animals and Habitats*
- Grade 2, *Fortunes and Feats: Fairy Tales and Tall Tales*
- Grade 2, *Legends and Heroes: Greek Myths*
- Grade 2, *Our Planet: Cycles in Nature*
- Grade 2, *Butterflies, Bees, and Beetles: Insects*

CORE VOCABULARY

The following list contains core vocabulary words from the domain, in the order and form in which they appear in the poems or, in some instances, in the Introducing the Read-Aloud section at the beginning of the lesson. Boldfaced words have an associated Word Work activity. The inclusion of the terms on this list does not mean that students are immediately expected to use all of them on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of the words and begin to use some in conversation.

Lesson 1	Lesson 2	Lesson 3
hope line poem poetry rhyme rhythm	**happily** bother call coquí vocal sac onomatopoeia stanzas	prefer cozy hide dislikes **excuses** perspective
Lesson 4	**Lesson 5**	**Lesson 6**
jitters cue **prop** programs fringe interview anaphora	dreamy **woven** prairie cordial scarlet useless metaphor personification	tumbles scarcely peeping nibbling treasure pleasure mosses **underneath** alliteration
Lesson 7	**Lesson 8**	**Lesson 9**
okra cabbage barbecue gospel **homecoming** tone	bait **concentrate** appetite repetition theme	**purpose** boldface liquid stopper souvenir

WRITING

In this domain, students will plan, draft, edit, and present a memory poem (Lessons 7–11). They will provide background information to give the audience context for their work and will present an illustration to support their writing.

The following activities may be added to students' writing portfolios to showcase their writing within and across domains:

- anaphora for "Openin' Night" (Lesson 4)
- personification practice (Lesson 5)
- memory poem and illustration (Lesson 10)

DOMAIN ASSESSMENT

Digital Assessment

This domain includes a Domain Assessment for each student to complete digitally. The digital assessment evaluates students' retention of domain and academic vocabulary words, as well as application of the comprehension skills and content knowledge covered in *Sounds and Stanzas: Poetry*. The assessment will provide meaningful data and reports on students' progress, along with recommendations to support them based on their learning needs.

This assessment is a variation of the Domain Assessment found in the Teacher Guide. To access it, please log onto the Amplify platform and assign it to your students. If your students are unable to access the assessment digitally, you may wish to use the Domain Assessment provided in the Teacher Guide and direct them to complete the corresponding student assessment pages.

Print

The Domain Assessment evaluates each student's learning of the content, reading skills, and language skills taught throughout the domain. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Check-Point Assessments booklet to print or make copies for each student.

LESSON

1

SOUNDS AND STANZAS

"The Purple Cow"

PRIMARY FOCUS OF LESSON

Reading

Students will discuss what they know about poetry and other types of literature. **[RL.2.4]**

Students will review what they know about rhyming words and will identify rhyming words while listening to "The Purple Cow." **[RL.2.4]**

Speaking and Listening

Students will discuss rhyming words and the meaning of the poem "The Purple Cow" in small groups and as a class. **[RL.2.4, SL.2.1, SL.2.1b, SL.2.2]**

Language

Students will demonstrate an understanding of the Tier 2 word *hope*. **[L.2.4]**

Reading

Students will define the terms *rhyme* and *line* and will pair rhyming words. **[RL.2.4, L.2.6]**

Writing

Students will brainstorm additional rhyming words that match the poem's rhyme scheme and will create their own version of "The Purple Cow." **[W.2.5, RL.2.4]**

FORMATIVE ASSESSMENT

Activity Page 1.1	Students will use rhyming pairs to create a new version of "The Purple Cow." **[W.2.5]**
Exit Pass	**Writing** How does rhyme add to the meaning of a poem? **[RL.2.4]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Core Connections	Whole Group	10 min.	❑ Image Card 1
Domain Introduction			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
"The Purple Cow"			
Comprehension Questions			
Word Work: *Hope*			
This is a good opportunity to take a break.			
Application			
Let's Keep Rhyming	Whole Group/ Small Group	20 min.	❑ Visual Support 1.1 ❑ board/chart paper ❑ Activity Pages 1.1, 1.2 ❑ index cards (one per student)
Take-Home Material			
Take-Home Letter			❑ Take-Home Page 1.1 ❑ Caregiver Letter

ADVANCE PREPARATION

Core Connections

- Bring in nursery rhymes or rhyming poems that may be familiar to students.

Application

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

- Give one index card to each student for the Exit Pass.

Universal Access

- To make the poem more interactive, have students repeat each line after you read it.
- Explain that, at the end of this domain, students will present an original poem to the class.
- You may wish to introduce the concept of an open mic, using this opportunity to build excitement and confidence about students' ability to write and share their work. (*Open mic* refers to an open sharing of one's work in a casual environment, such as a coffeehouse.) Emphasize that this will be an opportunity for poets to share their work with an audience by reading it aloud and providing some explanation or context for the poem.
- If you previously taught this domain, you may wish to share recordings of previous presentations.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

hope, v. to want something to happen or not to happen
Example: Because I want to play outside, I hope it doesn't rain after school.
Variation(s): hopes (v.), hoped (v.), hopeful (adj.), hopeless (adj.)

Literary Vocabulary

line, n. a group of words; lines are combined to make a poem
Example: Each line of the poem was about a different animal.
Variation(s): none

poem, n. a group of words in lines that often rhyme
Example: If you look for a poem about the seasons, you will find one about winter, spring, summer, and fall.
Variation(s): none

poetry, n. a form of writing made of lines that often rhyme
Example: We found a book of poetry in the library, and the poems made us laugh.
Variation(s): none

rhyme, n. words that end with the same sound
Example: The children repeated the nursery rhyme "Jack Be Nimble."
Variation(s): rhyme (v.)

rhythm, n. the pattern of a poem caused by repeated sounds or syllables
Example: The song's upbeat rhythm made us want to dance.
Variation(s): rhythmic (adj.)

Vocabulary Chart for "The Purple Cow"			
Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Vocabulary	poem poetry rhyme rhythm	hope	
Spanish Cognates	poema rima ritmo		
Multiple-Meaning	line		
Sayings and Phrases			

Start Lesson

Lesson 1: "The Purple Cow"

Introducing the Read-Aloud

10M

Reading: Students will discuss what they know about poetry and other types of literature. **[RL.2.4]**

CORE CONNECTIONS (5 MIN.)

What Do We Know?

- Students should have encountered numerous nursery rhymes, including those studied in the Kindergarten *Star Light, Star Bright: Nursery Rhymes and Fables* domain of the Core Knowledge Language Arts program. That knowledge provides the foundation for understanding the poems discussed in this domain.
- Review key information about nursery rhymes with the following questions:
  - What are nursery rhymes? *(They are short poems.)*
  - Who are nursery rhymes written for? *(They are written for children around the world.)*
  - What are rhymes? *(Words that have different beginning sounds but end with the same sounds are said to rhyme.)*

Image Card 1

- Show Image Card 1 (girl jumping over a candlestick). Read a short nursery rhyme or a rhyming poem that is familiar to students. You may want to choose one that they heard in the Kindergarten *Star Light, Star Bright: Nursery Rhymes and Fables* domain, such as "Jack Be Nimble." Prompt answers with the following question:
  - What rhyming words did you hear? *(quick, candlestick)*
- Explain that rhyming words help give a text rhythm, which is the beat of a poem caused by the pattern of sounds or syllables.

DOMAIN INTRODUCTION (5 MIN.)

- Inform students that, for the next few weeks, they will study poetry, a kind of writing made of lines that often rhyme.
- Explain that people who write poetry are called poets. Poets write about many different things, including things they have seen or imagined. Ask students whether they are familiar with any poems or poets.
- Tell students that, as they listen to and learn about poems, they will also create poems of their own and will share them with the class.
- Explain that poets write about things that matter to them, and sharing a poem aloud allows them to provide some background information or explanation for their work.

Check for Understanding

Stand Up/Sit Down: Say, "I'm going to say pairs of words. If the words rhyme, stand up. If they don't rhyme, sit down."

- cat/pat *(stand up)*
- dog/cat *(sit down)*
- house/car *(sit down)*
- house/mouse *(stand up)*

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Ask students to raise their hands when they hear a rhyming pair and to keep their hands down when the pair does not rhyme. Provide more word pairs that rhyme and some that do not rhyme (e.g., *pair/share*, *wear/tear*, *hot/can*, *jump/hop*, *mop/top*).
Transitioning/ Expanding	Ask partners to brainstorm rhyming pairs.
Bridging	Ask students to produce rhyming pairs independently.

D Differentiation

Challenge

Have students practice rhyming multisyllabic words.

Support

Remind students that the rhyming sound of a word occurs at the end of the word.

Lesson 1: "The Purple Cow"

Read-Aloud

30M

Reading: Students will review what they know about rhyming words and will identify rhyming words while listening to "The Purple Cow." **[RL.2.4]**

Speaking and Listening: Students will discuss rhyming words and the meaning of the poem "The Purple Cow" in small groups and as a class. **[RL.2.4, SL.2.1, SL.2.1b, SL.2.2]**

Language: Students will demonstrate an understanding of the Tier 2 word *hope*. **[L.2.4]**

PURPOSE FOR LISTENING

- Explain that authors always have at least one purpose or reason for writing. They might want their writing to persuade (get us to think about something in a certain way), inform (teach us about something), or entertain (make us smile, feel silly, or think about something new). Ask students to keep these purposes in mind as you read the poem.
- Ask students to listen for the rhyming words in the poem and to think about how those words show what the poem is about.

"THE PURPLE COW" (15 MIN.)

Show Image 1A-1:
A Hereford cow

- Ask the following questions and allow students to share their answers with a nearby student:
  - What do you see? *(a cow)*
  - What do we know about cows? *(Answers may vary, but they could include that cows eat grass, cows are very big, and we can drink milk from cows.)*

- What colors are cows? *(Answers may vary, but they could include brown, tan, and black.)*
- What sound do cows make? *(moo)*
- What do you wonder about cows? *(Answers may vary, but they could include the following: What do cows do all day? How do they know to stay with their herd? How do they know when it is time to get milked? What do they eat?)*

Show Image 1A-2:
A purple cow

- Ask the following questions and allow students to share their answers with a nearby student:
  - What do you see? *(a cow)*
  - What color is it? *(purple)*
  - What do you think about the purple cow? *(Answers may vary, but they could include that this would not appear in nature.)*
  - Have you ever seen a purple cow? If not, why not?
  - What do you wonder about purple cows? *(Answers may include the same questions as for Hereford cows, or they could reflect something creative and different.)*
  - **Turn and Talk:** Work with your partner to think of a sound a purple cow would make. Explain your thinking by saying, "I think a purple cow would make a _____ sound because . . ." Think about and respond to this sentence: "I think a purple cow would make a _____ sound, but . . ." Think about and respond to this sentence: "I think a purple cow would make a _____ sound, so . . ."
- Ask students to predict whether or not the author has seen a purple cow.
- Explain that you are going to read a poem about a purple cow and that students should listen for rhyming words.
- Introduce the poem by reading the title and the author's name. Explain that it is important to mention the author's name when presenting a poem, whether in writing or aloud, and that they should do so when they read a poem to someone else.

- Read the poem several times to ensure students recognize that it rhymes.
- Explain that poems are written in lines. Lines are similar to sentences, but they don't always have ending punctuation and may not begin with capital letters.
- Read the poem again, emphasizing the final word in each line (*cow*, *one*, *anyhow*, *one*). Ask students to raise their hands when you emphasize each of these words.

The Purple Cow

By Gelett Burgess

I never saw a Purple Cow,
I never hope to see one,
But I can tell you, anyhow,
I'd rather see than be one!

COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** Was your prediction about whether the author has seen a purple cow correct? *(yes or no)*
2. **Literal.** What rhyming words do you hear? *(cow/anyhow, see/be)*
3. **Literal.** Where do the rhyming words appear in the poem? *(The words* cow/anyhow *are at the end of two lines. The words* see/be *are within the same line.)*
4. **Evaluative.** The author says they "never hope to see one." What does *hope* mean? *(to want something to happen or not to happen)* Would you like to see a purple cow? *(Answers may vary, but they may include that it could be surprising, fun, interesting, or scary.)*
5. **Inferential.** What does the author mean by "I'd rather see than be one"? *(Answers may vary, but they could include that cows live in fields and eat grass, or that it would not be pleasant to be a cow.)*
6. **Evaluative.** *Think-Pair-Share:* How would it feel to be a purple cow in a field of brown cows? What do you think people would say about that cow? *(Answers may vary, but they could include that it would feel awesome to be unique or challenging to feel so different; people would be surprised to see a purple cow.)*
7. **Evaluative.** What was the author's purpose for writing this poem: to persuade, inform, or entertain? What parts of the poem help you know this? *(Answers may vary, but they could include that the purpose was to entertain because the author is telling about an imaginary animal.)*

Extend the discussion: Divide the class into groups and ask students to focus on the line from the poem "I'd rather see than be one." Explain that they will discuss how they would react or feel if they saw a purple cow. Groups will work together to decide on a description to share with the class.

Group Work

Explain that working in a group means building on everyone's ideas. Provide the following guidelines for students:

- It's important to allow all group members to share their ideas.
- Wait until someone has finished speaking before you share your ideas. We can tell when someone is finished speaking by looking at them as they speak and watching for them to stop sharing. (You may wish to model how to recognize verbal and nonverbal cues.)
- Ask questions that are related to what the speaker is saying in order to clarify or add to their thoughts.
- You can use phrases such as "I like what you said, and I would also say . . ." or "They had a great idea, but maybe we could add . . ."
- Decide who will share the group's description with the class.

Ask groups to share their ideas with the class.

WORD WORK: *HOPE* (5 MIN.)

1. In the Read-Aloud you heard "I never hope to see one."
2. Say the word *hope* with me.
3. *Hope* is a verb that means to want something to happen or not happen. It can also be a noun when it means the item that is desired.
4. I hope I can read more books this year than I did last year!
5. Have you ever hoped for something to happen or not to happen? Try to use the word *hope* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I once hoped . . ." or "I hope . . . so I can . . .")
6. What's the word we've been talking about? *(hope)*

Use a Discussion activity for follow-up. Say, "Turn to your partner and talk about something you have hoped for or hope for now. Try to use the word *hope* as a noun in another sentence. Be sure to use the word *hope* in your discussion."

Lesson 1: "The Purple Cow"

Application

20M

Reading: Students will define the terms *rhyme* and *line* and will pair rhyming words. **[RL.2.4, L.2.6]**

Writing: Students will brainstorm additional rhyming words that match the poem's rhyme scheme and will create their own version of "The Purple Cow." **[W.2.5, RL.2.4]**

LET'S KEEP RHYMING (20 MIN.)

Small Group

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud.
- Fill in the first three boxes with *line*, *rhyme*, and *rhythm.* Have students recall the definitions and provide examples of each.
- Explain that students will create their own version of the poem "The Purple Cow."
- Ask students to suggest other rhyming pairs that could be used in their poems. Write suggestions on the board/chart paper.

Activity Page 1.1

- Have students turn to Activity Page 1.1 and review the directions with the class.
- Direct students to draw a line between the words in the first column and the words that rhyme in the second column.
- Tell students to add their own rhyming pairs and illustrations in the last two rows.

Activity Page 1.2

- Have students turn to Activity Page 1.2. Explain that they will use one of the rhyming pairs to write their own version of "The Purple Cow," and then they will illustrate their work in the box. Read the poem aloud again.
- Assign students to small groups to create a new poem and illustration.

Check for Understanding

Turn and Talk: Say, "Turn to your partner and explain what element of the poem you changed and how you showed that in your illustration. Then have your partner describe the change they made and their illustration."

Exit Pass

On an index card, write two rhyming words that describe a purple cow. Would the meaning of the poem change with the new rhyming words? *(yes or no)*

End Lesson

Lesson 1: "The Purple Cow"

Take-Home Material

TAKE-HOME LETTER

- Send home Take-Home Page 1.1.
- Caregiver Letter: this overview can be found in the program's online resources.

Take-Home Page 1.1

LESSON

2

SOUNDS AND STANZAS

"Coquí"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they previously learned about frogs. **[SL.2.2]**

Reading

Students will learn about the coquí frog. **[SL.2.3]**

Students will listen to the poem "Coquí" and will answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in the text. **[RL.2.1]**

Language

Students will learn the terms *stanza* and *onomatopoeia* and will identify lines, stanzas, and onomatopoeia within "Coquí." **[L.2.6]**

Students will demonstrate an understanding of the Tier 2 word *happily*. **[L.2.4]**

Writing

Students will write and use onomatopoeia to make sentences. **[L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 2.2 Students will use onomatopoeia to write sentences. **[W.2.5, L.2.3]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	35 min.	❑ video or audio of a coquí frog's call ❑ Visual Support 2.1 ❑ Activity Page 2.1 ❑ board/chart paper
"Coquí"			
Comprehension Questions			
Word Work: *Happily*			
This is a good opportunity to take a break.			
Application			
Writing: Working with Sounds	Small Group	20 min.	❑ Visual Support 1.1 ❑ Activity Page 2.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to share a video or audio recording of a coquí frog's call.

Read-Aloud

- Preview the poem and practice reading it aloud.
- You may wish to display a map of the continent of North America and be prepared to point out Puerto Rico.

Visual Support 2.1

- Display Visual Support 2.1, found in the Visual Supports for Teaching for this domain.

Application

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Universal Access

- While sharing the video or audio recording of the coquí frog's call, clarify for hearing impaired students that the call comes in short bursts, with a high-pitched vibration.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

happily, adv. with great joy or delight
Example: The class happily went outside for recess.
Variation(s): none

bother, v. to disturb or distract someone
Example: I don't like to bother someone when they are reading.
Variation(s): bother (n.)

call, n. the sound made by animals to communicate
Example: The hikers heard the frog's call all the way across the pond.
Variation(s): call (v.)

coquí, n. a small frog native to Puerto Rico with an unusual, whistle-like call
Example: A coquí eats insects it finds in tall trees.
Variation(s): none

vocal sac, n. the area in a frog's mouth that produces sound by using air from the lungs
Example: We could see the frog's vocal sac as we heard its call echoing in the forest.
Variation(s): none

Literary Vocabulary

onomatopoeia, n. a word that sounds like what it describes
Example: The poet used onomatopoeia by using the word *pop* for the sound of popcorn popping.
Variation(s): none

stanzas, n. a group of lines in a poem, similar to a grouping of sentences in a paragraph
Example: The first stanza of the poem contained four lines.
Variation(s): stanza (n.)

Vocabulary Chart for "Coquí"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	coquí onomatopoeia stanzas vocal sac	happily	bother
Spanish Cognates	onomatopeya saco vocal		
Multiple-Meaning			call
Sayings and Phrases			

Start Lesson

Lesson 2: "Coquí"

Introducing the Read-Aloud

5M

Speaking and Listening: Students will review what they previously learned about frogs. **[SL.2.2]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to recall what they learned about frogs in the *Our Planet: Cycles in Nature* domain. *(Answers may vary, but they could include that frogs make sounds such as ribbit, they live near ponds and streams, and they eat insects and spiders.)*
- Ask students to recall the life cycle of a frog. *(Answers should include starting out as eggs laid on water, becoming an embryo, developing into a tadpole, and undergoing metamorphosis into a young frog.)*
- Explain that the next poem focuses on the coquí frog (pronounced /ko*kee/), which hatches from an egg on land, more like a chicken than a frog.
- Review the following terms from the *Our Planet: Cycles in Nature* and *Butterflies, Bees, and Beetles: Insects* domains:
  - **amphibian, n.** an animal that can live on both land and water
  - **camouflage, n.** a survival technique and a way of staying alive
  - **lungs, n.** a pair of organs used to breathe
  - **predator, n.** an animal that hunts and eats other animals

Check for Understanding

One Finger/Two Fingers: Say, "As I read each description, hold up one finger if it describes a frog and two fingers if it does not."

- It makes croaking sounds like ribbit. *(one finger)*
- It makes mooing sounds. *(two fingers)*
- It lives in Antarctica, where it is very cold. *(two fingers)*
- It lives near ponds, in forests and trees. *(one finger)*
- Its color helps it blend into its environment. *(one finger)*

Think-Pair-Share: As you finish the Check for Understanding, have students work with a partner to think of one question, one statement, and one exclamatory sentence about frogs. Have students share one of their partner's answers with the class and add their own thoughts or ideas.

Lesson 2: "Coquí"

Read-Aloud

35M

Reading

Students will learn about the coquí frog. **[SL.2.3]**

Students will listen to the poem "Coquí" and will answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in the text. **[RL.2.1]**

Language

Students will learn the terms *stanza* and *onomatopoeia* and will identify lines, stanzas, and onomatopoeia within "Coquí." **[L.2.6]**

Students will demonstrate an understanding of the Tier 2 word *happily*. **[L.2.4]**

PURPOSE FOR LISTENING

- Remind students that authors always have at least one purpose or reason for writing. We can usually recognize whether the author wants to persuade (get us to think about something in a certain way), inform (teach about something), or entertain (make us smile, feel silly, or think about something new) by reading the text. Ask students to keep these purposes in mind as you read the poem.

"COQUÍ" (15 MIN.)

Show Image 2A-1:
The coquí frog

- Ask, "What do you observe about the coquí frog?" *(It has toes with pads, it is sitting on a leaf, it looks like there is a big bubble on its neck.)*

- Play the video or audio recording of a coquí frog's call. Ask, "Do you hear noises in the background?" *(Answers may vary, but they could include students hear other frogs, birds, crickets or other insects.)*
- Say, "The sound a frog makes is known as a call." Ask students to describe the coquí's call. Guide them to notice that the coquí warms up with a single sound before adding a second sound to its call.
- Point to the part on the coquí's neck that looks like a bubble and explain that this is called the vocal sac, which is how the coquí frog makes its calls.
- Ask students to think about what they have previously learned about frogs and whether they know what organs also help frogs call. *(lungs)*
- Explain that coquí frogs are native to Puerto Rico, where they live in forests, gardens, greenhouses, and spaces under rocks and logs. They can be brown, yellow, or green. They mostly eat spiders, ants, and roaches, although the larger ones eat small frogs and lizards. Unlike most frogs, coquís hatch on land from eggs. Males call to show their territory and get females' attention. Coquí frogs' predators include birds, snakes, and spiders.
- Ask, "What have we learned about lines in poetry?" *(Lines are similar to sentences, but they may not have beginning capital letters or ending punctuation.)* Remind students that poems are written in lines, which are often similar to sentences.
- Explain that a group of lines in a poem is a stanza. Authors use stanzas to group ideas or rhymes together.
- Tell students that, as you read the poem, they should listen for a slight pause between stanzas.
- Introduce the poem by reading the title and the author's name. Remind students that it is important to mention the author's name when presenting a poem, whether in writing or aloud, and that they should do so when they read a poem to someone else.
- Explain that the poet is a teacher and writer who was born and raised in Puerto Rico, where coquí frogs live.
- Read the poem, pausing very briefly between stanzas.
- The second time you read the poem, ask students to raise their hands when they hear you pause between stanzas.
- The third time you read the poem, tell students that onomatopoeia is a poetry element used to show how an object sounds. Give examples, such as "corn pops," "race cars zoom," "thunder crashes," or "owls hoot."
- Ask students which word in the poem illustrates onomatopoeia. *(Kokee)*

Coquí

By Carmen Bernier-Grand

One tiny tree frog
with big eyes
sings happily,
"Kokee! Kokee!"

His brother comes to bother.
Coquí doesn't push him.
Coquí doesn't bite him.
Coquí tells him,
"Kokee-Kee! Kokee-Kee!"

Two tiny tree frogs
with big eyes
sing happily,
"Kokee! Kokee!"

Visual Support 2.1

- Display Visual Support 2.1. Have students turn to Activity Page 2.1 and ask them to record information about "Coquí" using the text and Image 2A-1. Record the same information on Visual Support 2.1.

  Who: *Coquí*

  What: *his brother bothers him*

  When: *while Coquí is singing happily*

  Where: *in a tree*

  Why: *his brother comes to bother him*

  How: *they sing happily*

Activity Page 2.1

D Differentiation

Challenge

Ask students, "Why do you think coquí frogs have toe pads instead of webbed feet?" *(Toe pads help them climb trees.)*

Support

Have students identify other words that mean call, pointing out that the purpose of the word is to communicate.

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Reframe open-ended questions as choices (e.g., "Are calls helpful for the coquí frogs to find out where other frogs are?").
Transitioning/ Expanding	Give students a specific sentence frame (e.g., "Coquí frogs use calls . . .").
Bridging	Encourage students to use key details to explain the purpose of calls to the coquí frogs.

COMPREHENSION QUESTIONS (15 MIN.)

1. **Inferential.** The first stanza uses the word *happily* to describe how the coquí sings. What is the meaning of *happily*? *(with great joy or delight)* When we hear the coquí "sings happily," what does this tell us about the coquí? *(Answers may vary, but they could include that the coquí is comfortable in the tree, it may have eaten recently, or it is not worried about predators.)*
2. **Inferential.** The second stanza says, "His brother comes to bother." What does *bother* mean? *(to disturb or distract someone)* How would his brother bother the happy coquí? *(Answers may vary, but they could include he gets too close to the coquí, he makes noises, or he distracts the coquí.)*
3. **Literal.** What doesn't the coquí frog do to his brother? *(He doesn't push or bite him.)*
4. **Literal.** How does the coquí frog deal with his brother bothering him? *(He tells him "Kokee-Kee!")*
5. **Literal.** How does the poem end? *(with the two brothers singing together)*
6. **Evaluative.** *Think-Pair-Share:* Was the coquí frog's response to his brother more effective than pushing or biting him? Why? *(Answers may vary, but students should support their answers with a reason. For example, they may say that it was more effective because pushing or biting wouldn't have led to the brothers doing something together; it might have made things worse.)*
7. **Inferential.** (Reread the poem, emphasizing the word *happily* in stanzas 1 and 3.) The poet repeats the word *happily* in stanzas 1 and 3. Why do you think she did that? *(Answers may vary, but they could include to show that singing makes coquí happy or that the brothers are happy to be singing and not fighting.)*

8. **Evaluative.** We know an author's purpose for writing is usually to persuade, inform, or entertain. However, an author may have multiple reasons for writing, and the reader can use evidence to determine the reasons. What do you think was the poet's purpose for writing "Coquí"? *(Answers may vary.)*

   - **Turn and Talk:** Talk with your partner about what you consider to be the author's purpose. Use evidence to support your ideas. *(Answers may vary, but they could include that the purpose was to persuade readers that coquí frogs are content when they are calling to another frog; to inform of facts about coquí, including how they call and where they live; or to entertain with a story about one brother who bothers another brother.)*

9. **Turn and Talk:** How does the poet's use of onomatopoeia boost the audience's experience of the poem? *(Answers may vary, but they could include that it makes the poem more interesting to hear, or it engages the listener and deepens their understanding of the frog making its call.)*

As students finish talking, distribute paper and have them write a sentence that explains how the onomatopoeia helped them understand the poem.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Reframe open-ended questions as *what* questions (e.g., "What doesn't the coquí do to his brother?").
Transitioning/ Expanding	Give students a specific sentence frame (e.g., "The coquí doesn't . . . [push or bite his brother]").
Bridging	Encourage students to use key details in complete sentences when describing the events of the poem.

WORD WORK: *HAPPILY* (5 MIN.)

1. In the Read-Aloud you heard "Two tiny tree frogs / with big eyes / sing happily, / "Kokee! Kokee!"
2. Say the word *happily* with me.
3. *Happily* is an adverb that means with great joy or delight. (An adverb describes an action or modifies a verb.)
4. The class happily went outside for recess.

D Differentiation

Challenge

The poet repeats the line "with big eyes" twice in the poem. Why do you think she did this?

Support

Why would the brothers be singing happily together at the end of the poem?

5. Have you ever done something happily? Use the word *happily* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I happily went . . ." or "I hope . . . so I can happily . . .")

Use a Word Parts activity for follow-up. Write the word *happily* on the board/chart paper. Explain that the letters 'ly' can be added to a word as a suffix to change the meaning of the word. The suffix *–ly* means in a certain way. For example, *easily* means done simply; *greedily* means done with selfishness. Say, "I will say a word. Think about the word that you hear before the *–ly* ending to help you define the word, or tell me what it means."

- easily *(without effort)*
- angrily *(with anger)*
- quickly *(with speed)*
- perfectly *(without mistakes)*
- lazily *(without effort)*
- sloppily *(carelessly or messy)*

Lesson 2: "Coquí"

Application

20M

Writing: Students will write and use onomatopoeia to make sentences. **[L.2.3]**

WRITING: WORKING WITH SOUNDS (20 MIN.)

Small Group

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the first three terms.
- Fill in the next two boxes with *stanza* and *onomatopoeia*. Have students recall the definitions and provide examples of each.
- Have students turn to Activity Page 2.2 and review the directions.
- Explain that students will work in small groups to write an onomatopoeia that fits with the object on each line.

Activity Page 2.2

- Read the words in the left column, allowing time for groups to sound out their onomatopoeia and discuss possible spellings. Continue until all the words have onomatopoeia.
- Direct students' attention to the bottom half of Activity Page 2.2, and ask them to write their own sentences with onomatopoeia.
- Have students illustrate their work at the bottom of the page and share with their group.

Activity Page 2.2: Onomatopoeia Practice

Collect Activity Page 2.2 and review to determine students' ability to write onomatopoeia.

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing

Entering/Emerging	Have students dictate their poems to an adult.
Transitioning/ Expanding	Have students dictate their poems to a peer.
Bridging	Have students write their poems independently using familiar words and sounds.

End Lesson

Differentiation

Support

Remind students to use capital letters at the beginning of sentences and ending punctuation.

LESSON

3

SOUNDS AND STANZAS

"Cat" and "April Is a Dog's Dream"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will build on the comments of others to share what they know about cats and dogs. **[SL.2.1b]**

Reading

Students will listen to and discuss the poems "Cat" and "April Is a Dog's Dream," and will answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in the texts. **[RL.2.1, SL.2.1, SL.2.2]**

Students will compare and contrast the perspectives of two poems. **[RL.2.6]**

Students will identify pairs of rhyming words in both poems. **[RL.2.4]**

Language

Students will demonstrate an understanding of the Tier 2 word *excuses*. **[L.2.4]**

Writing

Students will complete a Venn diagram comparing and contrasting information from two poems. **[W.2.8]**

FORMATIVE ASSESSMENT

Activity Page 3.2	Students will complete a Venn diagram comparing and contrasting information from two poems. **[RL.2.9, W.2.8]**
Exit Pass	**Writing** How is April different from December?

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Do We Already Know?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	35 min.	❑ Activity Page 3.1 ❑ Visual Supports 1.1, 3.1 ❑ board/chart paper
"Cat" and "April Is a Dog's Dream"			
Comprehension Questions			
Word Work: *Excuses*			
This is a good opportunity to take a break.			
Application			
Writing: Venn Diagram	Whole Group	20 min.	❑ Activity Page 3.2 ❑ Visual Support 3.2 ❑ index cards (one per student)

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Visual Support 3.1

- Display Visual Support 3.1, found in the Visual Supports for Teaching for this domain.

Application

Visual Support 3.2

- Display Visual Support 3.2, found in the Visual Supports for Teaching for this domain. Write the number 1 in the outer circle on the left, the number 2 in the overlapping area in the middle, and the number 3 in the outer circle on the right.

Universal Access

- You may wish to keep Visual Support 3.1 on display while students complete the Venn diagram.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

prefer, v. to want one thing over another
Example: The soccer players prefer to hear fans cheering before the game.
Variation(s): none

cozy, adj. providing warmth and comfort
Example: We were wrapped in a cozy blanket watching the snow fall.
Variation(s): cozier (adj.), coziest (adj.)

hide, n. the skin of an animal beneath its fur
Example: The lion's thick mane covers its tough hide.
Variation(s): hide (v.)

dislikes, v. does not prefer or care for something or someone
Example: My dog dislikes going outside in the rain.
Variation(s): dislike (v.)

excuses, **n.** explanations or reasons given for why someone can't do something
Example: We tried to think of creative excuses to get out of doing chores.
Variation(s): excuses (v.)

Literary Vocabulary

perspective, n. the view from which a poem is narrated
Example: Because the poem was written from the perspective of the dog, we felt like we were going along on his walk.
Variation(s): none

Vocabulary Chart for "Cat" and "April Is a Dog's Dream"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	perspective	prefer cozy	dislikes excuses
Spanish Cognates	perspectiva	prefiero	excusas
Multiple-Meaning		hide	
Sayings and Phrases			

Start Lesson

Lesson 3: "Cat" and "April Is a Dog's Dream"

Introducing the Read-Aloud

5M

Speaking and Listening: Students will build on the comments of others to share what they know about cats and dogs. **[SL.2.1b]**

WHAT DO WE ALREADY KNOW? (5 MIN.)

- Ask students to think of what they already know about cats and dogs, especially how they differ from each other.
- Tell students that they are going to talk, or have a conversation, about cats and dogs with a partner.
- Remind them that working in a group means building on everyone's ideas. Provide the following guidelines:
  - It's important to allow all group members to share their ideas.
  - Wait until someone has finished speaking before you share your ideas. We can tell when someone is finished speaking by looking at them as they speak and watching for them to stop sharing. (You may wish to model how to recognize verbal and nonverbal cues.)
  - Ask questions that are related to what a speaker is saying in order to clarify or add on to their thoughts.
- Give students prompts such as "I like what you said and would also say . . ." or "They had a great idea, but maybe we could add . . ."
- Explain that, at the end of their conversation, students will have to repeat something their partner said and add their own thoughts to the idea.
- **Turn and Talk:** Have students talk with their partner about how dogs and cats are different from each other. As students finish talking, distribute paper and have them write one sentence that restates one of their partner's ideas, includes a conjunction, and adds their own thoughts about that idea.

Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "I will ask several questions. Give a thumbs-up if the answer is yes and a thumbs-down if the answer is no."

- Did you and your partner have a conversation about dogs and cats?
- Did your partner tell you something about how dogs and cats are different?
- Did you tell your partner something about how dogs and cats are different?
- Did you listen to your partner and build on what they said?

Lesson 3: "Cat" and "April Is a Dog's Dream"

Read-Aloud

Reading

Students will listen to and discuss the poems "Cat" and "April Is a Dog's Dream," and will answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in the texts. **[RL.2.1, SL.2.1, SL.2.2]**

Students will compare and contrast the perspectives of two poems. **[RL.2.6]**

Students will identify pairs of rhyming words in both poems. **[RL.2.4]**

Language: Students will demonstrate an understanding of the Tier 2 word *excuses*. **[L.2.4]**

PURPOSE FOR LISTENING

- Remind students that authors always have a purpose or reason for writing. We can usually recognize whether the author wants to persuade (get us to think about something in a certain way), inform (teach about something), or entertain (make us smile, feel silly, or think about something new) by reading the text. Ask students to keep these purposes in mind as you read the poem.

"CAT" AND "APRIL IS A DOG'S DREAM" (20 MIN.)

Show Image 3A-1:
Cat

- Tell students that they will hear two poems written by the same author.

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud.
- Introduce the word *perspective* by using an example such as *From my perspective, reading is a great way to spend a rainy day*. Guide students to understand that perspective is the way someone views or describes something.
- Add the definition and an example to Visual Support 1.1.
- Ask students to describe what they observe about the cat. *(It looks very comfortable curled up in a chair; it's sitting near a fireplace, so it's inside and warm.)*
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports to assist students with interpreting the poem and to ensure they can visualize what is being described.

Cat

By Marilyn Singer

I **prefer**
warm fur,
a perfect fire
to lie beside,

The word prefer *means to want one thing over another. If the cat prefers warm fur, what would it not prefer? (Answers may vary, but they could include it would not prefer being cold or wet.)*

a **cozy** lap

where I can nap,

The word cozy *means providing warmth and comfort. What might a cozy lap look like? (Answers may vary, but examples could include someone sitting comfortably in a chair, possibly with a blanket on their lap.)*

an empty chair

when she's not there.

I want heat

on my feet

on my nose

on my **hide**.

No cat I remember

dislikes December

inside.

The word dislikes *means to not prefer or care for something or someone.*

- Ask students the following questions:
  - Who prefers warm fur and a cozy lap for a nap? *(the cat)* Who likes heat on their feet, nose, and hide? *(the cat)* Where does the heat come from? *(a perfect fire or a cozy lap)*
  - Can you determine the meaning of *hide* by using clues from the poem? (Ask leading questions such as "Feet and nose are parts of a cat that they like to keep warm. What do you think the hide of the cat would be?") *(the skin of the cat underneath the fur)*
  - Why do you think a cat would prefer a warm hide? *(Answers may vary, but they could include that the hide covers the whole cat, so it would be warm all over.)*
  - The poet says, "No cat I remember / dislikes December / inside." What do we know about December? *(Answers may vary, but they could include it is in the winter and can be very cold.)* So would a cat that likes a cozy lap and a warm fire like to be outside in December? *(no)*
  - Whose perspective is the poem told from? *(Answers may vary, but they could include that the poem seems to be told from the cat's perspective because the poet uses the words* I *and* my *when describing what the cat likes.)*

- From the cat's perspective, how does it feel about being by the fire? *(Answers may vary, but they could include that the cat likes being warm and cozy.)*

Visual Support 3.1

Activity Page 3.1

- Display Visual Support 3.1. Have students turn to Activity Page 3.1 and ask them to record information about "Cat" using the text and Image 3A-1. Record the same information on Visual Support 3.1.

  Who: *a cat*

  What: *likes to sit on a cozy chair or lap*

  When: *in December*

  Where: *beside a fire*

  Why: *the cat wants to feel the heat on its feet, nose, and hide*

  How: *by staying inside*

- After students have completed the chart, have them work with a partner to create a sentence using the information in the chart and write their sentence on the lines below.
- Tell students that you will now read the second poem.

Show Image 3A-2:
Dog

- Ask the following questions:
  - What do you observe about the dog? *(It is running outside in warm weather, it appears to be fetching something, it looks very active.)*
  - Introduce the poem by reading the title and the author's name.
  - Read the poem several times to ensure students realize the motion and activity that describes a dog's dream outing, and how different that is from the cat's preference to stay inside and nap.

April Is a Dog's Dream
By Marilyn Singer

april is a dog's dream
the soft grass is growing
the sweet breeze is blowing
the air all full of singing feels just right
so no **excuses** now
The word excuses *means an explanation or reason given for why someone can't do something.*
we're going to the park
to chase and charge and chew
and I will make you see
what spring is all about

- Tell students that you are going to read the poem one more time, and they should listen for clues that reveal the perspective of the poem.
- Ask students the following questions:
  - Who prefers to go to the park? *(the dog)*
  - Who likes to chase and charge and chew? *(the dog)*
  - What does it mean to chase and charge and chew? *(Answers may vary, but they could include that a dog likes to chase other dogs, birds, or squirrels; a dog charges at someone with a toy such as a ball to get them to play; dogs like to chew on toys, sticks, and treats.)*
  - The poem says, "so no excuses now / we're going to the park." What does it mean to make excuses? *(to give a reason not to do something)* Who usually makes excuses? *(A person makes excuses.)*
  - Can a dog make excuses? *(No, a dog cannot give reasons for something.)*
  - Based on the details in the poem, whose perspective is the poem told from? Give a reason for your answer. *(The poem may be told from the dog's perspective because the dog would tell a human "no excuses now / we're going to the park.")*
  - If we think about spring from the dog's perspective, what is the best place to be in April? *(at the park)*

- How does the dog feel about being at the park in April? *(Answers may vary, but they could include it is fun to feel the breeze blowing; hear the singing in the air; and get to chase, charge, and chew.)*

- Have students return to Activity Page 3.1 and ask them to record information about "April Is a Dog's Dream" using the text and Image 3A-2. Record the same information on Visual Support 3.1.

  Who: *a dog*

  What: *wants to go to the park*

  When: *in April/spring*

  Where: *outside, where the grass is growing and the breeze is blowing*

  Why: *to chase and charge and chew*

  How: *by showing you what spring is all about*

- After students have completed the chart, have them work with a partner to create a sentence using the information in the chart and write their sentence on the lines below.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** In the poem "Cat," what does the cat prefer? *(warm fur, a cozy lap, an empty chair for a nap, the warmth of being inside when it's cold outside)*
2. **Inferential.** "Cat" ends with the line "No cat I remember / dislikes December / inside." What do you think this line means? *(Answers may vary, but they could include that the cat knows that all cats prefer to be inside when the weather is cold.)*
3. **Literal.** What does the poet mean by "a dog's dream"? *(what the dog prefers to do)* Based on the poem, what does a dog dream about? *(Answers may vary, but they should include spring, the soft grass and sweet breeze, going to the park, chasing, charging, and chewing)*
4. **Inferential.** The poem says that in springtime the air is "all full of singing." What do you think this refers to? *(Answers may vary, but they could include that birds are chirping and bees are buzzing.)*
5. **Evaluative.** *Turn and Talk:* Why would a poet choose to write poems from the perspective of a cat and a dog? *(Answers may vary, but they could include it's fun to think about something from their perspective, it's entertaining to consider how a dog or a cat think.)*

D Differentiation

Support

How are dogs and cats different? (You may wish to prompt students to recall what the poems tell us each animal prefers.)

Challenge

In "April Is a Dog's Dream," how could the author use onomatopoeia to describe "the air all full of singing"?

6. **Evaluative.** We know an author's purpose for writing is usually to persuade, inform, or entertain. However, an author may have multiple reasons for writing, and the reader can use evidence to determine the reasons. (Remind students of the definitions of *persuade*, *inform*, and *entertain*.) What do you think was the poet's purpose for writing "Cat" and "April Is a Dog's Dream"? *(Answers may vary, but they could include the purpose was to entertain by describing cats and dogs doing things they enjoy.)*

- **Turn and Talk:** Talk with your partner about what you consider to be the author's purpose. Use evidence to support your ideas. *(Answers may vary, but they could include that the purpose was to persuade readers that it's better to stay inside or go outside, to inform of facts about cats and dogs and what they prefer to do, or to entertain with descriptions of cats and dogs doing things they enjoy.)*

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Reframe open-ended questions as simple yes/no questions (e.g., "Is one of the poems about a cat that likes to stay inside?").
Transitioning/ Expanding	Give students a specific sentence frame (e.g., "Cats prefer to . . .").
Bridging	Encourage students to use key details to explain what dogs or cats prefer.

Check for Understanding

Make a List: Say, "Let's listen to the poems one more time and make a list of all the rhyming words we hear." *("Cat": prefer/fur, lap/nap, chair/there, heat/feet, hide/inside, remember/December; "April Is a Dog's Dream": growing/blowing)*

Record students' answers on the board/chart paper.

WORD WORK: *EXCUSES* (5 MIN.)

1. In the Read-Aloud you heard "so no excuses now."
2. Say the word *excuses* with me.
3. *Excuses* is a noun that means an explanation or reason given for why someone cannot or will not do something.
4. Although Cesar knew reading a book was one of the best excuses for not cleaning his room, he felt sure he would still have to do it.
5. In what situation would someone want to make excuses? *(Someone might make excuses if they were going to be late, had misplaced a book, or made a mistake.)*
6. What's the word we've been talking about? *(excuses)*

Use a Discussion activity for follow-up. Say, "Turn to your partner and talk about a time when someone might make excuses. Try to use the word *excuses* as a noun in another sentence. Be sure to use the word *excuses* in your discussion."

Lesson 3: "Cat" and "April Is a Dog's Dream"

Application

20M

Writing: Students will complete a Venn diagram comparing and contrasting information from two poems. **[W.2.8]**

WRITING: VENN DIAGRAM (20 MIN.)

"Cat" and "April Is a Dog's Dream"

Visual Support 3.2

Activity Page 3.2

- Display Visual Support 3.2 and have students turn to Activity Page 3.2.
- Tell students they are going to fill in their Venn diagrams using information from The Five Ws + H charts with information from today's poems.
- Remind them that a Venn diagram is used to compare and contrast information. Explain that students will use it to compare and contrast the information in the poems "Cat" and "April Is a Dog's Dream."

- On Visual Support 3.2, write the number 1 in the outer circle and label it "Cat," write the number 2 in the overlapping area in the middle, and write the number 3 in the outer circle and label it "Dog."
- Remind students that information showing that dogs and cats are alike will be written in the center section, information that applies only to cats will be written in circle 1, and information about dogs will be written in circle 3.
- Model the activity by filling in one or two ideas in each section of the circles.
- **Think-Pair-Share:** Before students add titles and information to the Venn diagram, encourage them to share their thinking with their partners by asking specific questions, such as "What would you add about what dogs eat?" or "What would you add about why cats like to stay inside?"
- Have students share one idea from their partner, and write these thoughts on the board/chart paper. Encourage students to refer to these ideas as they complete their Venn diagrams.

Check for Understanding

Circulate and Ask: Circulate around the classroom and guide students as they complete their Venn diagrams, asking questions such as "What do dogs and cats have in common?"

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing to Explain Information

Entering/Emerging	Provide a word bank and have students dictate their information to an adult to complete the Venn diagram.
Transitioning/ Expanding	Provide a word bank and have students work with an adult in a small group to complete the Venn diagram.
Bridging	Provide a word bank and have students work with a peer to complete the Venn diagram, using the class version as a guide.

Differentiation

Support

Read each poem multiple times, pausing to support students as they complete their Venn diagrams.

Exit Pass

How is April different from December? Write a sentence with your answer on an index card.

End Lesson

LESSON

4

SOUNDS AND STANZAS

"Openin' Night"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recognize the difference between having a conversation and being interviewed. **[SL.2.1b]**

Reading

Students will listen to "Openin' Night" and will discuss with a partner how anaphora contributes to their understanding of the poem. **[RF.2.4]**

Students will learn the term *anaphora* and will identify anaphora within "Openin' Night." **[RL.2.4, L.2.6]**

Language

Students will demonstrate an understanding of the Tier 2 word *prop*. **[L.2.4]**

Writing

Students will compose two lines with anaphora to add to "Openin' Night." **[RL.2.4]**

FORMATIVE ASSESSMENT

Activity Page 4.1 Students will compose two lines with anaphora to add to "Openin' Night." **[RL.2.4]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Do We Already Know?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ board/chart paper
"Openin' Night"			
Comprehension Questions			
Word Work: *Prop*			
This is a good opportunity to take a break.			
Application			
Writing: Composing Anaphora	Whole Group/ Small Group	25 min.	❑ Visual Support 1.1 ❑ Activity Page 4.1 ❑ chart paper

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.

Application

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Universal Access

- Visual and kinesthetic cues will support students' understanding and enjoyment of the poem. You may wish to assign partners for students to think of hand motions to describe the action in the poem.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

jitters, n. a nervous feeling, especially before a performance
Example: When she saw the crowd that had gathered to hear her speak, she got the jitters.
Variation(s): jittery (adj.)

cue, n. a sign that something should happen
Example: A flashing light was the actor's cue to say his lines.
Variation(s): cue (v.)

prop, n. an item used by a performer to support their performance
Example: During the play, the actor carried a large bag as a prop.
Variation(s): prop (v.)

programs, n. printed information about the contents of a performance
Example: Ana was excited to see her name in the program next to the song she planned to sing.
Variation(s): none

fringe, n. threads or strips that hang from the edge of something to make it fancy
Example: The fringe on the cowboy's vest was red to match his hat.
Variation(s): none

interview, n. a question-and-answer time meant to get someone to provide information
Example: In his recent interview, the singer said that he was writing a new song.
Variation(s): interview (v.)

Literary Vocabulary

anaphora, n. the repeated words or phrases at the beginning of many lines of poetry
Example: The anaphora in the poem about baseball made it feel like we were attending a game.
Variation(s): none

Vocabulary Chart for "Openin' Night"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	anaphora	jitters cue programs fringe interview	
Spanish Cognates	anáfora		
Multiple-Meaning		prop	
Sayings and Phrases			

Start Lesson

Lesson 4: "Openin' Night"

Introducing the Read-Aloud

Speaking and Listening: Students will recognize the difference between having a conversation and being interviewed. **[SL.2.1b]**

WHAT DO WE ALREADY KNOW? (5 MIN.)

- Remind students that, in the previous lesson, they had a conversation about cats and dogs with a partner. Ask them what they recall about it. *(Answers may vary, but they could include partners shared what they know about cats and dogs; partners built on what the other person said; there was an exchange of information; it was easy to discuss a fun topic with a familiar person.)*
- Tell students that today's poem includes the word *interview*. Ask them to share what they already know about interviews. *(Answers may vary, but they could include that people interview for jobs; reporters interview people about themselves or something the person may have done, such as performing as an actor, musician, or athlete.)*
- Explain that, in an interview, one person asks questions about a topic and the other person answers.
- **Turn and Talk:** Have students talk with their partner about how it would feel to be interviewed right after a performance or game that didn't go well. *(Answers may vary, but they could include it would feel embarrassing or uncomfortable.)*

Lesson 4: "Openin' Night"

Read-Aloud

30M

Reading

Students will listen to "Openin' Night" and will discuss with a partner how anaphora contributes to their understanding of the poem. **[RL.2.4]**

Students will learn the term *anaphora* and will identify anaphora within "Openin' Night." **[RL.2.4, L.2.6]**

Language: Students will demonstrate an understanding of the Tier 2 word *prop*. **[L.2.4]**

PURPOSE FOR LISTENING

- Remind students that authors always have a purpose or reason for writing, and we can usually recognize whether the author wants to persuade (get us to think about something in a certain way), inform (teach about something), or entertain (make us smile, feel silly, or think about something new) by reading the text. Ask students to keep these purposes in mind as you read the poem.

"OPENIN' NIGHT" (15 MIN.)

Show Image 4A-1:
Theater curtains

- Ask, "Where do you think someone might see curtains like these?" *(Answers may vary, but they could include on the stage in a theater.)* "What do you notice about the curtains?" *(Answers may vary, but they could include that they are red, they have fringe edges, they look big and heavy.)*
- Point out the fringe, especially on the bottom of the curtains, and explain that a fringe is often made of threads that are looped together. It is used to make things very fancy or decorative.
- Ask students to name other places where they have seen a fringe. *(Answers may vary, but they could include a piece of furniture, a lamp, or clothing.)*

- Tell students these curtains are a background for a performance. They are usually very heavy and dark, so they don't distract the audience from the performer.
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports to assist students with interpreting the poem and to ensure they can visualize what is being described.

Openin' Night

By Shel Silverstein

She had the **jitters**

She had the flu

She showed up late

She missed her **cue**

The word jitters *means a nervous feeling, especially before a performance. Show thumbs up if you can imagine a performer having the jitters.*

The word cue *means a sign that something should happen. What kind of cue do you think would be used in a theater? (Answers may vary, but they could include music or lights.)*

She kicked the director

She screamed at the crew

And tripped on a **prop**

And fell in some goo

And ripped her costume

A place or two

A prop is an item used by a performer to support their performance. Why might a performer trip on a prop? (Answers may vary, but they could include that the prop was in the wrong place, or the performer didn't see the prop.)

Then she forgot

A line she knew

And went "Meow"

Instead of "Moo"

She heard 'em giggle

She heard 'em boo

The **programs** sailed

The word programs *means printed information about the contents of a performance. Programs may include the name of the performers and the titles of songs they will perform.*

The popcorn flew

As she stomped offstage

With a boo-hoo-hoo

The **fringe** of the curtain

Got caught in her shoe

The set crashed down

The lights did too

A fringe is threads or strips that hang from the edge of something to make it fancy; in this case, the stage curtains have a fringe. What do you think happened when the fringe got caught in her shoe? (Answers may vary, but they could include she tripped or fell.)

Maybe that's why she didn't want to do

An **interview**.

An interview is a question-and-answer time meant to get someone to provide information. Why would someone want to interview a performer? (Answers may vary, but they could include that the performer is well known, and people want to hear about them, or the performer is very talented.)

- Ask, "What do we know about rhyme and rhythm in poetry?" *(Answers may vary, but they could include that we hear rhymes in nursery rhymes such as "Jack Be Nimble"; rhymes are words that have different beginning sounds but end with the same sounds; rhymes contribute to the rhythm of a poem; rhythm is the pattern of a poem that is created by repeating sounds or syllables.)* Read the poem again, emphasizing the words that rhyme, as well as the rhythm of the poem. Ask students to raise their hands when they hear rhyming words.
- As you read the poem again, encourage students to think of hand motions that show the actions in the poem. *("She had the jitters" could be represented with a motion that shows being nervous, such as shaky hands; students might pretend to check a clock or watch for the line "She showed up late.")*
- Ensure students make the sounds meow, moo, and boo-hoo-hoo. Ask them what poetry element represents the sound an object makes. *(onomatopoeia)*
- Tell students that you will read the poem one more time, and they should pay attention to the start of lines for words that are repeated *(She, And, The)*. Write the words on the board/chart paper, leaving space for tally marks. As you read the poem again, ask students to raise their hands each time they hear the word *she*, and make a tally mark under the word on the board/chart paper. (*She* appears twelve times in the poem.) You may choose to repeat this with *And* (four times) and *The* (five times).

- **Turn and Talk:** Have students talk with a partner and describe how the repeated words help with understanding the poem. *(Answers may vary, but they could include that they give the poem rhythm, they help the listener know that the same person is still being described.)*
- Explain that this is called anaphora, which is the repeated words or phrases at the beginning of many lines of poetry.
- Read the poem again and ask students to raise their hands when they hear anaphora in the poem.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What adjectives would describe the performer in this poem? (Remind students that an adjective is a word that describes a noun or pronoun.) *(Answers may vary, but they could include* late, nervous, angry, upset, embarrassed*.)*
2. **Evaluative.** *Think-Pair-Share:* We hear the lines "She heard 'em giggle / She heard 'em boo." Why would the audience giggle and boo? *(Answers may vary, but they could include that people thought what was happening was intentional or funny, they were not seeing the kind of performance they wanted.)*
3. **Evaluative.** *Think-Pair-Share:* We also hear the lines "The programs sailed / The popcorn flew." Why do the programs sail and the popcorn fly? *(The audience throws them.)* Why would the audience do this? *(Answers may vary, but they could include that people were disappointed in the performance, they wanted the performer to leave the stage.)*
4. **Inferential.** Do you think the performer did the interview after her performance? Why? *(Answers may vary, but they could include that she did the interview because she wanted to explain that she had the flu or the jitters, or give the reason why she showed up late; she did not give the interview because she didn't want to discuss some things that happened to her, such as forgetting a line or tripping on a prop, or she may have still been boo-hoo-hooing.)*
5. **Evaluative.** We know an author's purpose for writing is usually to persuade, inform, or entertain. However, an author may have multiple reasons for writing, and the reader can use evidence to determine the reasons. What do you think was the poet's purpose for writing "Openin' Night"?

D Differentiation

Challenge

The poem tells us "She showed up late." How do you think that affected her performance?

Challenge

How would this poem change if it was written from the performer's perspective?

Support

Explain that in an interview, the interviewer can ask any question, and the person being interviewed has to quickly decide how to respond.

- **Turn and Talk:** Talk with your partner about what you consider to be the author's purpose. Use evidence to support your ideas. *(Answers may vary, but they could include that the purpose was to persuade readers that they can do something that gives them the jitters, to inform of some of the things that can go wrong during a performance, or to entertain with descriptions of mishaps.)*

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Interacting in Meaningful Ways

Entering/Emerging	Encourage students to express their ideas for gestures to describe the action of the poem.
Transitioning/ Expanding	Encourage students to work collaboratively with a partner to express their ideas for gestures to describe the action of the poem.
Bridging	Encourage students to affirm the ideas of others and add relevant ideas to further understanding of the activity.

Check for Understanding

One Finger/Two Fingers: Say, "I'm going to say several sentences. If the sentence describes the poem correctly, raise one finger. If it does not describe the poem correctly, raise two fingers."

- The performer was happy with her performance. *(two fingers)*
- The performer is looking forward to talking about her performance. *(two fingers)*
- The audience was not nice to the performer. *(one finger)*
- Anaphora is the repetition of the first word in multiple lines of poetry. *(one finger)*

WORD WORK: *PROP* (5 MIN.)

1. In the Read-Aloud you heard "tripped on a prop."
2. Say the word *prop* with me.
3. *Prop* is a noun that means an item used by a performer to support their performance.

4. In the play about butterflies, the butterfly net was an important prop.
5. Have you ever seen or used a prop in a performance? Use the word *prop* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I saw a prop at the theater . . ." or "If I saw a play about dogs, I would expect them to use a ___ as a prop.")
6. What's the word we've been talking about? *(prop)*

Use a Making Choices activity for follow-up. Say, "I am going to name some props. If what I say would be a good prop for this poem, say, 'That is a good prop.' If what I say would not be a good prop for the poem, say, 'That is not a good prop.'"

- a horse *(That is not a good prop.)*
- a costume *(That is a good prop.)*
- a photo of a kitten *(That is a good prop.)*
- a car *(That is not a good prop.)*
- a photo of a cow *(That is a good prop.)*

After you have completed the activity, have students work with a partner to create sentences about the props. For example:

- I think a _____ would make a good prop because . . .
- I think a _____ would make a good prop, but . . .
- I think a _____ would make a good prop, so . . .

Lesson 4: "Openin' Night"

Application

25M

Writing: Students will compose two lines with anaphora to add to "Openin' Night." **[RL.2.4]**

WRITING: COMPOSING ANAPHORA (25 MIN.)

Small Group

"Openin' Night"

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the first five terms.
- Fill in the next box with *anaphora*. Have students recall the definition and provide an example.

Activity Page 4.1

- Have students turn to Activity Page 4.1 and review the directions with the class.
- Explain that they are going to add to "Openin' Night" by thinking of more things that could have gone wrong for the performer. Then they will write two lines of anaphora to add to the poem.
- Guide students to brainstorm other things that could have gone wrong for the performer (e.g., a dog ran across the stage, a bird was flying around, music began to play as she was talking, she was wearing the wrong costume).
- **Think-Pair-Share:** Have students work in pairs to think of other things that could have gone wrong for the performer; ask them to share their thinking with their partner. Guide students to ask each other questions such as "Who could have come onstage by mistake?" or "What if the lights went out?"
- Have students share one idea from their partner. Make a list of all reasonable suggestions on chart paper.
- Have students work in pairs and choose two items from the class list to use in their anaphora lines. Direct students to write their two lines on Activity Page 4.1 and illustrate them in the box below.

Check for Understanding

Circulate and Ask: Circulate around the classroom and ask students about their work. For example, "What would happen if that went wrong?" and "How could that happen?"

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing to Explain Information

Entering/Emerging	Allow students to dictate their information to an adult.
Transitioning/ Expanding	Have students work collaboratively with a peer or an adult to create the details for their lines.
Bridging	Have students work with a peer to independently create the details for their lines.

End Lesson

Differentiation

Support

Read the list of suggestions to students and guide them as they choose which ones to include in their anaphora.

LESSON

5

SOUNDS AND STANZAS

"Autumn"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they know about personification and will create examples. **[SL.2.2]**

Reading

Students will discuss personification and metaphor in "Autumn." **[SL.2.1, SL.2.2]**

Students will learn the term *metaphor* and will identify metaphor and personification within "Autumn." **[RL.2.4, L.2.6]**

Language

Students will demonstrate an understanding of the Tier 2 word *woven*. **[L.2.4]**

Writing

Students will compose examples of personification. **[L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 5.2 Students will compose examples of personification. **[L.2.3]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Do We Already Know?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
"Autumn"			
Comprehension Questions			
Word Work: *Woven*			
This is a good opportunity to take a break.			
Application			
Writing: Personification Practice	Whole Group	25 min.	❏ Activity Pages 5.1, 5.2 ❏ Visual Support 1.1 ❏ board/chart paper
Take-Home Material			
Take-Home Letter			❏ Take-Home Page 5.1

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.
- Prepare to share images to explain the following metaphors:
  - She is a busy bee! (She is always doing something.)
  - You are my sunshine. (You make me happy and brighten my day.)
  - There is a blanket of snow on the ground. (The ground is covered with snow.)
  - Sam was a fish out of water at his new school. (He didn't know anyone yet.)

Application

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Universal Access

- As you read the poem, you may want to use physical cues to help students understand the syntax and vocabulary of "Autumn." Read the poem in advance and plan physical cues to use during the initial reading. For example, when the poem says, "In the dreamy silence / Of the afternoon, a / Cloth of gold is woven / Over wood and prairie;" you might speak softly and gesture as though you were covering something with a blanket or a cloth.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

dreamy, adj. pleasantly calm and quiet
Example: A comfortable chair and a good book create a dreamy space for reading.
Variation(s): none

woven, v. created by weaving together threads to form fabric
Example: The cotton was woven into a beautiful pattern.
Variation(s): none

prairie, n. a large, flat open area of land filled with grasses and plants
Example: The prairie is a natural habitat, or home, for many animals and plants.
Variation(s): none

cordial, adj. friendly and pleasant
Example: The principal was cordial to the parents on the first day of school.
Variation(s): none

scarlet, adj. deep, bright red
Example: Scarlet leaves swirled across our path.
Variation(s): none

useless, adj. having no purpose
Example: The broken umbrella was useless for keeping us dry.
Variation(s): none

Literary Vocabulary

metaphor, n. a comparison that does not use *like* or *as*
Example: He is a shining star.
Variation(s): none

personification, n. giving an object human actions, thoughts, or emotions
Example: The author used personification in his writing so the reader could imagine the dancing trees.
Variation(s): none

Vocabulary Chart for "Autumn"			
Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Vocabulary	metaphor personification	dreamy woven prairie cordial scarlet useless	
Spanish Cognates	metáfora personificación	cordial escarlata	
Multiple-Meaning			
Sayings and Phrases			

Start Lesson

Lesson 5: "Autumn"

Introducing the Read-Aloud

Speaking and Listening: Students will review what they know about personification and will create examples. **[SL.2.2]**

WHAT DO WE ALREADY KNOW? (5 MIN.)

- Remind students that the word *personification* actually starts with the word *person*. It means giving an object human actions, thoughts, or emotions.
- Ask students to provide some examples of personification, or give examples of your own. *(Answers may vary, but they could include "the sun smiled on us," "the breeze brushed my face," "the car was waiting for me.")*

Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "I will read several sentences. Give a thumbs-up if you think the sentence includes personification and a thumbs-down if you don't think it includes personification."

- The stars winked at the moon in the sky. *(thumbs-up)*
- The cat meows loudly at the birds outside the window. *(thumbs-down)*
- The cold wind poked my face and made me wish I was inside. *(thumbs-up)*
- I have three books at home that are begging to be read. *(thumbs-up)*
- Brown leaves swirled and danced across the playground. *(thumbs-up)*

Lesson 5: "Autumn"

Read-Aloud

30M

Reading

Students will discuss personification and metaphor in "Autumn." **[SL.2.1, SL.2.2]**

Students will learn the term *metaphor* and will identify metaphor and personification within "Autumn." **[RL.2.4, L.2.6]**

Language: Students will demonstrate an understanding of the Tier 2 word *woven*. **[L.2.4]**

PURPOSE FOR LISTENING

- Tell students that you will read a poem aloud. As you read, they should listen for personification in the poem.

"AUTUMN" (15 MIN.)

Show Image 5A-1:
Prairie in autumn

- Ask students to recall what they learned about autumn in the *Our Planet: Cycles in Nature* domain. *(Answers may vary, but they could include that autumn is the part of the seasonal cycle when crops are harvested, most trees lose their leaves, and the weather cools as winter approaches.)*
- Say, "This is a prairie in autumn. A prairie is a large, flat open area of land filled with grasses and plants."
- Ask, "What do you notice?" *(The crops have a golden tone; the sky is cloudy, so it might be a little cooler; there is no bright sunlight.)*
- Ask students what they think about the prairie in autumn. *(Answers may vary, but they could include that nothing is green like during the summer, the animals may be gathering food for the winter.)*

- **Turn and Talk:** Have students talk with their partner and discuss what they wonder about the prairie in autumn. Encourage them to ask each other questions, such as "Where do you think a prairie is located?," "How do you think animals survive the winter in the prairie?," or "Do you think anything is still growing on the prairie, even though it is autumn?"
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports to assist students with interpreting the poem.

Autumn

By Alexander Posey

In the **dreamy** silence

Of the afternoon, a

The word dreamy *means pleasantly calm and quiet. What comes to mind when you hear the words* dreamy silence? *(Answers may vary, but they could include descriptions of a soft breeze blowing and mild sunlight, a tranquil place where the poet feels one with nature.)*

Cloth of gold is **woven**

Over wood and **prairie**;

Woven *means created by weaving together threads to form fabric. What image has the poet created here? (a wide open prairie or field covered with golden leaves or grains)*

[***Turn and Talk:*** *Have students turn and talk with a partner about where they find personification in these lines.*] *(The cloth of gold is woven.)*

And the jaybird, newly

Fallen from the heaven,

Scatters **cordial** greetings,

Think of a time you have greeted someone you know and are happy to see. How do you greet them? (Answers may vary, but they could include greeting them with a smile or happy words.) What could cordial *mean in this line? (*Cordial *means friendly and pleasant.)*

[***Turn and Talk:*** *Have students turn to each other and practice cordial greetings.*]

And the air is filled with

Scarlet leaves, that, dropping,

Rise again, as ever,

What does scarlet *mean? (a deep, bright red) Why are the leaves scarlet? (It is autumn, and colder temperatures have caused the leaves to change colors.)*

With a **useless** sigh for

Rest–and it is Autumn.

Useless *means having no purpose.*

[***Turn and Talk:*** *Have students turn and talk with a partner about the personification in these lines.*] *(The leaves are sighing.)*

- Remind students that this poem relies on sensory experiences, which are things you experience with your eyes, ears, nose, touch, and taste. These descriptions help the reader develop a clear picture in their mind.
- **Turn and Talk:** Have students turn and talk with a partner about how the poem uses sensory details. *(Answers may vary, but they could include you can "hear" the silence, the wind, and the jaybird, and you can "see" the colors of the fields and leaves as they float in the air.)*
- Explain that a metaphor is a comparison that does not use *like* or *as*.
- Provide some visual examples and explanations of metaphors, such as:
  - She is a busy bee! (She is always doing something.)
  - You are my sunshine. (You make me happy and brighten my day.)
  - There is a blanket of snow on the ground. (The ground is covered with snow.)
  - Sam was a fish out of water at his new school. (He didn't know anyone yet.)

Check for Understanding

Ask students to share any other metaphors they may know, or share some other examples of your own (but not the meanings).

- That place is a zoo! (It is very busy and hectic.)
- Our old computer is a dinosaur. (It is outdated and does not work.)
- He is a dolphin in the pool. (He swims quickly and smoothly.)

- Read the poem again and have students work in small groups to identify the metaphors in it. *(In the dreamy silence / Of the afternoon, a / Cloth of gold is woven / Over wood and prairie;)*

D Differentiation

Challenge

The poem provides sensory images for sight, hearing, and touch. What do you think you might smell in the air in autumn?

Support

Remind students what they have learned about the five senses.

ML/EL MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Interacting in Meaningful Ways

Entering/Emerging	Remind students which sense connects to which part of the body and help them devise gestures to describe the sensory images in the poem.
Transitioning/ Expanding	Encourage students to work collaboratively with a partner to express their ideas about the sensory images in the poem.
Bridging	Encourage students to affirm the ideas of others and add relevant ideas to further understanding of the activity.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What season is described in the poem? *(autumn)*
2. **Literal.** What colors are mentioned in the poem? *(gold, scarlet)*
3. **Literal.** What is the setting of the poem? *(the woods and the prairie)*
4. **Inferential.** *Think-Pair-Share:* How do you think the poet feels about the prairie and the woods in autumn? *(Answers may vary, but they could include that the poet thinks it's peaceful and beautiful, and he enjoys what he experiences there.)* How do we know the poet feels this way? *(Answers may vary, but they could include that he describes a peaceful, dreamy place covered with a woven gold cloth of leaves and plants where he sees birds swooping through the air and leaves blowing on a gentle breeze.)*
5. **Evaluative.** *Think-Pair-Share:* What are some other descriptions of autumn that could be included in the poem? (Ask students to provide answers to questions that start with *who*, *what*, *where*, *when*, *why*, and *how*.) *(Answers may vary, but they could include the following:)*
   - *Who: You could see people raking leaves.*
   - *What: There would be squirrels gathering nuts.*
   - *Where: A field full of pumpkins would be fun to visit.*
   - *When: Autumn weather comes in October or November.*
   - *Why: It is nice to spend time outside before winter comes.*
   - *How: I like to go on a walk through crunchy leaves wearing a warm jacket.*

Distribute paper and have student partners write one question of their own starting with *who*, *what*, *where*, *when*, *why*, or *how*. Have them exchange and answer each other's questions. Allow time for students to discuss their questions and answers.

D Differentiation

Support

Remind students what they have learned about the seasons, especially autumn.

WORD WORK: *WOVEN* (5 MIN.)

1. In the Read-Aloud you heard "a / Cloth of gold is woven / Over wood and prairie;"
2. Say the word *woven* with me.
3. *Woven* is a verb that means created by weaving together threads to form fabric.
4. Cloth can be woven from silk, cotton, or wool, and it can be almost any color.
5. Have you ever seen something that was woven? Use the word *woven* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I saw a blanket that was woven . . ." or "If I saw a warm coat that someone had woven, I would . . .")
6. What's the word we've been talking about? *(woven)*

Lesson 5: "Autumn"

Application

25M

Writing: Students will compose examples of personification. **[L.2.3]**

WRITING: PERSONIFICATION PRACTICE (25 MIN.)

"Autumn"

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the first six terms.
- Fill in the next boxes with *personification* and *metaphor*. Have students recall the definitions and provide examples.
- Have students turn to Activity Page 5.1 and review the directions with the class.
- Tell students that they are going to work with a partner to brainstorm three examples of personification. Direct their attention to the left side of the page and write an example object (*tree*) in the first circle. In the box across from the circle, write three example words that would describe a tree doing something a person would do (*sing*, *wave*, *dance*).

Activity Page 5.1

- Draw two columns on the board/chart paper. Label one column "Objects" and the other "Human Actions." Brainstorm objects and human actions with students to assist them with formulating personification.
- Have students turn to Activity Page 5.2. Direct student partners to choose three examples of personification, write them on the lines, and illustrate one at the bottom.

Activity Page 5.2

Check for Understanding

Circulate and Ask: Circulate around the classroom and ask students about the objects they have chosen. Confirm that their actions are those of a person.

D Differentiation

Support

Read the lists of objects and actions to students and guide them as they decide which ones to include in their personification.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Writing

Writing to Explain Information

Entering/Emerging	Provide a word bank of objects and actions. Allow students to dictate their objects and actions to an adult.
Transitioning/ Expanding	Provide a word bank of objects and actions. Have students work collaboratively with a partner or adult to complete the chart.
Bridging	Have students work with a partner to write the personification examples.

End Lesson

Lesson 5: "Autumn"

Take-Home Material

TAKE-HOME LETTER

- Send home Take-Home Page 5.1.
- Caregiver Letter: this overview can be found in the program's online resources.

Take-Home Page 5.1

Grade 2 | Knowledge 7

Pausing Point

NOTE TO TEACHER

You should pause here and spend one day reviewing, reinforcing, or extending the material taught so far. You may have students do any combination of the activities listed below, but it is highly recommended that you use the mid-domain assessment to evaluate students' knowledge of poetry. The other activities may be done in any order. You may also do an activity with the whole class or with a small group of students who would benefit from it.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will

- identify rhyming words,
- determine the meaning of a poem,
- learn the terms *stanza* and *onomatopoeia*,
- compare and contrast the perspectives of two poems,
- learn the term *anaphora* and identify it in a poem,
- identify and discuss personification, and
- learn the term *metaphor*.

MID-DOMAIN ASSESSMENT

Pausing Point Page PP.1

Materials: Pausing Point Page PP.1

- Say, "I am going to read several sentences about poetry and poetry elements. If what I describe in the sentence is correct, circle the thumbs-up symbol. If what I describe in the sentence is not correct, circle the thumbs-down symbol."

1. Purple cows are seen by people every day. *(thumbs-down)*
2. The words *crop* and *pop* are examples of rhyming words. *(thumbs-up)*
3. The coquí frog is named after the sound it makes. *(thumbs-up)*

4. One difference between cats and dogs is that dogs like to play fetch and chase in the park, whereas cats prefer to stay inside where it's warm. *(thumbs-up)*
5. When a poet writes using anaphora, they repeat the same word or phrase at the beginning of multiple lines in their poem. *(thumbs-up)*
6. At a theater, cues do not help performers know what to do. *(thumbs-down)*
7. An example of personification might be, "Yellow leaves danced across the street." *(thumbs-up)*
8. In spring, leaves may turn golden and scarlet. *(thumbs-down)*

ACTIVITIES

The Five Ws + H Chart

Materials: Pausing Point Page PP.2

Pausing Point Page PP.2

- Explain that students will retell "Openin' Night," first individually and then together as a class, using Pausing Point Page PP.2. Students should be very familiar with this chart, for they have used it in previous lessons. You may wish to share the image for this poem.
- If time allows, have students share their charts with the class. Before they do it, you may want to read aloud "Openin' Night." As students share their charts, make sure to use complete sentences and domain-related vocabulary to expand on their responses. For your reference, completed charts should follow these lines:

Who	a girl performer
What	had so many things go wrong at her performance that the audience booed and threw popcorn, so she stomped off stage and tripped on the curtain fringe
When	opening night
Where	at the theater, on stage
Why	because she was late, had the flu or the jitters
How	she missed her cue, tripped on a prop, ripped her costume, stepped in goo, forgot her line, said "meow" instead of "moo"

Image Review

Materials: Flip Book

- Show the Flip Book images from any poem again and have students retell the poem using the images.

Domain-Related Trade Book or Student Choice

Materials: trade book

- Read an additional book of poetry or a trade book biography of a poet from this domain. You may also have students select a poem to be heard again.

Retelling a Poem with Drawings

Materials: drawing paper, drawing tools

- Divide the class into groups of three students each. Have them make simple drawings of parts of the poem and then use the drawings to retell it.

On Stage

- Have a group of students plan and then act out any of the poems covered in the domain thus far. They may choose "Coquí," "Cat," or "April Is a Dog's Dream." Encourage students to use domain-related vocabulary in their dialogue.

Writing Prompts

- Students may be given additional writing prompts. For example:
  - If I were a purple cow, . . .
  - Something interesting about frogs is . . .
  - An important lesson to be learned from "Openin' Night" is . . .
  - I think fishing would or wouldn't be fun because. . .

LESSON

6

SOUNDS AND STANZAS

"The Fieldmouse"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they have previously learned about farms, seasonal cycles, and animal habitats, and will build on the comments of others to share their knowledge. **[SL.2.1, SL.2.1b, SL.2.2]**

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.1, SL.2.2]**

Students will identify the elements of a poem. **[RL.2.4]**

Students will learn the term *alliteration* and will identify alliteration within "The Fieldmouse." **[RL.2.4]**

Language

Students will demonstrate an understanding of the Tier 2 word *underneath*. **[L.2.4]**

Writing

Students will compose and share two sentences with alliteration. **[RL.2.4, SL.2.6, L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 6.1 Students will compose and share two sentences with alliteration. **[RL.2.4, SL.2.6, L.2.3]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	40 min.	❏ Visual Support 1.1 ❏ board/chart paper
"The Fieldmouse"			
Comprehension Questions			
Word Work: *Underneath*			
This is a good opportunity to take a break.			
Application			
Writing: Composing Alliteration	Whole Group	15 min.	❏ Activity Page 6.1 ❏ board/chart paper

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Universal Access

- For students who may not be familiar with farms and how crops are harvested, explain that planting, nurturing, and harvesting crops takes a lot of time, skill, and patience. Once the crop is harvested, farmers have to protect it so they can sell it. So having a field mouse eat their grain might make them angry.
- If students have never seen a real field mouse, show them pictures of one, pointing out how its color provides camouflage, and its tiny size enables it to easily get into a house or grain storage bin.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

tumbles, v. falls end over end
Example: The apple tumbles off the table after Juan tips it.
Variation(s): tumble (v.)

scarcely, adv. a tiny amount
Example: People in the long line had scarcely moved in over an hour.
Variation(s): scarce (n.)

peeping, v. looking around carefully and quietly
Example: He was peeping around the corner during the game of hide-and-seek.
Variation(s): peep (v.)

nibbling, v. taking tiny bites of something
Example: She was nibbling on a cracker during the scary part of the movie.
Variation(s): nibble (v.)

treasure, n. an item of great value
Example: There was a treasure hunt for the pirate's lost gold.
Variation(s): none

pleasure, n. a feeling of happiness
Example: It was a pleasure to go for a walk in the cool forest on a hot day.
Variation(s): none

mosses, n. small green plants without flowers that grow in the shade
Example: The shady side of the tree was covered with mosses.
Variation(s): moss (n.)

underneath, adj. below or beneath
Example: The dog's ball rolled underneath the sofa, and the dog couldn't reach it.
Variation(s): none

Literary Vocabulary

alliteration, n. when a sentence or phrase has many words that begin with the same sound or letter
Example: The alliteration in the poem included the line "Five frogs caught fat flies at the pond."
Variation(s): none

Vocabulary Chart for "The Fieldmouse"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	alliteration	scarcely peeping nibbling treasure pleasure mosses underneath	tumbles
Spanish Cognates	aliteración	tesoro placer	
Multiple-Meaning			
Sayings and Phrases	with so much pain		

Start Lesson

Lesson 6: "The Fieldmouse"

Introducing the Read-Aloud

Speaking and Listening: Students will review what they have previously learned about farms, seasonal cycles, and animal habitats, and will build on the comments of others to share their knowledge. **[SL.2.1, SL.2.1b, SL.2.2]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that they will use information from previous domains to help them understand the poem in this lesson. Ask them to recall terms and ideas from the following domains:
  - Kindergarten: *Moo, Cluck, Oink: Farms (crops, grain, how farmers grow food)*
  - Grade 1: *A World of Homes: Animals and Habitats (habitats, dens, shelter, how animals survive the winter)*
  - Grade 2: *Our Planet: Cycles in Nature (Farmers harvest crops in autumn, leaves change colors; animals adapt to changing temperatures and prepare for winter by collecting food.)*
- Remind students that, in a previous lesson, they had a conversation with a partner about cats and dogs. Ask them what they recall about it. *(Answers may vary, but they could include that they shared what they knew about cats and dogs, they built on what the other person said, there was an exchange of information, and it was easy to discuss a fun topic with a familiar person.)*
- Explain that today students will talk with a partner about how animals survive the winter.
- **Turn and Talk:** Have students talk with their partner about how animals survive the winter. *(Answers may vary, but they could include that animals create a safe, warm habitat, and they collect food so they have enough to eat throughout the winter.)*
- As students conclude their conversations, ask them to share one idea or fact their partner shared with them. Note key words or ideas on the board/chart paper.

Lesson 6: "The Fieldmouse"

Read-Aloud

40M

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.1, SL.2.2]**

Students will identify the elements of a poem. **[RL.2.4]**

Students will learn the term *alliteration* and will identify alliteration within "The Fieldmouse." **[RL.2.4]**

Language: Students will demonstrate an understanding of the Tier 2 word *underneath*. **[L.2.4]**

PURPOSE FOR LISTENING

- Tell students that you will read a poem aloud. As you read, they should listen for details about the field mouse.

"THE FIELDMOUSE" (25 MIN.)

Show Image 6A-1:
Field mouse

- Ask students to describe what they see. *(a field mouse with soft, brown fur and round eyes in tall grass)*
- Ask them to describe what they think the field mouse might be doing. *(Answers may vary, but they could include that the field mouse might be looking for food, water, or shelter.)*
- **Think-Pair-Share:** Have students recall their earlier conversation with a partner, and refer to the ideas you noted. Ask students what they wonder about how field mice survive in the winter. *(Answers may vary, but they could include the following: Where do mice sleep? How do they know how much food they will need for the winter? How do they find enough food?)*

- After students have finished talking, ask them to share any new ideas they heard from their partner. Add these to the ideas you noted earlier.
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, stopping to use the guided listening supports. Then, reread the poem a second time.

The Fieldmouse

By Cecil Frances Alexander

Where the acorn **tumbles** down

The word tumbles *means falls end over end. [Make a tumbling motion by rolling your hands.]*

Where the ash tree sheds its berry,

What food does the field mouse have available here? (acorns and berries)

With your fur so soft and brown,

With your eye so round and merry,

Scarcely moving the long grass,

Why does the field mouse scarcely move the long grass? (Answers may vary, but they could include that it is very tiny, or that not being noticeable may keep predators away.)

Fieldmouse, I can see you pass.

Show Image 6A-2:
Field mouse nibbling an acorn

Little thing, in what dark den,

Lie you all the winter sleeping

Till warm weather comes again?

What is the poet asking the field mouse? (Answers may vary, but they could include "Where did you stay warm for the winter?")

Then once more I see you **peeping**

The word peeping *means looking around carefully and quietly. [Put your hands in front of your face and peep around the side.]*

Round about the tall tree roots,

Nibbling at their fallen fruits.

The word nibbling *means taking tiny bites of something. What sound might a nibbling field mouse make? (Answers may vary, but they may include a soft biting or gnawing, which students can imitate.)*

Show Image 6A-3:
Grain silo

Fieldmouse, fieldmouse, do not go,

Where the farmer stacks his **treasure**,

A treasure is an item of great value. What is the farmer's treasure? (Answers may vary, but they could include crops he harvested last fall.)

Why should the field mouse stay away from the grain crop? (Answers may vary, but they could include that the farmer needs to sell the crop and will be angry to find the field mouse has eaten it.)

Find the nut that falls below,

Eat the acorn at your **pleasure**,

The phrase "at your pleasure" means without fear or worry about being caught. [Smile and nod as though you are in a relaxed state.]

But you must not steal the grain

He has stacked with so much pain.

What is happening in this stanza? (Answers may vary, but they could include that the author is warning the field mouse not to eat the farmer's grain but rather eat the acorns on the ground.)

Show Image 6A-4:
Farmhouse

Make your hole where **mosses** spring,

Underneath the tall oak's shadow,

Mosses are small green plants without flowers that grow in the shade underneath (below) trees. Why does the author advise the field mouse to make his home here? (Answers may vary, but they could include that the farmer won't be bothered by it, there is a good food source, or there is protection from predators.)

Pretty, quiet, harmless thing,

Play about the sunny meadow,

Keep away from corn and house,

None will harm you, little mouse.

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the terms, definitions, and examples with students.
- Ask students to recall what they have learned about rhythm and rhyme. Read the poem again, emphasizing the words that rhyme, as well as the rhythm of the poem. Ask students to raise their hands when they hear rhyming words.
- Remind them that lines in a poem make up stanzas. Tell students this poem has four stanzas. They should listen for the last words in each stanza and wave a hand when they hear the following words: stanza 1: *pass*; stanza 2: *fruits*; stanza 3: *pain*; stanza 4: *mouse*.
- **Turn and Talk:** Have students talk with a partner about the perspective of the poem. *(Answers may vary, but they could include that the poem may be told from the perspective of someone walking through the forest.)*
- Tell students that you will read the poem one more time, and they should listen for the repetition of the beginning letter or sound in two or more words or syllables near each other, including *dark/den* and *warm/weather*. Write the words on the board/chart paper.
- Explain that this is a new poetry element called alliteration. Add the word, definition, and an example to Visual Support 1.1.
- Explain that writers often use alliteration to grab the reader's attention or to draw attention to certain words in the poem.
- **Turn and Talk:** Brainstorm some basic words (e.g., *pig*, *train*, *grape*, *cat*) and have students use the words to create alliterations with their partners.

Check for Understanding

Circulate and Monitor: Circulate around the classroom and ensure that students are creating alliteration. Encourage them to come up with as many as possible in a short time.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What crop does the farmer grow? *(corn)*
2. **Literal.** What does a field mouse like to eat? *(acorns, berries, corn)*
3. **Inferential.** Does the poet like the field mouse? *(Answers may vary, but they could include that the poet likes the field mouse and does not want it to be harmed by the farmer.)*
4. **Inferential.** What do we notice about the person talking to the mouse? *(Answers may vary, but they could include that it is a kind person because they look out for the mouse; they know how to spot a field mouse, even in tall grass; they know what field mice like to eat.)*
5. **Inferential.** How does the speaker help the field mouse? *(Answers may vary, but they could include that the speaker advises the field mouse to stay away from the farmer's house and crop.)*
6. **Evaluative.** What do you think was the poet's purpose for writing "The Fieldmouse"? *(Answers may vary, but they could include that the poet wanted to entertain by describing the actions of a little field mouse, or that she wanted to inform readers about how animals can get into trouble and how they can stay safe.)*
7. **Think-Pair-Share:** Working with a partner, generate three questions that you would like to ask the field mouse. Be prepared to share one question with the class. *(Answers may vary, but they could include the following: How do you stay warm in the winter? What do you eat in the winter? When do you go to sleep in your dark den?)* Then answer the question as if you were the mouse, using complete sentences.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Reframe questions as simple yes/no questions (e.g., "Would the field mouse like to eat the farmer's corn?" or "Would the farmer like to have the field mouse eat his corn?").
Transitioning/ Expanding	Provide students with a specific sentence frame (e.g., "The field mouse would like to eat ___.").
Bridging	Encourage students to use key details in complete sentences (e.g., "The field mouse would like to eat the farmer's corn, but it should eat acorns or berries instead.").

D Differentiation

Challenge

Why do you think a field mouse would want to eat the farmer's corn?

Support

Review the images from the poem. Point out that the first three show the field mouse in his natural habitat, but the farmhouse and silo belong to the farmer.

Check for Understanding

One Finger/Two Fingers: Say, "I'm going to say several sentences. If you agree with the sentence, raise one finger. If you disagree, raise two fingers."

- The poem describes a field mouse that lives in a city. *(two fingers)*
- Acorns and berries are foods the field mouse eats. *(one finger)*
- The farmer would be unhappy if the field mouse ate his corn. *(one finger)*
- The poem is told from the perspective of the field mouse. *(two fingers)*

WORD WORK: *UNDERNEATH* (5 MIN.)

1. In the Read-Aloud you heard "Underneath the tall oak's shadow."
2. Say the word *underneath* with me.
3. *Underneath* is an adjective that means below or beneath.
4. The dog's ball rolled underneath the sofa, and the dog couldn't reach it.
5. Have you ever seen something that was underneath something else? Use the word *underneath* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frame: "I saw a ___ underneath the ___ at the park.")
6. What's the word we've been talking about? *(underneath)*

Use a Synonym activity for follow-up. Say, "A synonym is a word that means the same as, or something similar to, another word. What are some synonyms for *underneath*?" *(Answers may vary, but they could include* below, under, lower, beneath.*)*

Lesson 6: "The Fieldmouse"

Application

15M

Writing: Students will compose and share two sentences with alliteration. **[RL.2.4, SL.2.6, L.2.3]**

WRITING: COMPOSING ALLITERATION (15 MIN.)

"The Fieldmouse"

- Have students turn to Activity Page 6.1 and review the directions with the class.
- Read aloud "Five frogs caught fat flies at the pond" and point out that the first letter of the words *five* and *frogs* is underlined. Ask, "What is this called?" *(alliteration)* Tell students that there is more alliteration in that sentence and encourage them to underline the rest of the words that fit the alliteration. *(fat, flies)*
- Direct students' attention to the next sentence, read it aloud, and have them underline the alliteration. *(little, Lucy, looking)*
- Tell students that they will work with a partner to write two sentences with alliterations and draw a picture of one of them.
- On the board/chart paper, brainstorm alliterations with students.
- Tell them that, once they have finished writing their ideas, they should practice reading their alliterations aloud to their partner.
- When student partners are ready to share, have them read their work to small groups that are also ready to share.
- Remind students that as they are sharing their sentences, they should speak clearly and loudly enough for the group to hear and understand them. Explain that this is practice for when they present their poems later in the domain.

Activity Page 6.1

D Differentiation

Support

Tell students they can remember the meaning of alliteration by recalling a tongue twister such as "Peter Piper picked a peck of pickled peppers."

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing to Explain Information

Entering/Emerging	Allow students to dictate their information to an adult.
Transitioning/ Expanding	Have students work collaboratively with a peer or an adult to create alliterations for their sentences.
Bridging	Have students work with a peer to independently create alliterations for their sentences.

End Lesson

LESSON

7

SOUNDS AND STANZAS

"Knoxville, Tennessee"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall what they have learned about states and will contribute to a discussion about their own state. **[SL.2.2]**

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will listen to, discuss, and identify poetry elements in the poem "Knoxville, Tennessee." **[SL.2.1, SL.2.2, L.2.6]**

Language

Students will demonstrate an understanding of the Tier 2 word *homecoming*. **[L.2.4]**

Writing

Students will plan a memory poem. **[W.2.8, L.2.1, L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 7.1	Students will plan a memory poem. **[W.2.8, L.2.1, L.2.3]**
Exit Pass	Students will write the topic they have chosen for their memory poem. **[W.2.8]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	❑ U.S. map
Essential Term			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Image Cards 2–5 ❑ Visual Support 1.1
"Knoxville, Tennessee"			
Comprehension Questions			
Word Work: *Homecoming*			
This is a good opportunity to take a break.			
Application			
Writing: Planning My Memory Poem	Whole Group	25 min.	❑ chart paper ❑ Activity Page 7.1 ❑ index cards (one per student)

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.
- Locate a map of the United States with states outlined. Be prepared to identify Tennessee and the states where your students live.

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Writing

- Prepare a list of topics for memory poems on chart paper, including games, books, foods, holidays, trips, and toys. Be prepared to add to the list as students brainstorm ideas.
- Prepare and display a copy of Activity Page 7.1.
- If you have previously taught this domain and have recordings of students' memory poems, it may be helpful to share them with the class.

Universal Access

- Allow extra time for students to complete the brainstorming partner work in the Writing segment, as their excitement and enthusiasm for their topic should be evident.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

okra, n. a vegetable grown in warm areas and usually served stewed or fried
Example: Growing okra in a garden requires much time and patience.
Variation(s): none

cabbage, n. a round vegetable with large, dark green leaves
Example: Their aunt brought a spicy cabbage salad to the picnic.
Variation(s): none

barbecue, n. a food, usually meat, cooked outside over coals or wood
Example: Eating so much good barbecue left us feeling sleepy.
Variation(s): none

gospel, adj. a style of religious music from African culture
Example: People in the church enjoyed the energy of the lively gospel music.
Variation(s): none

homecoming, n. a group of people coming together to have a party for a special event or holiday
Example: The homecoming party lasted all weekend.
Variation(s): none

Literary Vocabulary

tone, n. the feeling or thinking a writer shows through word choice
Example: Students appreciated the upbeat tone in the story of a dog finding his way home.
Variation(s): none

Vocabulary Chart for "Knoxville, Tennessee"			
Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Vocabulary	okra cabbage gospel tone	homecoming	
Spanish Cognates	tono		
Multiple-Meaning	barbecue		
Sayings and Phrases			

Start Lesson

Lesson 7: "Knoxville, Tennessee"

Introducing the Read-Aloud

5M

Speaking and Listening: Students will recall what they have learned about states and will contribute to a discussion about their own state. **[SL.2.2]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Point to Tennessee on the map you prepared.
- Explain that Tennessee is a mountainous state in the southern United States, and the famous explorer Daniel Boone helped create a path through the mountains known as the Cumberland Gap.
- Ask students to think of something they have learned about their own state and call on several students to share. If students live in Tennessee, ask them to share something else they know about the state.

ESSENTIAL TERM

- Tell students that the poem they will hear today is a memory poem, and the setting is Tennessee. Define a memory poem as a form of poetry in which the author describes something personal that has a special meaning to them.
- Tell students that sometimes poets use ideas or words that come from a previous experience or memory. Explain that it's important that they start thinking like poets because they will soon be drafting their own memory poems. Give students a couple of minutes to think about a happy memory they have and then move on.

Lesson 7: "Knoxville, Tennessee"

Read-Aloud

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will listen to, discuss, and identify poetry elements in the poem "Knoxville, Tennessee." **[SL.2.1, SL.2.2, L.2.6]**

Language: Students will demonstrate an understanding of the Tier 2 word *homecoming*. **[L.2.4]**

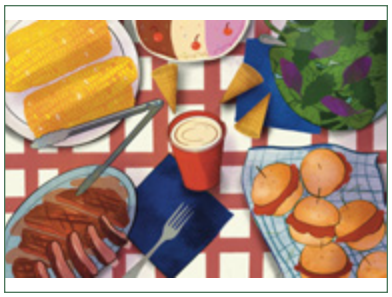
PURPOSE FOR LISTENING

- Tell students that you will read a poem aloud. As you read, they should listen for who is speaking in the poem.

"KNOXVILLE, TENNESSEE" (15 MIN.)

- Ask students to recall what they learned about summer in the *Our Planet: Cycles in Nature* domain. *(Answers may vary, but they could include that summer is the part of the seasonal cycle when crops grow, people can pick fruit and vegetables from their gardens, and the weather is very warm.)*
- Have students close their eyes and visualize their idea of a perfect summer day. Prompt them to think about where they would like to be, what they would like to do, and who would be with them.
- **Turn and Talk:** Have students turn and talk to a partner about their perfect summer day. Encourage them to ask their partner questions such as "Where would you be?" or "What would you like to be doing?" before sharing their own ideas.
- Introduce the poem by reading the title and the author's name.
- Before showing the images related to the poem, read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports, and share the images.

Image Cards 2–5



Show Image 7A-1:
Picnic

Knoxville, Tennessee

By Nikki Giovanni

I always like summer
best
you can eat fresh corn
from daddy's garden
and **okra**

[Show Image Card 2 (okra).] Okra is a vegetable that is grown in warm areas, and it is usually served stewed or fried. Do you think daddy might grow okra too? (Answers may vary, but they could include that yes, because he has a garden.)

and greens

[Show Image Card 3 (collard greens),]

and **cabbage**

[Show Image Card 4 (cabbage).] Cabbage is a round vegetable with large, dark green leaves.

and lots of
barbecue

The word barbecue *refers to a food, usually meat, cooked outside over coals or wood. Have you ever eaten barbecue?*

and buttermilk

[Show Image Card 5 (buttermilk).] *Buttermilk is the nutritious liquid that remains after cream is churned into butter. It is often enjoyed in small amounts at southern feasts.*

and homemade ice-cream
at the church picnic
and listen to
gospel music

Gospel is a style of religious music from African culture.

outside
at the church
homecoming

A homecoming is a group of people coming together to have a party for a special event or holiday. Have you ever attended a homecoming or reunion?

and go to the mountains with

your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the terms, definitions, and examples.
- Read the poem again and ask students whether they notice rhymes in this poem. *(no)*
- Remind students that lines in a poem make up stanzas. Tell them that, in this poem, there is one stanza and the lines are sometimes made up of one word.
- Ask students what example of anaphora they notice in the poem. *(and)*
- **Turn and Talk:** Have students talk with a partner about how the repetition of *and* contributes to the rhythm of the poem.
- Ask students whether they hear personification or alliteration in the poem. *(no)*
- Ask them to identify the perspective of the poem. *(The poem is told from the poet's perspective.)*
- Ask students how the poet seems to feel about the picnic she is describing. *(Answers may vary, but they could include that the poet wishes she could attend such a picnic again, she has happy memories of this event, and the picnic creates a connection to the community and family.)*
- Tell students that you will read the poem one more time and they should think about the words the poet is using to describe the picnic.
- Explain that the poet is using specific words to set a tone in the poem. Tone is the feeling or thinking a writer shows through word choice.
- Add the word *tone*, its definition, and an example to Visual Support 1.1. Explain that writers create tone with their words and, in the case of poetry, the use of other poetry elements.
- Ask students to describe the tone of the poem, providing evidence for their answers. *(Answers may vary, but they could include that the tone is happy because the poet remembers specific foods and music from the picnic, as well as time spent in the mountains with grandma.)*

Check for Understanding

Recall: Ask students, "Which words or images helped you to know the poet was describing a happy memory? Make sure that you cite textual evidence from the poem to support your answer."

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What season is described in the poem? *(summer)*
2. **Literal.** Where does the author find all the foods she describes? *(at the church picnic)*
3. **Literal.** What does the author like to hear at the church picnic? *(gospel music)*
4. **Literal.** The poet mentions two people in the poem. Who are they? *(daddy and grandmother)*
5. **Inferential.** *Think-Pair-Share:* What do you think the poet means when she says, "and be warm / all the time / not only when you go to bed / and sleep"? *(Answers may vary, but they could include that being warm might mean feeling safe or comfortable, or it may also refer to the summer heat.)*
6. **Evaluative.** Who do you think is the speaker in this poem? *(Answers may vary, but they could include the speaker is a child who enjoys attending a homecoming or church picnic.)* What evidence supports your answer? *(references to "daddy" and "grandma")*

MULTILINGUAL/ENGLISH LEARNERS
Speaking and Listening
Interacting in Meaningful Ways

Entering/Emerging	Refer to the images from the picnic. Have students use phrases and familiar vocabulary to explain the items on the Image Cards.
Transitioning/ Expanding	Refer to the images from the picnic. Have students explain the items on the Image Cards using short sentences.
Bridging	Refer to the images from the picnic. Have students explain the items on the Image Cards using longer, more detailed sentences.

Differentiation

Challenge

The poem could be described as having a tone of nostalgia, meaning someone is looking back fondly at an event. What are some other events that people may remember with nostalgia?

Support

In this poem, the word *barbecue* means a food, usually meat, cooked outside over coals or wood. It can also mean an entire meal that includes food cooked on a grill.

Support

Refer back to the images from the picnic. Ask students whether they have tasted any of these foods, or whether there is any food they associate with summer.

WORD WORK: *HOMECOMING* (5 MIN.)

1. In the Read-Aloud you heard "and listen to / gospel music / outside / at the church / homecoming."
2. Say the word *homecoming* with me.
3. *Homecoming* is a noun that means a group of people coming together to have a party for a special event or holiday.
4. Everyone who attended the homecoming celebration said they had a great time!
5. Have you ever attended a homecoming or known anyone who has? Use the word *homecoming* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "The school homecoming celebration . . ." or "If I attended a homecoming, . . .")
6. What's the word we've been talking about? *(homecoming)*

Lesson 7: "Knoxville, Tennessee"

Application

Writing: Students will plan a memory poem. **[W.2.8, L.2.1, L.2.3]**

WRITING: PLANNING MY MEMORY POEM (25 MIN.)

- Inform students that today they will begin working on their memory poems, which they will present to the class at the end of the domain.
- Tell them that they will write about a happy memory they have.
- Explain that there are important steps in the writing process.
- The first step in writing a memory poem is to think about a memory they would like to describe.
- Display the chart paper with the list of topics you prepared in advance and be ready to add to it as students make suggestions.
- **Think-Pair-Share:** Have student partners brainstorm ideas to add to the list. Ask them to share their ideas using complete sentences.

Activity Page 7.1

- Display a copy of Activity Page 7.1 and have students turn to their activity pages. Review the directions with the class.
- Complete the chart on Activity Page 7.1 using one of the topics from the list. Model the following for students:
  - How to choose a topic from the class list.
  - How to use The Five Ws + H chart to choose details that create a mental image for readers.
  - How to determine the order of information to be included (e.g., "I am describing the day my dog found a balloon at the park, so I should start my description with the first thing that happened, which would be going to the park.").
- Tell students they are going to work with a partner to brainstorm ideas for their own memory poem.
- Direct student partners to assist each other as they add details to the Five Ws + H chart. Encourage students to ask their partner detailed questions, such as "Who else was present?," "What part of this experience were you most excited or happy about?," "When did you know this was going to be a happy memory?," or "Why is this a happy memory for you?"
- As students complete their Five Ws + H charts, ask them to share one detail from their own chart and one detail from their partner's chart with the class.
- Circulate to encourage students to write about a happy memory.
- Tell students they will draft their poems in the next lesson.

Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "I will read several sentences. Give a thumbs-up if you agree with the sentence and a thumbs-down if you disagree."

- Your memory poem should include details that make the memory special to you. *(thumbs-up)*
- Memory poems should be written about something you have never experienced. *(thumbs-down)*
- Details are a very important part of a memory poem. *(thumbs-up)*
- It's not important to give the poet's name when reading aloud a poem. *(thumbs-down)*
- You are a poet! *(thumbs-up)*

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing to Explain Information

Entering/Emerging	Have students dictate ideas to an adult using familiar vocabulary.
Transitioning/ Expanding	Have students write or dictate phrases to a peer using familiar vocabulary.
Bridging	Have students write ideas or phrases independently using familiar vocabulary.

Exit Pass

What is the memory you plan to write about? Write your idea on an index card.

End Lesson

LESSON

8

SOUNDS AND STANZAS

"To Catch a Fish"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they have learned about memory poems. **[SL.2.2]**

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will listen to, discuss, and identify poetry elements in the poem "To Catch a Fish." **[SL.2.1, SL.2.2, L.2.6]**

Students will define the terms *repetition* and *theme* and will identify them in the poem "To Catch a Fish." **[RL.2.4, L.2.6]**

Language

Students will demonstrate an understanding of the Tier 2 word *concentrate*. **[L.2.4]**

Writing

Students will draft a memory poem. **[W.2.5, L.2.1, L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 8.1 Students will draft their memory poem. **[W.2.5]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❏ Visual Support 1.1 ❏ board/chart paper
"To Catch a Fish"			
Comprehension Questions			
Word Work: *Concentrate*			
This is a good opportunity to take a break.			
Application			
Writing: Drafting My Memory Poem	Whole Group	25 min.	❏ Activity Pages 7.1, 8.1

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud.

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Writing

- Prepare to display the list of topics for memory poems that the class created in the previous lesson.
- Prepare a memory poem to use as a model. The example below includes intentional errors for you to fix during the editing and revising portion of the next lesson. Correct answers are in parenthesis.

My Dog and My (*The*) Balloon

By Teacher

One sunny day in july (*July*)
My Dog (*dog*) Fetchie and I went to the park
With red and yellow balls that he carried in his mouth
But when we arrived he saw a balloon on the ground. *(and)*
He dashed *(Dashed)* over to play with it
I heard it pop (*Delete "it pop" and add* "POP!" *on the next line.*)
And he came running back, happy to play
With his green (*red and yellow*) ball (*balls*) and not
A popped balloon.

- If you have previously taught this domain and have recordings of students' memory poems, it may be helpful to share them with the class.

Universal Access

- Allow extra time at the beginning of the Writing segment for students to share their memory poem ideas with a partner.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

bait, n. an item used to draw the attention of a fish in order to catch it
Example: The fish took the bait from the hook and swam away.
Variation(s): bait (v.)

concentrate, v. to direct focus and attention toward something
Example: Raul wanted to concentrate on his writing, so he turned off the TV.
Variation(s): none

appetite, n. hunger or an urge to eat
Example: They had an appetite for pancakes once they smelled them cooking.
Variation(s): none

Literary Vocabulary

repetition, n. something that is repeated
Example: Repetition of the instructions helped them complete the task.
Variation(s): none

theme, n. the underlying message or big idea of a poem or other work
Example: The theme of the poem is that things are not always what they seem to be.
Variation(s): none

Vocabulary Chart for "To Catch a Fish"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bait repetition theme	concentrate appetite	
Spanish Cognates	repetición tema	concentras apetito	
Multiple-Meaning			
Sayings and Phrases	hit the spot		

Start Lesson

Lesson 8: "To Catch a Fish"

Introducing the Read-Aloud

5M

Speaking and Listening: Students will review what they have learned about memory poems. **[SL.2.2]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students what they recall about memory poems. *(Answers may vary, but they could include that, in a memory poem, the author describes something personal that has a special meaning to them.)*
- Remind students that they will continue working on their own memory poems during this lesson.
- **Turn and Talk:** Have students turn and talk to a partner about the idea they are developing for their own memory poem.

Lesson 8: "To Catch a Fish"

Read-Aloud

30M

Reading

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will listen to, discuss, and identify poetry elements in the poem "To Catch a Fish." **[SL.2.1, SL.2.2, L.2.6]**

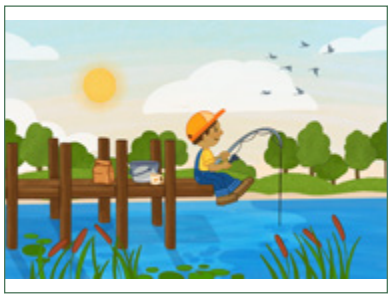
Students will define the terms *repetition* and *theme* and will identify them in the poem "To Catch a Fish." **[RL.2.4, L.2.6]**

Language: Students will demonstrate an understanding of the Tier 2 word *concentrate*. **[L.2.4]**

PURPOSE FOR LISTENING

- Tell students that you will read a poem aloud and they should listen for words that are repeated.

"TO CATCH A FISH" (15 MIN.)



Show Image 8A-1:
Child fishing

- Ask students what they recall from "Knoxville, Tennessee," by Nikki Giovanni. *(Answers may vary, but they could include that the poet uses sensory details to describe the food and music of a church picnic; the tone of the poem implies that the poet has fond memories of homecoming celebrations; the poem is a memory poem.)*
- Tell students that the poem they will hear today could be a memory poem. Remind them that, in a memory poem, the author describes something personal that has a special meaning to them.
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports to assist students with interpreting the poem.

To Catch a Fish

By Eloise Greenfield

It takes more than a wish
to catch a fish
you take the hook
you add the bait

The word bait *refers to an item used to draw the attention of a fish in order to catch it. Can you think of some examples of bait that might be used to catch a fish? (Answers may vary, but they could include worms/night crawlers, other fish, or food.)*

you concentrate

To concentrate means to direct your focus and attention towards something. Why would it be important to concentrate when you're fishing? (Answers may vary, but they could include that you need to pay attention to your line in case the fish has taken the bait, so you can bring it in.)

and then you wait

you wait *[Pause briefly.]* you wait

but not a bite

the fish don't have

an appetite

An appetite is hunger or an urge to eat. Can you think of something you almost always have an appetite for?

so tell them what

good bait you've got

and how your bait

can hit the spot

The phrase "hit the spot" means that something is very satisfying. What could you drink on a hot day that would hit the spot? (Answers may vary, but they could include water or lemonade.)

this works a whole

lot better than

a wish

if you really

want to catch

a fish

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the terms, definitions, and examples with the class.
- As you read the poem again, encourage students to listen for poetry elements. Tell them that many of the elements they previously learned in this domain are present in this poem.
- Ask students what rhymes they notice in this poem. *(wish/fish, bait/concentrate/wait, bite/appetite, got/spot, wish/fish)*
- Remind students that lines in a poem make up stanzas. Explain that in this poem there are no stanzas, and the lines are sometimes made up of two words.
- Ask students what example of anaphora they notice in the poem. *(you)*
- Ask them to identify the perspective of the poem. *(The poem is told from the perspective of the poet/fisher.)*

- **Turn and Talk:** Have students talk with a partner about how they can know the speaker in the poem knows about catching fish. *(Answers may vary, but they could include that the speaker gives details such as baiting the hook, waiting, and concentrating on the fish.)*
- After students are finished talking, have them create one question, one statement, and one exclamatory sentence about fishing.
- Ask students whether they hear personification or alliteration in the poem. *(no)*
- Read the poem again and ask students to listen for words that are repeated. *(wait, wish, fish)*
- Tell students that this is a poetry element known as repetition. Add the word, definition, and an example to Visual Support 1.1. Explain that writers use repetition to emphasize or draw attention to certain words or to create a tone in the poem.
- On the board/chart paper, write the following lines: *and then you wait / you wait you wait*. Draw students' attention to the extra spaces between *wait* and *you*.
- Ask students how this line creates tone in the poem. *(Answers may vary, but they could include that the extra space between the words gives the impression of pausing or taking extra time, or that the word* wait *implies a person has to be patient.)*
- Explain that poems such as "To Catch a Fish" often have a deeper meaning or theme. One way to figure out the theme is to look at how characters act in a situation.
- Read the poem again and encourage students to listen for words or phrases that describe how a person who is fishing should act. *(Answers may vary, but they could include "bait the hook," "concentrate," "wait," "tell them what good bait you've got.")*
    - Work with students to create hand motions for the actions in the poem. For example, students might pretend to put a worm on a hook, rest their head on their fist to show concentration or waiting, or pretend to have a conversation with a fish encouraging it to bite.
- Ask students, "Do you think you could hurry through any of those actions?" *(no)* "Why might the poet use those words to describe someone who fishes?" *(Answers may vary, but they could include that she wants readers to realize that one needs to be patient and willing to wait for the fish to bite.)*

- Ask, "Based on the words and tone of the poem, what do you think the theme of 'To Catch a Fish' might be?" *(Answers may vary, but they could include that being patient and watchful could lead to catching a fish; or that fish will bite when they are ready, and you may have to wait for this to happen.)*
- Add the words *repetition* and *theme*, their definitions, and examples to Visual Support 1.1.

Check for Understanding

Making Choices: Ask the questions below.

- If a writer repeats words in order to emphasize them, is that personification or repetition? *(repetition)*
- If a writer uses rhyming words, does that create rhythm or theme in a poem? *(rhythm)*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What activity is described in the poem? *(fishing)*
2. **Inferential.** *Think-Pair-Share:* What do you think the following lines mean, "It takes more than a wish / to catch a fish"? *(Answers may vary, but they could include that someone who wants to catch a fish has to understand what fish eat, how to bait a hook, and even when fish are hungry.)*
3. **Inferential.** *Think-Pair-Share:* Working with a partner, generate three questions you would like to ask the fisher. Be prepared to share one question with the class. *(Answers may vary, but they could include the following: How do you know what bait to use? How long does it usually take for a fish to bite? Why do you talk to the fish?)* Then answer the question as if you were the fisher, using complete sentences.
4. **Inferential.** Do you think it would be helpful to tell the fish about the good bait? *(No, the fish cannot hear or understand people.)* Why would someone who fishes do this? *(Answers may vary, but they could include that it makes them feel like they are doing something while waiting for the fish to bite.)*

5. **Evaluative.** *Think-Pair-Share:* Why do you think the poet added extra spaces in the lines "and then you wait / you wait you wait." *(Answers may vary, but they could include that the poet wanted to make the reader slow down to emphasize the idea of waiting; there is a lot of time spent waiting for the fish to bite; people who fish should be ready to wait for a bite.)*

6. **Evaluative.** What was the author's purpose in writing this poem? *(Answers may vary, but they could include that the purpose was to persuade someone to try fishing, to entertain by describing a hobby, or to inform by giving pointers about fishing.)*

Expressing an Opinion

Turn and Talk: Have students talk with a partner about whether they think fishing would be an enjoyable hobby. As students finish talking, distribute paper and have them write one sentence that

- restates one of their partner's ideas,
- includes a conjunction, and
- adds their own thoughts about that idea.

MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Interacting in Meaningful Ways

Entering/Emerging	Refer to the image of the child fishing. Have students use phrases and familiar vocabulary to explain what the child is doing.
Transitioning/ Expanding	Refer to the image of the child fishing. Have students explain the image using short sentences.
Bridging	Refer to the image of the child fishing. Have students explain the image using longer, more detailed sentences.

Differentiation

Challenge

The poet says that to catch a fish a person must concentrate, wait, and possibly try to communicate with the fish. What adjectives would you use to describe someone like this?

Support

Provide examples of times when someone might have to wait. *(Answers may vary, but they could include that someone might have to wait to take a turn in a game, to go for a ride, to go to recess.)*

WORD WORK: *CONCENTRATE* (5 MIN.)

1. In the Read-Aloud you heard "to catch a fish / you take the hook / you add the bait / you concentrate."
2. Say the word *concentrate* with me.
3. *Concentrate* is a verb that means to direct focus and attention toward something.
4. It's sometimes hard to concentrate on fishing when you don't catch anything.
5. Have you ever needed to concentrate on something or seen anyone who was concentrating? Use the word *concentrate* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I like to concentrate when I . . ." or "If I concentrate on . . .")
6. What's the word we've been talking about? *(concentrate)*

Lesson 8: "To Catch a Fish"

Application

25M

Writing: Students will draft a memory poem. **[W.2.5, L.2.1, L.2.3]**

WRITING: DRAFTING MY MEMORY POEM (25 MIN.)

Activity Pages 7.1

- Tell students that they will begin drafting their memory poems, which they will present to the class at the end of the domain.
- Remind them that they will be writing about a happy memory they have.
- Tell students that they should include at least one poetry element in their memory poem. This could include personification, alliteration, rhyme, or onomatopoeia. You may wish to refer to Visual Support 1.1.
- Display Activity Page 7.1 and remind students that they will use the details in the chart to write their poem.

Activity Page 8.1

- Display Activity Page 8.1 and remind students that they will use this page to draft their poem. Point out the lines for the poem title and the poet's name.
- Using your completed Activity Page 7.1 for reference, model drafting a memory poem on Activity Page 8.1. (You will want to have some writing available here to model editing in the next lesson.)

- Remind students that drafting is an important step in the writing process because it allows writers to capture their initial ideas. Explain that they will edit and revise their work in the next lesson.

Check for Understanding

Share with the Class: Ask a few students to share the topics for their memory poem with the class.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Interacting in Meaningful Ways

Entering/Emerging	Provide one-on-one support as students choose which poetry element to use in their poem.
Transitioning/ Expanding	Allow students to work collaboratively with an adult or with peers to choose their poetry element.
Bridging	Have students work independently to choose their poetry element.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Writing

Writing

Entering/Emerging	Allow students to dictate their poems to an adult.
Transitioning/ Expanding	Allow students to collaborate with a peer to write their poems.
Bridging	Have students work independently to write their poems.

End Lesson

D Differentiation

Challenge

Encourage students to add more than one poetry element to their poem.

Support

Have students talk with a partner about which poetry element they will include in their poem.

D Differentiation

Challenge

Encourage students to use adjectives in their writing.

Support

Depending on your class or individual students' needs, you may wish to work with some students in a small group to help them write their memory poem.

LESSON

9

SOUNDS AND STANZAS

"One Boy Told Me"

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they have learned about metaphors. **[SL.2.2]**

Reading

Students will listen to, discuss, and identify poetry elements in the poem "One Boy Told Me." **[SL.2.1, SL.2.2, L.2.6]**

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will discuss metaphors in the poem "One Boy Told Me" in small groups and as a class. **[RL.2.4, SL.2.1, SL.2.1b, SL.2.2]**

Language

Students will demonstrate an understanding of the Tier 2 word *purpose*. **[L.2.4]**

Writing

Students will use a checklist and will work with a partner to revise and edit the draft of their memory poem. **[W.2.5, W.2.6, SL.2.1]**

FORMATIVE ASSESSMENT

Activity Page 9.1 Students will use a checklist to edit the draft of their memory poem. **[W.2.5, W.2.6]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group/ Small Group	25 min.	❏ Visual Support 1.1 ❏ Image Card 6 ❏ board/chart paper
"One Boy Told Me"			
Comprehension Questions			
Word Work: *Purpose*			
This is a good opportunity to take a break.			
Application			
Writing: Revising and Editing My Memory Poem	Whole Group	30 min.	❏ Activity Pages 8.1, 9.1

ADVANCE PREPARATION

Read-Aloud

- Preview the poem and practice reading it aloud. You may also wish to listen to a recording of the author reading the poem to better understand its mood and tone.

Visual Support 1.1

- Display Visual Support 1.1, found in the Visual Supports for Teaching for this domain.

Note: Add to this chart in each lesson and use it for review at the end of the domain.

Writing

- Prepare to display Activity Page 8.1 with your draft poem. You will want to use a writing tool of a different color to model the editing process.

Universal Access

- Prepare to share an example of boldface type.
- You may wish to provide images of a car wash and a dictionary to support students' understanding in the group work about metaphors.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the meaning of the words in the context of the Read-Aloud.

Core Vocabulary

purpose, n. a goal or target to be achieved
Example: The purpose of wearing shoes outside is to protect your feet.
Variation(s): none

boldface, n. print that is darker than the rest of the print around it
Example: The instructions were printed in boldface so no one would miss them.
Variation(s): none

liquid, n. something that flows freely
Example: Because water is a liquid, we can drink it from a glass.
Variation(s): none

stopper, n. something that closes or fills up an opening
Example: The cook pushed a stopper into the bottle of oil to prevent it from spilling.
Variation(s): none

souvenir, n. a reminder of a place someone has visited
Example: Looking at the souvenir from our vacation to the beach always makes me happy.
Variation(s): none

Vocabulary Chart for "One Boy Told Me"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	boldface souvenir	purpose liquid stopper	
Spanish Cognates		líquido	
Multiple-Meaning			
Sayings and Phrases			

Start Lesson

Lesson 9: "One Boy Told Me"

Introducing the Read-Aloud

Speaking and Listening: Students will review what they have learned about metaphors. **[SL.2.2]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students what they recall about metaphors. *(Answers may vary, but they could include that metaphors are comparisons that do not use* like *or* as*, and that they help readers form images in their mind.)*
- Provide the following examples and ask students to share the meanings:
  - That place is a zoo! *(It is very busy and hectic.)*
  - Our old computer is a dinosaur. *(It is outdated and does not work.)*
  - He is a dolphin in the pool. *(He swims quickly and smoothly.)*

Lesson 9: "One Boy Told Me"

Read-Aloud

Reading

Students will listen to, discuss, and identify poetry elements in the poem "One Boy Told Me." **[SL.2.1, SL.2.2, L.2.6]**

Students will review poetry elements in order to recognize them in a poem. **[SL.2.2]**

Students will discuss metaphors in the poem "One Boy Told Me" in small groups and as a class. **[RL.2.4, SL.2.1, SL.2.1b, SL.2.2]**

Language: Students will demonstrate an understanding of the Tier 2 word *purpose*. **[L.2.4]**

PURPOSE FOR LISTENING

Small Group

- Tell students that you will read a poem aloud. As you read, they should listen for metaphors in the poem.

"ONE BOY TOLD ME" (10 MIN.)

Show Image 9A-1:
Children dancing

- Inform students that today they will hear a memory poem. Remind them that, in this type of poem, the writer describes something personal that has a special meaning to them.
- Tell students that the author of this poem, Naomi Shihab Nye, once explained that she wrote down thousands of interesting thoughts her son had when he was two and three years old, and this poem came from those ideas.
- Introduce the poem by reading the title and the author's name.
- Read the poem aloud once, without stopping to use the guided listening supports. Reread the poem a second time, pausing to use the guided listening supports to assist students with interpreting the poem.

One Boy Told Me

By Naomi Shihab Nye

Music lives inside my legs.
It's coming out when I talk.

I'm going to send my valentines
to people you don't even know.

Oatmeal cookies make my throat gallop.

Grown-ups keep their feet on the ground
when they swing. I hate that.

Look at those 2 o's with a smash in the middle—
that spells good-bye.

Don't ever say "purpose" again,
let's throw the word out.
The word purpose *means a goal or target to be achieved. Can you think of the purpose of something you use or do every day? (Answers may vary, but they could include that the purpose of a pencil is to write, or the purpose of going to school is to learn.)*

Don't talk big to me.
I'm carrying my box of faces.
If I want to change faces I will.
What do you think the child means by "talk big"? (Answers may vary, but they could include that the child means don't talk like a grown-up or don't talk in ways he might not understand.)

Yesterday faded
But tomorrow's in BOLDFACE.
The word boldface *refers to print that is darker than the rest of the words around it, which makes it stand out.*

When I grow up my old names
will live in the house
where we live now.
I'll come and visit them.

Only one of my eyes is tired.
The other eye and my body aren't.

Is it true all metal was liquid first?
Does that mean if we bought our car earlier
they could have served it
in a cup?
The word liquid *means something that flows freely, like water. Are cars liquids? (no) Can you think of something that is a liquid? (Answers may vary, but they could include water, milk, oil.)*

There's a stopper in my arm
that's not going to let me grow any bigger.
I'll be like this always, small.
The word stopper *means something that closes or fills up an opening. Is it possible to have a stopper in your arm that won't let you grow bigger? (no)*

And I will be deep water too.
Wait. Just wait. How deep is the river?
Would it cover the tallest man with his hands in the air?

Your head is a souvenir.
A souvenir is a reminder of a place someone has visited. Do you have a souvenir from someplace special? (Answers may vary.)

When you were in New York I could see you
in real life walking in my mind.

I'll invite a bee to live in your shoe.
What if you found your shoe
full of honey?

What if the clock said 6:92
instead of 6:30? Would you be scared?
[Show Image Card 6 (digital clock).] This is a clock that shows the time in numbers. The time according to this clock is 6:30. [Explain why a clock cannot say 6:92.]

Image Card 6

My tongue is the car wash
for the spoon.

Can noodles swim?

My toes are dictionaries.
Do you need any words?

From now on I'll only drink white milk
on January 26.

What does minus mean?
I never want to minus you.

Just think—no one has ever seen
inside this peanut before!

It is hard being a person.

I do and don't love you—
isn't that happiness?

Visual Support 1.1

- Display Visual Support 1.1 and read the headings aloud. Review the terms, definitions, and examples with the class.
- As you read the poem again, remind students that this poem comes from the thoughts and questions of the poet's young son. Ask, "What is this called?" *(perspective)*

- Ask, "What evidence do we see that these are thoughts of a young child?" *(Answers may vary, but they could include wanting to throw out a word, asking whether noodles can swim, noticing that no one has seen the inside of a peanut before.)*
- Ask students what poetry element is used by the poet in the lines "Oatmeal cookies make my throat gallop" and "Can noodles swim?" *(personification)*
- Say, "The line 'Your head is a souvenir' is an example of metaphor. What does this mean?" *(Answers may vary, but they could include that memories are like souvenirs of places and people that we keep in our head.)*
- Say, "I will read the poem again. There are two other metaphors in the poem; raise your hand when you hear them." *("My tongue is the car wash / for the spoon" and "My toes are dictionaries.")* Write these metaphors on the board/ chart paper.

Extend the discussion: Divide the class into groups and ask students to discuss the two metaphors and their meanings. Groups will work together to decide on descriptions to share with the class. *(Answers may vary, but they could include that "My tongue is the car wash / for the spoon" means licking the spoon clean, and that "My toes are dictionaries" could mean the child learns many things by walking around or going barefoot.)*

Group Work

Remind students that working in a group means building on everyone's ideas. Review the following guidelines:

- It's important to allow all group members to share their ideas.
- Wait until someone has finished speaking before you share your ideas. You can tell when someone is finished speaking by looking at them as they speak and watching for them to stop sharing. (You may wish to model how to recognize verbal and nonverbal cues.)
- Ask questions that are related to what a speaker is saying in order to clarify or add on to their thoughts.
- You can use phrases such as "I like what you said, and would also say . . ." or "They had a great idea, but maybe we could add . . ."
- Decide who will share the group's description with the class.

Ask groups to share their ideas with the whole class.

D Differentiation

Support

Provide descriptions or images of a car wash and an example of a dictionary.

ML/EL MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Supporting Own Opinions

Entering/Emerging	Have students support their opinions by providing a good reason and relevant background knowledge.
Transitioning/ Expanding	Have students support their opinions by providing good reasons with some background knowledge.
Bridging	Have students support their opinions by providing good reasons and evidence from the poem.

Check for Understanding

Evaluate the Line: Ask, "What do you think this line means: 'It is hard being a person'?" *(Answers may vary, but they could include that people face many challenges, such as feeling tired, having to make decisions, or being a grown-up.)*

Turn and Talk: Have students talk with a partner about their answer to the question. As students finish talking, distribute paper and have them write one sentence that

- restates their partner's idea,
- includes a conjunction,
- states whether they agree or disagree with that idea, and
- adds their own thoughts.

As time permits, ask students to share their sentences with the class.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** *Think-Pair-Share:* Ask students what they think these lines mean: "When you were in New York I could see you / in real life walking in my mind." *(Answers may vary, but they could include that when someone in the child's life went to New York, he could still remember them as though they were there with him.)*
2. **Literal.** Ask, "What does the child say he will invite to live in someone's shoe?" *(a bee)* "What might someone find then in that shoe?" *(honey)*
3. **Inferential.** Have students discuss why a child would want to always be small. *(Answers may vary, but they could include because he is happy.)*

D Differentiation

Challenge

The poem includes the lines "Don't talk big to me. / I'm carrying my box of faces. / If I want to change faces I will." Remembering that a small child said these things, what do you think he meant?

D Differentiation

Support

Provide descriptions of the way small children might think and act.

4. **Inferential.** *Think-Pair-Share:* After students have discussed why a child might want to always be small, have them create sentences such as:
   - I think always being small would be good because . . .
   - I think always being small would be good, but . . .
   - I think always being small would be good so . . .

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Interacting in Meaningful Ways

Entering/Emerging	Describe how a small child might think or speak. Have students use phrases and familiar vocabulary to explain what the child might mean.
Transitioning/ Expanding	Describe how a small child might think or speak. Have students use short sentences to explain what the child might mean.
Bridging	Describe how a small child might think or speak. Have students use longer, more detailed sentences to explain what the child might mean.

WORD WORK: *PURPOSE* (5 MIN.)

1. In the Read-Aloud you heard "Don't ever say 'purpose' again, / let's throw the word out."
2. Say the word *purpose* with me.
3. *Purpose* is a noun that means a goal or target to be achieved.
4. The purpose of a bookmark is to show you where to begin reading in the book.
5. Have you ever thought about the purpose of an everyday object? Use the word *purpose* when you describe and tell about it. (Ask two or three students. If necessary, guide or rephrase students' responses using the following sentence frames: "I think the purpose of a door is . . ." or "I wonder what the purpose of ___ is.")
6. What's the word we've been talking about? *(purpose)*

Lesson 9: "One Boy Told Me"

Application

30M

Writing: Students will use a checklist and will work with a partner to revise and edit the draft of their memory poem. **[W.2.5, W.2.6, SL.2.1]**

WRITING: REVISING AND EDITING MY MEMORY POEM (30 MIN.)

- Remind students that they have planned and drafted their memory poems.
- Tell students that revising and editing are the next steps in the writing process, and they will revise and edit their memory poems using the checklist on Activity Page 9.1. Students should be familiar with this checklist after having used a similar one in the *Legends and Heroes: Greek Myths* domain.

Activity Pages 9.1

- Explain that this means they are going to read their poem to check for any mistakes and to make sure they have said everything they wanted or needed to say.
- Remind students that this is an opportunity to combine short sentences by using conjunctions like *and, but*, or *so.*
- Review what each item on the checklist represents.
  - Use appropriate punctuation, including periods, exclamation marks, and question marks.
  - Capitalize proper nouns, such as names, dates, and places.
  - Spell words as appropriate for the class.
  - Use descriptive words.
  - Include at least one poetry element. (You may wish to write the words *personification*, *alliteration*, *rhyme*, and *onomatopoeia* along with symbols for each for students to use as they write their choice on the blank line.)
- Display your completed Activity Page 8.1 and model the editing process by correcting errors, adding details, or combining sentences.

Activity Page 8.1

- You may wish to use the following example from the previous lesson, which includes intentional errors for you to fix. Correct answers are in parenthesis.

My Dog and My (*The*) Balloon

By Teacher

One sunny day in july (*July*)
My Dog (*dog*) Fetchie and I went to the park
With red and yellow balls that he carried in his mouth
But when we arrived he saw a balloon on the ground *(and)*
He dashed *(Dashed)* over to play with it
I heard it pop (*Delete "it pop" and add* "POP!" *on the next line.*)
And he came running back, happy to play
With his green (*red and yellow*) ball (*balls*) and not
A popped balloon.

- Direct students to read their poems, checking for each item on the list. If students find something they want to add or edit, have them mark it in a different color or with a different type of writing tool.
- Remind students to reference Activity Page 7.1 to make sure they have captured all the details they wish to include.
- Have students work with a partner to review their poems, share what they like about the poem, suggest changes, and make revisions. Provide feedback response starters such as:
  - I like that you used the word _____ because . . .
  - I noticed that you . . .
  - Your writing was clear because . . .
  - I think you could add . . .
- Tell students that they will use their edited draft to publish their final poem in the next lesson.

Activity Page 7.1

Differentiation

Challenge

Encourage students to include more than one poetry element.

Support

Provide assistance with spelling as needed.

Check for Understanding

Ask students, "According to the editing checklist, what are some things to look for in your memory poem?" *(punctuation, capital letters, at least one poetry element)*

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing

Entering/Emerging	Have students dictate revisions to their memory poem to an adult.
Transitioning/ Expanding	Have students work collaboratively with a peer to revise their memory poem.
Bridging	Have students revise their memory poem independently.

End Lesson

LESSON

10

SOUNDS AND STANZAS

Publishing and Practicing

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they have learned about the writing process. **[SL.2.2]**

Writing

Students will publish a final copy of their memory poem. **[W.2.6]**

Students will illustrate their memory poem. **[SL.2.5]**

Speaking and Listening

Students will read aloud their poem to a partner and will practice oral presentation skills. **[SL.2.4, L.2.3]**

FORMATIVE ASSESSMENT

Activity Page 10.1 Students will publish a final copy of their memory poem. **[W.2.6]**

Activity Page 10.2 Students will illustrate their memory poem. **[SL.2.5]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Writing			
Reviewing the Writing Process	Whole Group	5 min.	❑ Visual Support 1.1
This is a good opportunity to take a break.			
Application			
Publishing	Whole Group/ Partner	55 min.	❑ Activity Pages 8.1, 10.1, 10.2
Practicing for the Presentation			

ADVANCE PREPARATION

Writing

Visual Support 1.1

- Display Visual Support 1.1 to assist students who may wish to include more than one poetry element in their writing.

Universal Access

- You may wish to display The Five Ws + H chart from previous lessons for students to reference as they prepare for their presentations.
- Provide additional time as necessary for students to practice their presentations.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

Start Lesson

Lesson 10: Publishing and Practicing
Writing

Speaking and Listening: Students will review what they have learned about the writing process. **[SL.2.2]**

REVIEWING THE WRITING PROCESS (5 MIN.)

- Ask students to recall the steps they have taken to write their memory poem. *(Answers may vary, but they could include identifying a topic and details, drafting, editing, and publishing.)*
- Tell students that they are about to publish and share their work.
- **Turn and Talk:** Have students turn and talk with a partner about the part of their poem they are most excited to share. Have partners ask each other questions, such as "Why are you so excited about that part of your poem?" and "What was the best part of that experience?"
- As students finish talking, ask them to share their partner's answers to the questions using the following sentence frame: "_____ is excited to share . . . in their poem because . . ."

Lesson 10: Publishing and Practicing
Application

Writing

Students will publish a final copy of their memory poem. **[W.2.6]**

Students will illustrate their memory poem. **[SL.2.5]**

Speaking and Listening: Students will read aloud their poem to a partner and will practice oral presentation skills. **[SL.2.4, L.2.3]**

PUBLISHING (30 MIN.)

- Remind students that they have drafted and edited their memory poem and are now ready to publish their final copy.

Activity Page 8.1

- Display Activity Page 8.1 and remind students that they will use this edited draft to write their final copy.
- Ask students to look at their draft and identify one place where they could combine two lines by using a conjunction such as *and, but*, or *so*.
- Display Activity Page 10.1 and tell students that they will write the final copy of their memory poem on it.
- Display Activity Page 10.2 and have students illustrate their poems.

Activity Pages 10.1, 10.2

Check for Understanding

Circulate and Check: Circulate around the classroom and guide students as they write their final copy, ensuring they include changes from their editing checklist.

D Differentiation

Challenge

Encourage students to divide their poem into stanzas.

Support

Depending on your class or individual students' needs, you may wish to work with some students in a small group to ensure they use their edited draft to write their final copy.

MULTILINGUAL/ENGLISH LEARNERS

ML/EL Writing

Writing to Explain Information

Entering/Emerging	Have students dictate a final version of their memory poem to an adult.
Transitioning/ Expanding	Have students work collaboratively with a peer to write a final version of their memory poem.
Bridging	Have students write a final version of their memory poem independently.

PRACTICING FOR THE PRESENTATION (25 MIN.)

- When students have finished writing their poems, encourage them to practice reading their work aloud before practicing with a partner.
- Direct students' attention to The Five Ws + H chart you displayed. Encourage students to use some or all the questions to provide context or background information for their poem. Information may vary, but it could include:
  - What: I chose to write about my birthday party.
  - Why: My friends and I had so much fun.
  - When: My party was during the summer, on a hot day.
  - Who: My grandparents and friends attended.
  - Where: The party was held at a park.
  - How: We brought a soccer ball to kick around, and we ate cookies.
- Remind students to practice the following:
  - speaking loudly and clearly
  - using a tone appropriate to the topic *(This may vary, but it could include surprised, happy.)*
  - displaying their illustration, explaining how it supports the poem, and using the illustration to share their thoughts and feelings about the memory
- Tell students that they will present their poems and illustrations in the next lesson.

ML/EL **MULTILINGUAL/ENGLISH LEARNERS**

Speaking and Listening

Presenting

Entering/Emerging	Provide sentence frames to support students while they are practicing their presentations (e.g., "I chose to write about this memory because . . ." or "This . . . happened at . . .").
Transitioning/ Expanding	Support students to practice their presentations and remind them that they may present with a partner.
Bridging	Check that students understand what to include as background information in their presentations.

End Lesson

D Differentiation

Challenge

Encourage students to practice adding expression to their oral presentations.

Support

Depending on your class or individual students' needs, you may wish to work with small groups as they practice their presentations.

LESSON

11

SOUNDS AND STANZAS

Sharing Memory Poems

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review how to present a poem. **[SL.2.2]**

Students will present their memory poems and illustrations to the class. **[SL.2.4, SL.2.5, SL.2.6]**

FORMATIVE ASSESSMENT

Memory Poem Presentation Rubric	Students will present their memory poems and illustrations to the class. **[SL.2.4, SL.2.5, SL.2.6]**

Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Speaking and Listening			
How Do We Present Our Work?	Whole Group	5 min.	
This is a good opportunity to take a break.			
Application			
Presenting Memory Poems	Whole Group	55 min.	❏ Activity Pages 10.1, 10.2 ❏ Memory Poem Presentation Rubric ❏ Memory Poem Writing Rubric

ADVANCE PREPARATION

Application

- You may wish to have a final copy of your poem and an illustration at hand to model how students should present their poems and illustrations.
- Locate the Memory Poem Presentation Rubric in the Teacher Resources section and make a copy for each student in the class.
- Locate the Memory Poem Writing Rubric in the Teacher Resources section and use it to evaluate students' writing.

Universal Access

- Prepare to record students' presentations.
- Provide a way for students to project their illustrations so the rest of the class can see them.
- If possible, display students' poems and illustrations for others to enjoy.

Start Lesson

Lesson 11: Sharing Memory Poems

Speaking and Listening

5M

Speaking and Listening: Students will review how to present a poem. **[SL.2.2]**

HOW DO WE PRESENT OUR WORK? (5 MIN.)

- Tell students that today is an exciting day because they will share their memory poems with the class.
- Remind them how you presented poems throughout the domain, including the following:
  - speaking loudly and clearly
  - using a tone and expression appropriate to the poem (Remind students of the differences in how you read aloud "Autumn" and "Openin' Night.")
- Remind students that they should
  - provide some context or background information for their poem (why they chose this topic, when the event happened, who was involved, why this memory is so special) and
  - display their illustration, explain how it supports the poem, and use the illustration to share their thoughts and feelings about the memory.

Lesson 11: Sharing Memory Poems

Application

55M

Speaking and Listening: Students will present their memory poems and illustrations to the class. **[SL.2.4, SL.2.5, SL.2.6]**

PRESENTING MEMORY POEMS (55 MIN.)

- Remind students that they have drafted, edited, and published their memory poems, and now they will share them with the class.

Activity Pages 10.1, 10.2

- Display your completed Activity Page 10.1. Model how to give background information and how to read the poem, using the guidelines you provided earlier.
- Display your completed Activity Page 10.2. Explain the illustration, its connection to the poem, and your thoughts or feelings about the memory.
- Have students present their poems to the class.
- As students are listening to the presentations, ask them to think of one question, one thing they see in the illustration that they would like to compliment, or one thing they wonder about the topic. Give students sentence frames such as "One question I have is . . .," "I saw . . . in your illustration, and it made me think . . .," or "I wonder whether . . . made this such a happy memory for you."
- Use the Memory Poem Presentation Rubric to assess students' presentations.
- After students have presented their poems, use the Memory Poem Writing Rubric to evaluate their writing.

D Differentiation

Support

Depending on your class or individual students' needs, you may wish to provide additional assistance to students as they present their poems.

ML/EL MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Presenting

Entering/Emerging	Allow students to summarize their memory poem and illustration as they present.
Transitioning/ Expanding	Allow students to present with a partner.
Bridging	Prompt students with key words or gestures.

End Lesson

Grade 2 | Knowledge 7

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, either as a whole group or in small groups.

REVIEW ACTIVITIES

Image Review

- Show the Flip Book images from any poem again and have students retell the poem using the images.

Key Vocabulary Brainstorming

Materials: board/chart paper

- Give students key domain vocabulary words and have them brainstorm everything that comes to mind when they hear the word. Record their responses on the board/chart paper for reference.
- Consider reviewing core vocabulary, including *hope*, *happily*, *excuses*, *prop*, *useless*, *underneath*, *homecoming*, *concentrate*, and *purpose*.
- Consider reviewing literary vocabulary, including *line*, *onomatopoeia*, *perspective*, *anaphora*, *metaphor*, *alliteration*, *tone*, *stanza*, *repetition*, and *theme*.

Poem Retell

Materials: drawing paper, drawing tools

- Divide the class into groups of three students each. Tell them that you are going to name a poem. One student in each group should draw or write what they remember about the poem and pass the paper and pen to the second student. The second student should add to the work of the first student and pass the paper and pen to the third student. The third student should write one sentence or key phrase about the poem and raise their hand once they are finished.

On Stage

- Have a group of students plan and then act out one of the poems included in this domain. They may choose "Coquí," "Cat," "April Is a Dog's Dream," or "To Catch a Fish." Encourage students to use domain-related vocabulary and identify poetry elements in their skits.

Writing Prompts

- You may give students one of the following lines from "One Boy Told Me" and have them answer the questions creatively.
  - "What if you found your shoe / full of honey?"
  - "Can noodles swim?"
  - "Do you need any words?"

Grade 2 | Knowledge 7

Domain Assessment

Digital Assessment

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and addresses the core content targeted in the *Sounds and Stanzas: Poetry* domain. The results should guide review and remediation the following day.

There are four parts to this assessment. You may do them in more than one sitting if you consider this is more appropriate for students. Part 1 assesses academic vocabulary, and Part 2 evaluates domain-related vocabulary. Parts 3 and 4 address the core content targeted in this domain.

PART I

- Read the following directions aloud: "I am going to ask questions about the poetry elements you have studied in this domain. First, I will say the word and then ask a question about it. If the answer to the question is yes, circle the thumbs-up symbol. If the answer to the question is no, circle the thumbs-down symbol. I will read each question two times."

1. **Onomatopoeia:** Is a word that sounds like what it describes onomatopoeia? *(thumbs-up)*
2. **Anaphora:** If a poet repeats words or phrases at the beginning of many lines of poetry, is it anaphora? *(thumbs-up)*
3. **Perspective:** Is the poem "Cat" told from the perspective of a horse? *(thumbs-down)*
4. **Line:** Are poems made up of sentences, not lines? *(thumbs-down)*
5. **Alliteration:** Is the phrase "five frogs felt fearless" an example of alliteration? *(thumbs-up)*
6. **Stanza:** Is giving an object human actions, thoughts, or emotions a stanza? *(thumbs-down)*

7. **Tone:** Is the tone of a poem the emotion or attitude a writer conveys through word choice? *(thumbs-up)*
8. **Theme:** Is the theme the underlying message or big idea of a poem or other work? *(thumbs-up)*
9. **Repetition:** In "To Catch a Fish," are the lines "and then you wait / you wait you wait" an example of repetition? *(thumbs-up)*
10. **Metaphor:** Is a metaphor a comparison that does not use *like* or *as*? *(thumbs-up)*
11. **Metaphor:** Is the following sentence a metaphor?: "There is a blanket of snow on the ground." *(thumbs-up)*

PART II

- Read the following directions aloud: "I am going to read several sentences using words you heard and practiced in this domain. If I use the word correctly in my sentence, circle the thumbs-up symbol. If I do not use the word correctly in my sentence, circle the thumbs-down symbol. I will say each sentence two times."

1. If you hope for something, you want it to happen. *(thumbs-up)*
2. Doing something happily means you do it with great joy or delight. *(thumbs-up)*
3. Someone who makes excuses wants to do something they are asked to do. *(thumbs-down)*
4. In "Openin' Night," the speaker trips on a prop, which is an item used by a performer to support their performance. *(thumbs-up)*
5. A broken umbrella is useless for keeping you dry. *(thumbs-up)*
6. If a dog's ball rolls underneath the sofa, it is on top of the sofa. *(thumbs-down)*
7. If you attend a homecoming, you are visiting a place you've never been before. *(thumbs-down)*
8. In "To Catch a Fish," the people who were fishing had to concentrate to catch the fish, which means they were paying close attention. *(thumbs-up)*
9. The purpose of a pencil is to sing a song, not to write. *(thumbs-down)*
10. In a memory poem, the author describes something personal that has a special meaning to them. *(thumbs-up)*

PART III

- Read the following directions aloud: "I am going to read several sentences about the poems you heard in this domain. If what I describe in the sentences is true of the poems, circle the thumbs-up symbol. If what I describe in the sentence is false, circle the thumbs-down symbol. I will read each sentence two times."

1. Most cows are purple. *(thumbs-down)*
2. Coquí frogs can be green. *(thumbs-up)*
3. Cats prefer to be curled up in front of the fire in December. *(thumbs-up)*
4. Scarlet and golden leaves are most likely seen in autumn. *(thumbs-up)*
5. A field mouse is safer staying away from the farmer's grain. *(thumbs-up)*
6. Okra and cabbage are meats. *(thumbs-down)*
7. It's helpful to tell the fish what good bait you have. *(thumbs-down)*
8. A souvenir comes from a place someone has visited. *(thumbs-up)*

PART IV

- Instruct students to write at least one complete sentence to answer each of the following questions:

1. Which of the poems did you like best? Why? (If necessary, remind students of the poems they heard at the beginning of the domain: "The Purple Cow," "Coquí," "Cat," "April Is a Dog's Dream," and "Openin' Night.")
2. Would you rather meet a cow or a coquí frog? Why?
3. What was one thing that happened to the performer in "Openin' Night"?
4. Why do you sometimes have to wait for a fish to bite?
5. What is a good topic for a memory poem?

Grade 2 | Knowledge 7

Culminating Activities

NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Formative and Domain Assessments, you may wish to use this time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may use this time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section to give students opportunities to enliven their experiences with domain concepts.

REMEDIATION

You may regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting review activities
- revisiting lesson Application segments
- rereading and discussing select poems

ENRICHMENT

Image Review

- Show the Flip Book images from any poem again. Have students retell it using the images and identifying the poetry elements.

Focus on an Author

Visual Support 1.1

- Locate an anthology or choose other poems from one of the authors in the domain and share their work with the class. Display Visual Support 1.1 to help students identify poetry elements in the poems.

Journal About It

- Reread "Openin' Night," by Shel Silverstein, and help students recognize all the things that went wrong for the performer. Then have students select one thing that they thought would be the worst and have them write a journal entry describing it from the performer's perspective.

Rewrite It from a Different Perspective

- Reread "The Fieldmouse," by Cecil Frances Alexander, and have students retell the poem from the perspective of the field mouse.

Go on a Sensory Field Trip

- Take students on a field trip outdoors or obtain permission to go to another part of the school that they might not usually visit. Have students take along a pencil and notebook to jot down sensory impressions and have them write a poem about the place or experience when you return to the classroom.

Poem Mix-Up

- Choose a variety of words using poems from the domain. Write the words on separate pieces of paper and ask students to choose one. Working in groups, have students produce an original poem using the words they have chosen.

Introduce Form Poetry

- Introduce different types of poetry and have students write a poem using the new format. These might include:
  - haiku: a poem that has three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line
  - diamante: poetry written to form a diamond shape, with one word on the first line, two words on the second line, three words on the third line, two words on the fourth line, and one word on the fifth line
  - shape: a poem that takes on the shape of its topic; for example, a poem about apples would be shaped like an apple

Go Digital

- Print and display unusual images you may find on the Internet, such as close-ups of flowers, animals in motion, or any other nature topics that might interest your class. Challenge students to use The Five Ws + H chart to compile details about the images and then write a poem about it.
- If your class has access to technology, allow students to code a short program to accompany their poem.

Found Poems

- Gather print resources, such as old magazines or newspapers. Have students cut out eight to ten words, phrases, or sentences, and glue them down into a new poem.

Teacher Resources

Grade 2	Knowledge 7

Teacher Guide

Grade 2 | Knowledge 7

Teacher Resources

In this section you will find:

- Memory Poem Presentation Rubric
- Memory Poem Writing Rubric
- Activity Book Answer Key

MEMORY POEM PRESENTATION RUBRIC

	Strong	Developing	Beginning
Providing Descriptive Background Details	The speaker provided descriptive background details to support the audience's understanding of the poem.	The speaker provided some background information to support the audience's understanding of the poem.	The speaker did not provide background information, or the information provided was not relevant to the poem.
Speaking	The speaker spoke audibly in complete, coherent sentences.	The speaker spoke too softly for the audience to hear, but did speak in complete sentences.	The speaker did not speak audibly or in complete sentences.
Presenting the Illustration	The speaker provided a clear explanation of their illustration and how it supports the poem. The speaker used the illustration to clarify their thoughts and feelings about the memory.	The speaker presented their illustration, but did not explain or connect it to the poem.	The speaker did not have an illustration to share.

MEMORY POEM WRITING RUBRIC

	Strong	Developing	Beginning
Content	The memory is fully described using descriptive details.	The memory is partially described, but descriptive details are missing.	The memory description is lacking any descriptive details or is missing.
Poetry Element	A poetry element is included.	A poetry element is included, but it is used incorrectly.	A poetry element is not included.
Capitalization and Punctuation	There are no errors in capitalization and punctuation.	There are few errors in capitalization and punctuation.	There are many errors in capitalization and punctuation.

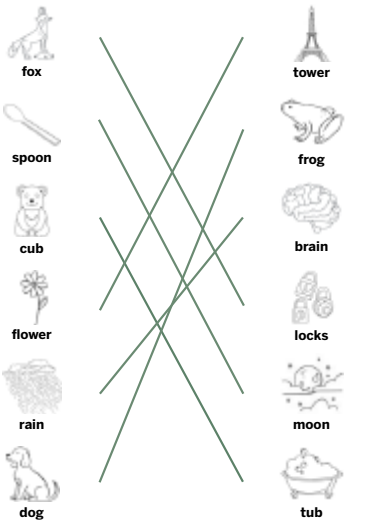
ACTIVITY BOOK ANSWER KEY

NAME: _____

DATE: _____

1.1 Activity Page

Directions: Draw a line between the rhyming pairs in the two columns. Use the blank lines to write two rhyming pairs of your own.



NAME: _____

DATE: _____

2.2 Activity Page

Onomatopoeia Practice

Directions: Work with your group to write the sound each word makes. Then write two sentences using words and sounds from the table. Finally, draw a picture of your favorite onomatopoeia.

Word	Onomatopoeia
lion	roar
car	vroom
popcorn	pop
frog	ribbit or kokee
bee	buzz
bell	ding
cow	moo
pig	oink

NAME: _____

DATE: _____

3.1 Activity Page

Directions: Write the details about each poem on the lines, using words or sentences. Then, using the information in the charts, work with a partner to create a sentence for each poem and write it on the lines below.

"Cat"
The Five Ws + H

Who: a cat

What: likes to sit on a cozy chair or lap

When: in December

Where: beside a fire

Why: the cat wants the heat on its feet, nose, and hide

How: by staying inside

"April Is a Dog's Dream"
The Five Ws + H

Who: a dog

What: wants to go to the park

When: in April/spring

Where: outside, where the grass is growing and the breeze is blowing

Why: to chase and charge and chew

How: by showing what spring is all about

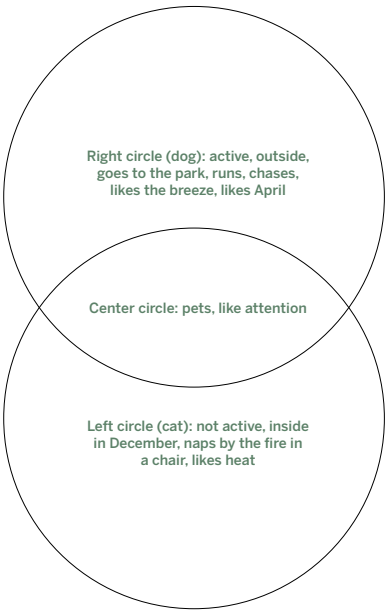
NAME: _____

DATE: _____

3.2 Activity Page

Venn Diagram: Cats and Dogs

Directions: Listen to your teacher's instructions.



NAME: _____

DATE: _____

6.1 Activity Page

Alliteration Practice

Directions: Working with your partner, write two sentences with alliterations and draw a picture of one of them.

F**f**ive **f**rogs caught **f**at **f**lies at the pond.

I saw **l**ittle **L**ucy **l**ooking for her backpack.

NAME: _____

DATE: _____

7.1 Activity Page

Planning My Memory Poem

Directions: Work with your partner to brainstorm ideas for your memory poem. Write your ideas in the boxes.

Who	my dog Fetchie and I
What	wanted to play fetch
When	on a hot day in July
Where	at the park
Why	he loves to play with red and yellow balls
How	he tried to play with a balloon but it popped

NAME: _____

DATE: _____

8.1 Activity Page

Directions: Write the draft of your memory poem on this page.

My Dog and My Balloon

By Teacher

One sunny day in july

My Dog Fetchie and I went to the park

With red and yellow balls that he carried in his mouth

But when we arrived he saw a balloon on the ground.

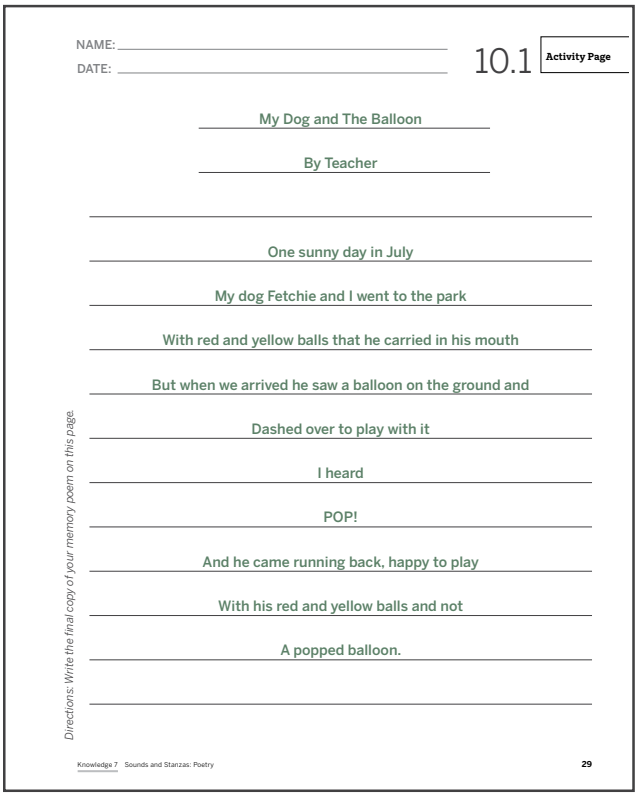
He dashed over to play with it

I heard it pop

And he came running back, happy to play

With his green ball and not

A popped balloon.



NAME: _____

DATE: _____

10.1 **Activity Page**

My Dog and The Balloon

By Teacher

One sunny day in July

My dog Fetchie and I went to the park

With red and yellow balls that he carried in his mouth

But when we arrived he saw a balloon on the ground and

Dashed over to play with it

I heard

POP!

And he came running back, happy to play

With his red and yellow balls and not

A popped balloon.

Directions: Write the final copy of your memory poem on this page.

Knowledge 7 Sounds and Stanzas: Poetry 29

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