

Small Group Lesson Plans & Resources

UNDERSTANDING POETRY

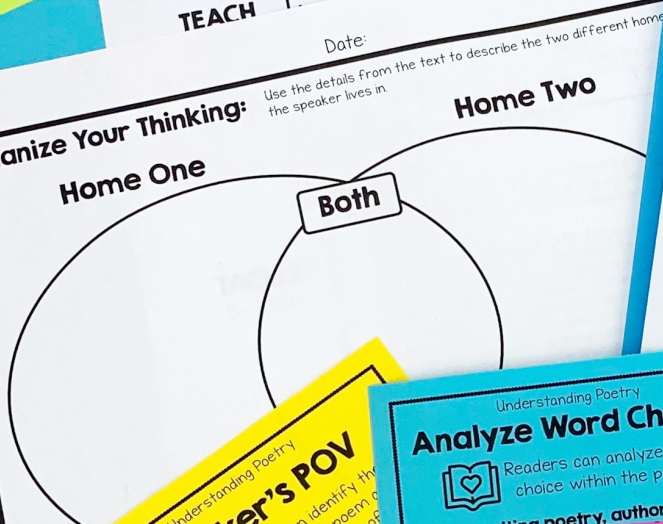
TARGET
1-2 min

TEACH

When we read poetry, we want to focus on the number of lines in the poem.
The focus for today is analyzing word choice.
One of the things that can make writing poetry challenging, is being limited by the number of words you use. Most of the time poetry is shorter than prose and won't always include complete sentences or thoughts.
Poets can also be limited by the style of poetry or specific words they use.
This means poets need to be really selective with the words they use.

Name: _____ Date: _____

Organize Your Thinking:



Wherever I Go

My home
is running, racing
up five flights of stairs
to beat the elevator ding.

My home
is video games blaring
one jumping puppy
a microwave beeping
baby shrieking.

My home
is a dizzy
spinning hug.

My home
is two buildings
two bath times and beds
a stuffed bear that travels

one spread out family
with love that
follows me
wherever
I go.

My home
is cozy, quiet
snuggled inside a story
in a blanket fort den.

My home
is paintbrushes swishing
dandelion wishes
sweeping the kitchen
kneading soft pizza dough

My home
is a lullaby's
soft hush

Speaker's POV

Understanding Poetry
Readers can identify the speaker in the poem and describe their point of view.

1. Identify the speaker in the poem. Remember the speaker is either the author or a fictional character.
2. Identify the subject in the poem. Think about the subject or what the speaker is talking about.
3. Identify the speaker's point of view. What is the speaker's opinion about the subject?
4. Put it all together. Now you can describe the speaker in your own words.

Analyze Word Choice

Understanding Poetry
Readers can analyze word choice within the poem.

When writing poetry, authors select their words carefully. Here are some things to look for:

- Rhyme: Schemes or connect to other words.
- Rhythm: Is it consistent with a specific rhythm of the poem?
- Supports the main idea: Provide evidence towards the main idea.
- Visualize the scene: You create a picture in your mind.
- Word Placement: In a specific line, change the meaning.

It's important to choose specific words.

Elements of Poetry

Understanding Poetry
Readers can identify and describe the elements of poetry.

Element	Description
Line	
Stanza	
Meter/Rhythm	
Rhyme Scheme	
Repetition	

Theme of a Poem

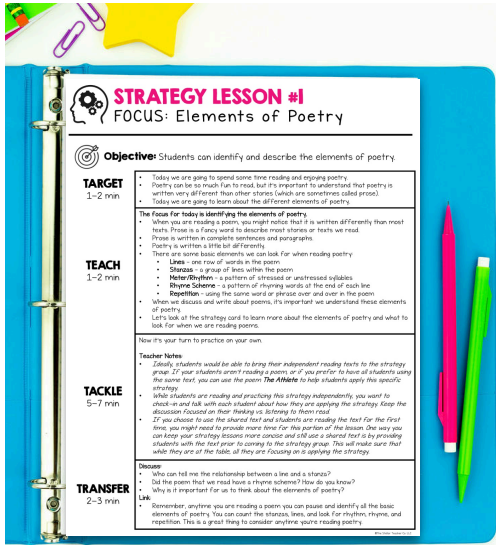
Understanding Poetry
Readers can identify the theme of a poem. Just like stories, poems often have themes, or BIG IDEAS the reader can infer.

To identify the theme of a poem, you can ask these questions:

1. What is the topic or subject of the poem? How does the speaker reflect on the topic or subject?
 - How does the speaker feel?
 - What does the speaker think?
 - How does the speaker change?
 - What events happen to the speaker?
2. What life lesson can you, the reader, learn away from the poem?
3. What is the main message of the poem?
4. What is the author's purpose for writing the poem?

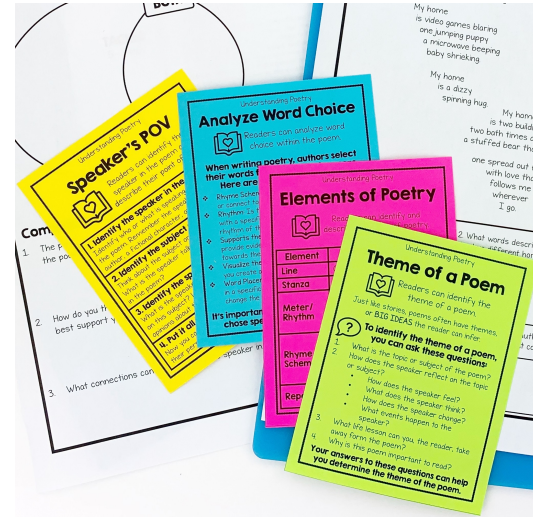
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



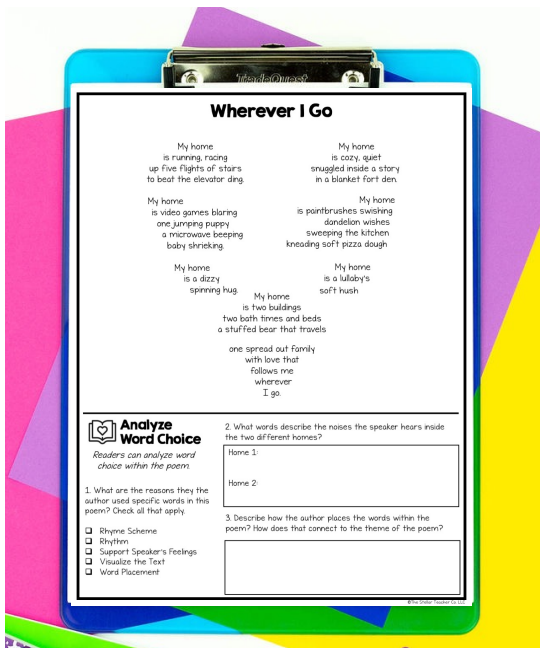
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



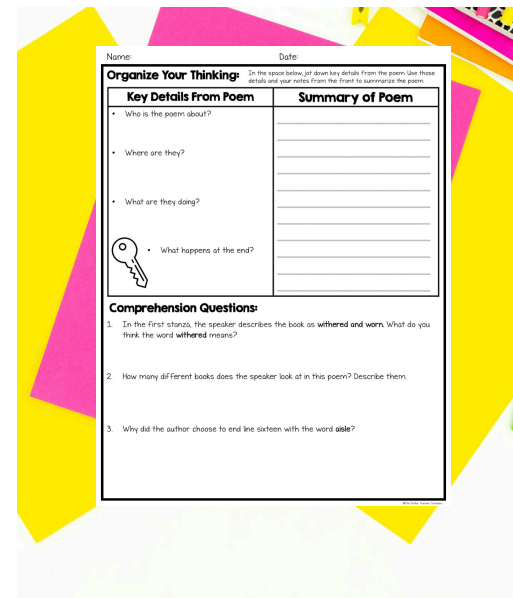
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON
FOCUS: Summarizing



Objective: Students can summarize

TARGET
1-2 min

- Today we are going to summarize
- When we know how to summarize the theme, and key events

The focus for today is summarizing

- Just like when you read, you pick out the most important parts
- One way you can do this is to share the most important parts
- To help you summarize
 - Who is the story about?
 - What is the setting?
 - What is the problem?
 - What is the solution?
- Your answer to these questions can help you summarize
- Let's look at the text and see how we can help us summarize

TEACH
1-2 min

Now it's your turn to summarize

Teacher Notes:

- Ideally, students use strategy groups
- While students are reading and practicing, students use the strategy card
- While students are reading and practicing, students use the strategy card
- While students are reading and practicing, students use the strategy card
- If you choose to use the shared text at the time, you might need to provide more time for students with the text prior to coming to the table, all they are for

TACKLE
5-7 min

Discuss:

- What
- What



STRATEGY LESSON
FOCUS: Making Inferences



Objective: Students can make inferences

TARGET
1-2 min

- Have you ever read a poem and wondered what the speaker or the topic. When this happens, you use your personal experience with the subject to make an inference.

The focus for today is making inferences

- Whether you know it or not, you are making an inference. When you make an inference, you connect with what the author includes in the text on a deeper level.
- When we read poetry, we need to use our background knowledge to know about the speaker's words.
- To make an inference about the speaker, you need to:
 - Identify their feelings and thoughts
 - Identify their actions and thoughts
 - Use text clues to figure out what the speaker is saying
- And then use your background knowledge to figure out what is happening in the scene of the poem.
- Let's look at the strategy card to learn how to make an inference.

TEACH
1-2 min

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their own text. If your students aren't reading the same text, you can use the poem and the strategy card.
- While students are reading and practicing, students use the strategy card
- If you choose to use the shared text at the time, you might need to provide more time for students with the text prior to coming to the table, all they are for

TACKLE
5-7 min

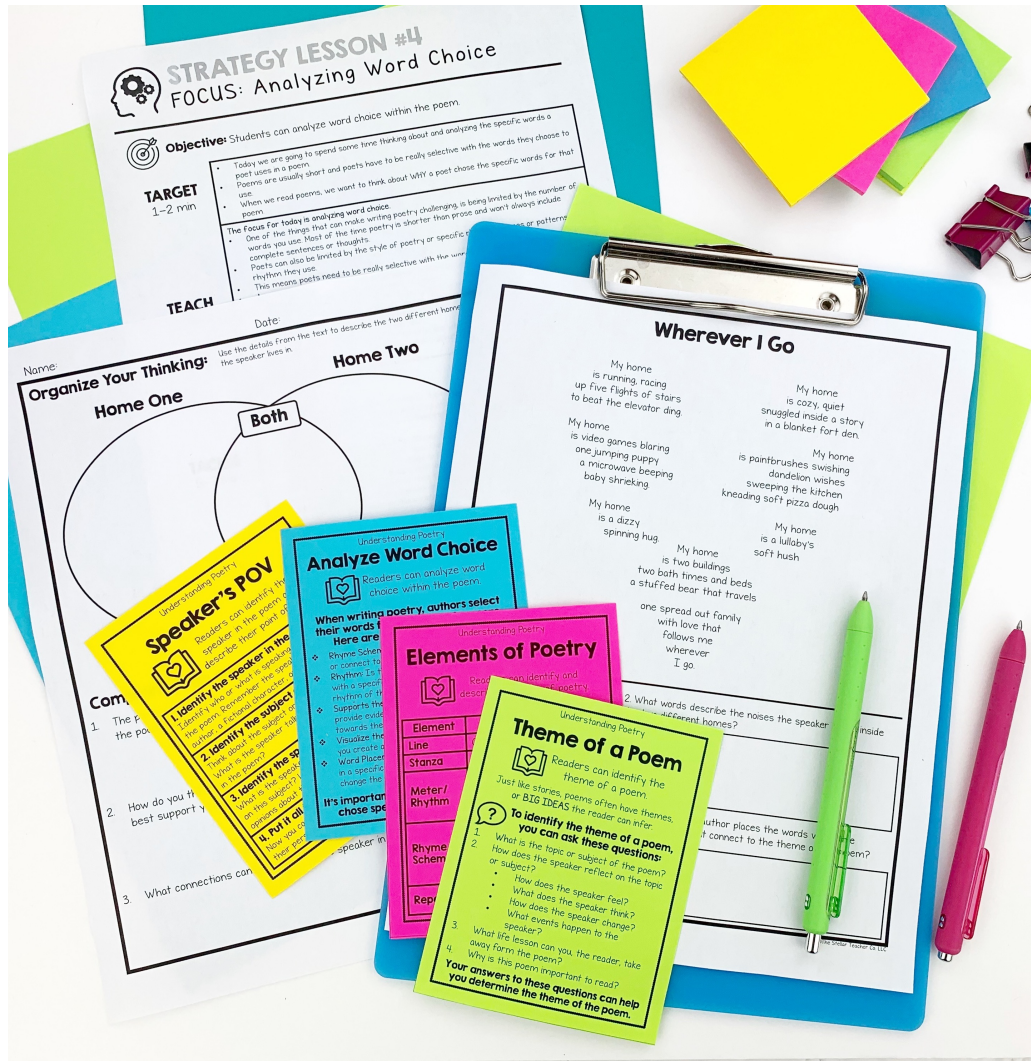
TRANSFER
2-3 min

Discuss:

- What background knowledge helped you (the speaker) make an inference?
 - Why can't an author always give us ALL the information?
- Link:
- Remember, sometimes the author won't tell you everything. You have to use your background knowledge to figure out what is happening.

INCLUDES 10 POETRY LESSONS

Each lesson will help you teach your students a specific focus skill that will help them analyze and understand poetry.



Lessons Include:

- Elements of Poetry
- Speaker's Point of View
- Summarizing Poetry
- Analyzing Word Choice
- Identifying Themes in Poetry
- Visualizing Poetry
- Making Inferences
- Author's (Poet's) Tone
- Reader's Mood
- Shades of Meaning

*Each lesson includes a poem to help you teach that specific objective for that poem.

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking: Use the organizer

What does the author want to say?

STANZA #	STANZA #

What is the BIG IDEA!

Comprehension Questions:

- What are some of the activities you will do on your birthday?
- Based off stanza two, how old are you?
- How would you answer the question...

Look Around the Library

Look at that book!
What an old book!
Its pages are withered and worn.
It smells just like must.
It's covered in dust
and was written before I was born.

Look at that book!
What a big book!
It can't even fit on a shelf.
It's at least six feet high.
There's no way I could try
to lift it up all by myself.

Look at that book!
What a fun book!
It's all about pixies and gnomes.
It gives me a smile
as I walk down the aisle.
I might just need to take it home.

Look at that book!
What a strange book!
I see myself right in the spine
since it's made of a mirror.
It's never been clearer
that books come in many designs.

Look at that book!
I'm unsure of that book!
I don't know why I gave it a glance.
Who knows what's inside?
I might laugh, I might cry.
But I think I should give it a chance.

Summarizing Poetry

Readers can summarize a poem.

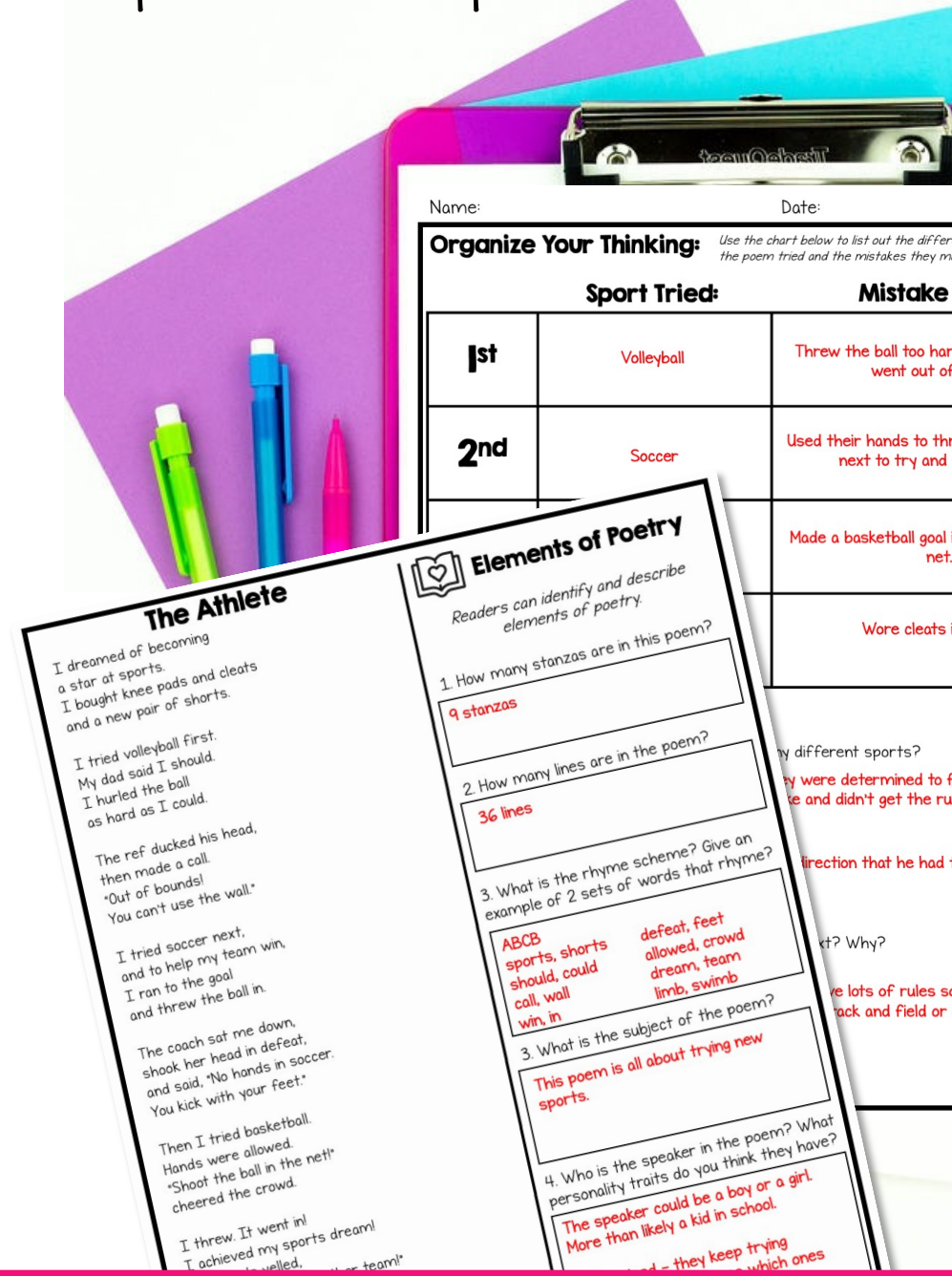
- Who do you think the speaker of the poem is? Briefly describe.
- What is the speaker doing in the poem?
- How do you think the speaker feels about searching for a book? Explain?
- Does the speaker find the perfect book right away? How do you know?
- What lesson can YOU learn from this poem?

INCLUDES ANSWER KEY

Includes an answer key for all student responses with possible student responses.

- Answer key included for the questions next to the poem, the graphic organizers, and the comprehension questions.
- Provides guidance for responding to student questions and answers.

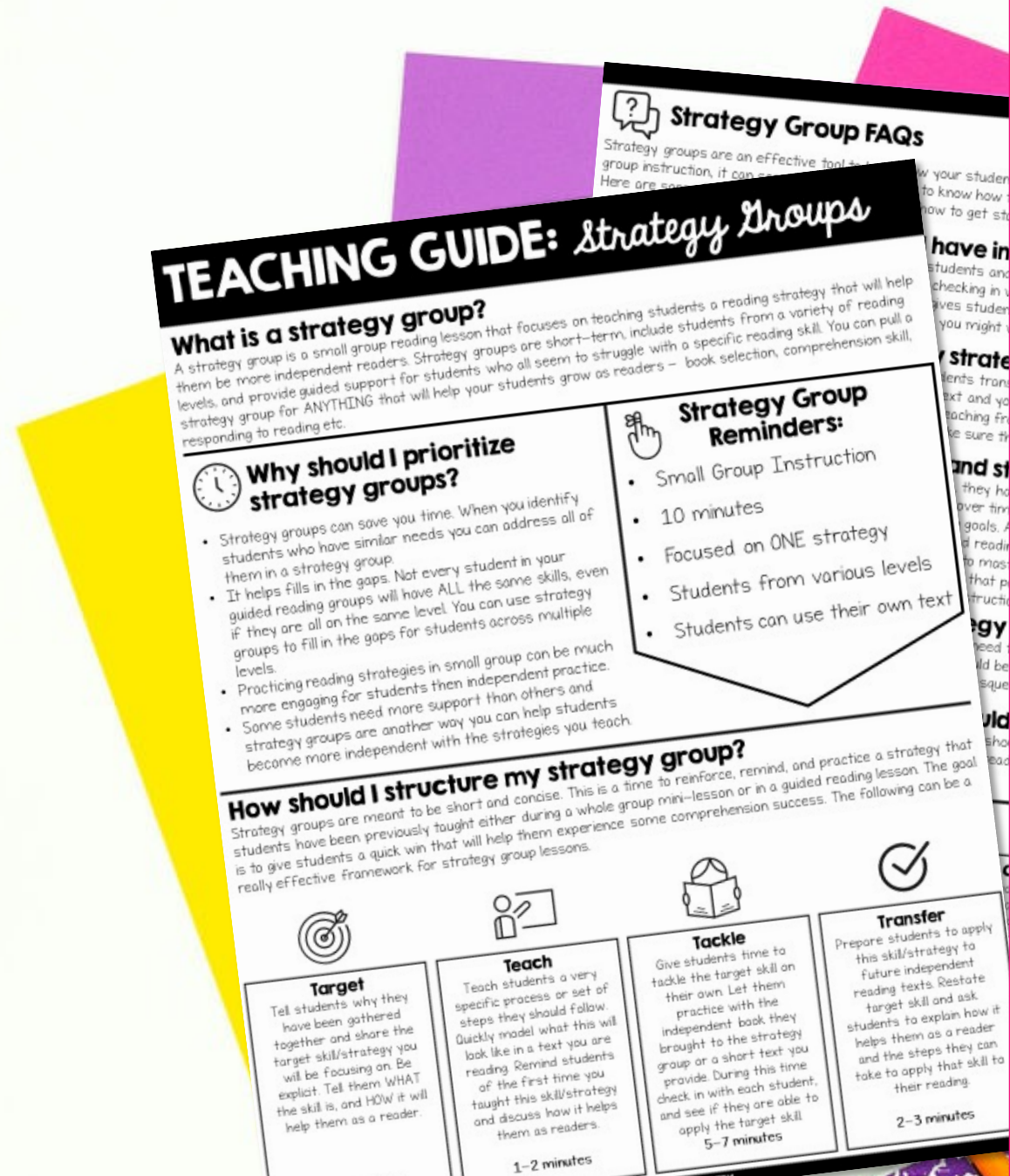
Students love discussing and sharing their answers with their classmates!



INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.



Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups





What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

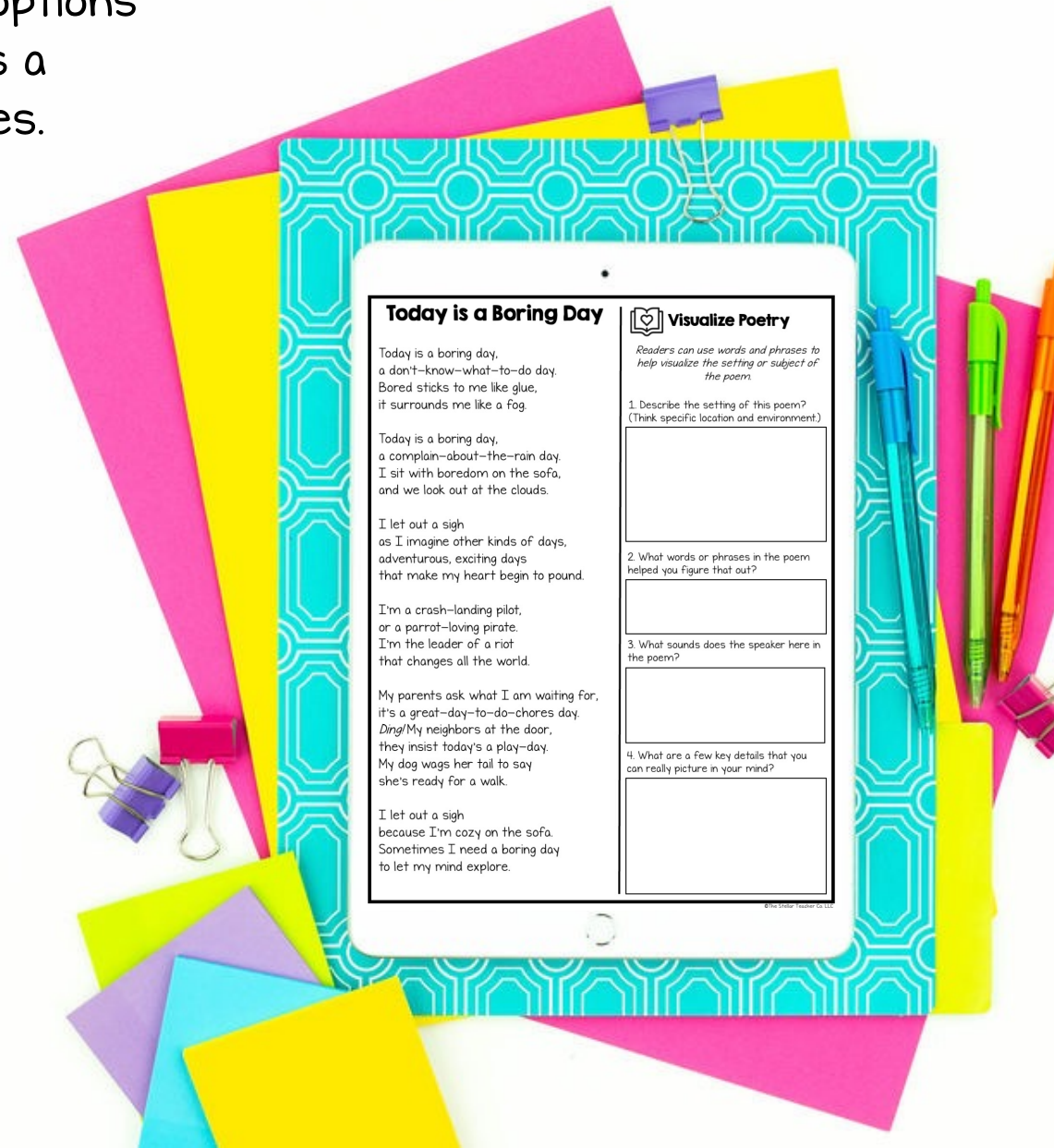
 Target	 Teach	 Tackle	 Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
	1-2 minutes	5-7 minutes	2-3 minutes

INCLUDES DIGITAL VERSIONS

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE...

*10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1
FOCUS: Elements of Poetry

Objective: Students can identify and describe the elements of poetry.

TARGET
1-2 min

- Today we are going to spend some time reading and enjoying poetry.
- Poetry can be so much fun to read, but it's important to understand that poetry is written very different than other stories (which are sometimes called prose).
- Today we are going to learn about the different elements of poetry.

The Focus for today is identifying the elements of poetry.

- When you are reading a poem, you might notice that it is written differently than most texts. Prose is a fancy word to describe most stories or texts we read.
- Prose is written in complete sentences and paragraphs.
- Poetry is written a little bit differently.
- There are some basic elements we can look for when reading poetry:
 - Lines** - one row of words in the poem.
 - Stanzas** - a group of lines within the poem.
 - Meter/Rhythm** - a pattern of stressed or unstressed syllables.
 - Rhyme Scheme** - a pattern of rhyming words at the end of each line.
 - Repetition** - using the same word or phrase over and over in the poem.
- When we discuss and write about poems, it's important we understand these elements of poetry.
- Let's look at the strategy card to learn more about the elements of poetry and what to look for when we are reading poems.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *The Athlete* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.

TACKLE
5-7 min

Understanding Poetry
Elements of Poetry
 Readers can identify and describe elements of poetry.

Element	Definition
Line	One row of words in the poem.
Stanza	A group of lines within the poem.
Meter/Rhythm	A pattern of stressed and unstressed syllables. It makes you want to clap your hands or tap your feet!
Rhyme Scheme	The pattern of rhyming words at the end of each line. Rhyme schemes are labeled using letters - AABA, ABAB, ABCA, etc.
Repetition	Using the same word, phrase, or line over and over in the poem.

Understanding Poetry
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Repetition	Using the same word, phrase, or line over and over in the poem.

The Athlete

I dreamed of becoming a star at sports. I bought knee pads and cleats and a new pair of shorts.

I tried volleyball first. My dad said I should. I hurled the ball as hard as I could.

The ref ducked his head, then made a call. "Out of bounds!" You can't use the wall!

I tried soccer next, and to help my team win, I ran to the goal and threw the ball in.

The coach sat me down, shook her head in defeat, and said, "No hands in soccer. You kick with your feet!"

Then I tried basketball. Hands were allowed. "Shoot the ball in the net!" cheered the crowd.

I threw it! Went in!

I achieved my sports dream! My friends yelled.

Elements of Poetry
 Readers can identify and describe elements of poetry.

1. How many stanzas are in this poem?

2. How many lines are in the poem?

3. What is the rhyme scheme? Give an example of 2 sets of words that rhyme?

3. What is the subject of the poem?

4. Who is the speaker in the poem? What

Name: _____ Date: _____

Organize Your Thinking: Use the chart below to list out the different sports the speaker in the poem tried and the mistakes they made.

	Sport Tried:	Mistake Made:
1st		
2nd		
3rd		
4th		

Comprehension Questions:

- Why did the speaker in the poem try so many different sports?
- Why did the ref duck his head in stanza #3?

STRATEGY LESSON #2
FOCUS: Speaker's Point of View

Objective: Students can understand the difference between the speaker and the poet and can identify the speaker's point of view.

TARGET
1-2 min

- Today we are going to spend some time learning the difference between the speaker and the poet.
- When you read a poem, it's important that you understand whose voice is the one saying the words in the poem and what their perspective is on the subject of the poem.

The Focus for today is understanding the speaker's point of view.

- When we read a poem, we need to understand that there are two voices and perspectives involved.
- The poet is the author and the person who actually wrote down the words of the poem.
- The speaker refers to the voice of the person in the poem. Sometimes the poet might choose to make the speaker a person (different from themselves) or even an object.
- When you are reading a poem it is important to think about the speaker - whose voice is reading this poem - and what their perspective is.
- To describe the speaker's point of view you can do four things:
 - Identify the speaker in the poem** - who or what is speaking the words in the poem?
 - Identify the subject in the poem** - what is the subject or topic of the poem?
 - Identify the speaker's perspective** - how does the speaker feel about the topic?
 - Put it all together** - use your answers from above to describe the speaker's point of view.
- Let's look at the strategy cards to learn more about the difference between the poet and speaker and how we can identify the speaker's point of view.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *I am the coffee table* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

Discuss:

- Who is the speaker in this poem? How could you tell they were the speaker?
- What was their perspective on the subject?

Link:

- Remember, the speaker and the poet aren't always the same. It's important to identify who or what the speaker of the poem is and think about their point of view on the subject of the poem.

TRANSFER
2-3 min

Understanding Poetry
Speaker's POV
 Readers can identify the speaker in the poem and describe their point of view.

1. **Identify the speaker in the poem.** Identify who or what is speaking the words of the poem. Remember the speaker could be the author, a fictional character, or an object.

2. **Identify the subject of the poem.** Think about the subject or topic of the poem. What is the speaker talking about or describing in the poem?

3. **Identify the speaker's perspective.** What is the speaker's opinion or point of view on this subject? Look for strong feelings or opinions about the subject being discussed.

4. **Put it all together.** Now you can identify the speaker and describe their perspective on the subject of the poem.

Understanding Poetry
Speaker's POV
 Readers can identify the speaker in the poem and describe their point of view.

1. **Identify the speaker in the poem.** Identify who or what is speaking the words of the poem. Remember the speaker could be the author, a fictional character, or an object.

2. **Identify the subject of the poem.** Think about the subject or topic of the poem. What is the speaker talking about or describing in the poem?

3. **Identify the speaker's perspective.** What is the speaker's opinion or point of view on this subject? Look for strong feelings or opinions about the subject being discussed.

4. **Put it all together.** Now you can identify the speaker and describe their perspective on the subject of the poem.

I am the coffee table
 Written By Laura Boffa

I am the coffee table that sits in the living room, but I am more than just a table for coffee.

Grandfather built me from the fallen ash tree. He nailed the pieces of me together and smoothed my surface.

Baby held tightly onto me to stand up for the very first time. Her knees wobbled, but I held her steady.

I have held up stacks of books, homework and puzzles and tired feet, and - yes - coffee, too. See the rings left from busy mornings?

One day, I watched Mom carry away the old rocking chair that sat by the window. Movers brought in a new sofa set, a reclining chair, and a state-of-the-art TV stand.

Now my legs wobble, and my feet are tired. I am not sure how much more I can hold up.

But Grandfather has an idea. I am more than just a table for coffee! He has made me into a picture frame so that I can keep holding memories.

Speaker's Point of View
 Readers can identify the speaker in the poem and describe their point of view.

1. Who is the poet (author) for this poem?

2. Who is the speaker? (The person or object saying the words in the poem.)


3. Reread the first stanza. What is the speaker talking about in the poem (what is the subject)?

4. What is the speaker's perspective on their role in family memories?

Name: _____ Date: _____

Organize Your Thinking:

Memory #1	Memory #2	Memory #3

 In the poem, the coffee table recounts several family memories it has witnessed. Using details from the poem, describe three of the memories it shares.

Comprehension Questions:

- In the first stanza, the speaker says "I am more than just a table for coffee." explain what they mean by that?
- In stanza #5, mom moves out old furniture and replaces it with new pieces. How do you think the coffee table felt watching this happen?
- How did the coffee table change throughout the poem?

A LOOK INSIDE...

*10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
FOCUS: Summarizing Poetry

Objective: Students can summarize a poem.

TARGET
1-2 min

Today we are going to spend some time learning how to summarize poetry.

When we know how to summarize a poem, we can recount the speaker, the subject, the theme, and key events that take place in the poem.

The Focus for today is summarizing a poem.

- Just like when you read any other text, you want to be able to recount and remember the most important details and ideas in a poem.
- One way you can do this is by summarizing. When you summarize a poem you will share the most important details and ideas the poet shares.
- To help you summarize a poem, you can ask yourself these questions:
 - Who is the speaker of the poem?
 - What is the subject of the poem?
 - What is the speaker's point of view on the subject?
 - What events or details are described in the poem?
 - What is the theme of the poem?
- Your answer to those questions will help you identify the most important details. You can compare your answers to help you summarize the poem.
- Let's look at the strategy card to learn more about the questions we can ask that will help us summarize a poem.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *Look Around the Library* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.

TACKLE
5-7 min

While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.

Understanding Poetry
Summarizing Poems
Readers can summarize a poem.

When summarizing a poem, you want to share the most important details.
These questions can help you identify key details to include in your summary.

What is the subject of the poem?
Who is the speaker of the poem?
What is the speaker's point of view on the subject?
What events or details are described in the poem?
What is the theme of the poem?

Understanding Poetry
Summarizing Poems
Readers can summarize a poem.

When summarizing a poem, you want to share the most important details.
These questions can help you identify key details to include in your summary.

What is the subject of the poem?
Who is the speaker of the poem?
What is the speaker's point of view on the subject?
What events or details are described in the poem?
What is the theme of the poem?

Look Around the Library

Look at that book!
What an old book!
Its pages are withered and worn.
It smells just like must.
It's covered in dust
and was written before I was born.

Look at that book!
What a fun book!
It's all about pixies and gnomes.
It gives me a smile
as I walk down the aisle.
I might just need to take it home.

Look at that book!
I see myself right in the spine
since it's made of a mirror.
It's never been closer

Summarizing Poetry
Readers can summarize a poem.

- Who do you think the speaker of the poem is? Briefly describe.
- What is the speaker doing in the poem?
- How do you think the speaker feels about searching for a book? Explain?
- Does the speaker find the perfect book right away? How do you know?

Name: _____ Date: _____

Organize Your Thinking: In the space below, jot down key details from the poem. Use those details and your notes from the front to summarize the poem.

Key Details From Poem	Summary of Poem
• Who is the poem about?	
• Where are they?	
• What are they doing?	
• What happens at the end?	

Comprehension Questions:

- In the first stanza, the speaker describes the book as *withered and worn*. What do you think the word *withered* means?
- How many different books does the speaker look at in this poem? Describe them.

STRATEGY LESSON #4
FOCUS: Analyzing Word Choice

Objective: Students can analyze word choice within the poem.

TARGET
1-2 min

Today we are going to spend some time thinking about and analyzing the specific words a poet uses in a poem.

When we read poems, we want to think about WHY a poet chose the specific words for that poem.

The Focus for today is analyzing word choice.

- One of the things that can make writing poetry challenging is being limited by the number of words you use. Most of the time poetry is shorter than prose and won't always include complete sentences or thoughts.
- Poets can also be limited by the style of poetry or specific rhyme schemes or patterns of rhythm they use.
- This means poets need to be really selective with the words they include in their poems.
- As readers, we want to pay close attention to the words poets use and really analyze and think about WHY they chose to use specific words.
- Here are some of the reasons poets might choose specific words for their poems:
 - To support the speaker's feelings on a topic.
 - To help the reader visualize the text.
 - To create a specific visual effect with the words in the poem.
- Let's look at the strategy card to learn more about how poets select specific words when writing poetry.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *Wherever I Go* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.

TRANSFER
2-3 min

Remember, poets are intentional about the words they use in their poems. You can pause and consider why a poet chose the words they did and the impact it has on your reading experience.

Understanding Poetry
Analyze Word Choice
Readers can analyze word choice within the poem.

When writing poetry, authors select their words for a variety of reasons. Here are some common ones:

- Rhyme Scheme:** Was the word chosen to follow or connect to a specific rhyme scheme?
- Rhythm:** Is the author trying to find a word with a specific number of syllables to keep the rhythm of the poem moving?
- Supports the Speaker's Feelings:** Does the word provide evidence of the speaker's feelings towards the topic?
- Visualize the Text:** Is the word included to help you create a vivid mental image of the scene?
- Word Placement:** Does the author use the word in a specific way? Do they extend, shorten, or change the placement within the line.

It's important to consider WHY an author chose specific words for the poem.

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Wherever I Go

My home is running, racing up five flights of stairs to beat the elevator ding.

My home is video games blaring, one jumping puppy, a microwave beeping, baby shrieking.

My home is a dizzy spinning hug.

My home is two buildings, two bath times and beds, a stuffed bear that travels one spread out family with love that follows me wherever I go.

My home is cozy, quiet, snuggled inside a story in a blanket fort den.

My home is paintbrushes swirling, dandelion wishes, sweeping the kitchen, kneading soft pizza dough.

My home is a lullaby's soft hush.

Analyze Word Choice
Readers can analyze word choice within the poem.

- What are the reasons they the author used specific words in this poem? Check all that apply!
 - Rhyme Scheme
 - Rhythm
 - Support Speaker's Feelings
 - Visualize the Text
 - Word Placement
- What words describe the noises the speaker hears inside the two different homes?
- Describe how the author places the words within the poem? How does that connect to the theme of the poem?

Name: _____ Date: _____

Organize Your Thinking: Use the details from the text to describe the two different homes the speaker lives in.

Home One **Home Two**

Both

Comprehension Questions:

- The poet talks about two different homes? Why do you think they chose the shape of the poem to be a heart instead of a house?
- How do you think the speaker feels about having two homes. Which lines from the poem best support your thinking?
- What connections can you make to the speaker in this poem?

LOOK INSIDE...

*10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #6
FOCUS: Visualize Poetry

Objective: Students can identify words and phrases to help visualize the setting or subject of the poem.

TARGET
1-2 min

- We have been thinking deeply about the poems we are reading
- Today I want to talk with you about how specifically we can use the words and phrases in the poem to help us visualize the poem.
- We can create a mental image or a mind movie of what is happening in the poem while we are reading.

TEACH
1-2 min

The Focus For today is visualizing poetry.

- Visualizing is a strategy that can help you anytime you are reading - no matter the type of text.
- Visualizing can be extremely helpful when you are reading poetry.
- When you read a poem, you want to create a mind movie of what is happening in the poem.
- There are two big questions you can ask yourself that might help you visualize a poem.
 - If I was the speaker of this poem, what did I see and hear?
 - If I was the illustrator of this poem, what details would I want to include in my illustration?
- Other things that can help you visualize are to underline words and phrases that help you "see the poem" and look for adjectives and other descriptive details that help you "feel the poem" and look for adjectives and other descriptive details that help you "feel the poem".
- Let's look at the strategy card to learn more about how we can use words and phrases to help us visualize poetry.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *Today is a Boring Day* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the

TACKLE
5-7 min

Understanding Poetry

Visualize Poetry

Readers can use words and phrases to help visualize the setting or subject of the poem.

When you read a poem, you want to paint a picture of the poem in your mind.

If I was the speaker of this poem, what did I see and hear?

If I was the illustrator of this poem, what details would I include in my illustration?

To visualize as you read the poem:

- Underline words or phrases that help you "see" the poem (look for figurative language)
- Look for adjectives and descriptive details that appeal to your senses
- Sketch or draw the scene to help you picture the poem

Understanding Poetry

Visualize Poetry

Readers can use words and phrases to help visualize the setting or subject of the poem.

When you read a poem, you want to paint a picture of the poem in your mind.

If I was the speaker of this poem, what did I see and hear?

If I was the illustrator of this poem, what details would I include in my illustration?

To visualize as you read the poem:

- Underline words or phrases that help you "see" the poem (look for figurative language)
- Look for adjectives and descriptive details that appeal to your senses
- Sketch or draw the scene to help you picture the poem

Today is a Boring Day

Today is a boring day,
a don't-know-what-to-do day.
Bored sticks to me like glue,
it surrounds me like a fog.

Today is a boring day,
a complain-about-the-rain day
I sit with boredom on the sofa,
and we look out at the clouds.

I let out a sigh
as I imagine other kinds of days,
adventurous, exciting days
that make my heart begin to pound.

I'm a crash-landing pilot,
or a parrot-loving pirate.
I'm the leader of a riot
that changes all the world.

My parents ask what I am waiting for,
it's a great-day-to-do-chores day.
Ding! My neighbors at the door,
they insist today's a play-day

Visualize Poetry

Readers can use words and phrases to help visualize the setting or subject of the poem.

1. Describe the setting of this poem? (Think specific location and environment.)

2. What words or phrases in the poem helped you figure that out?

3. What sounds does the speaker here in the poem?

Name: _____ Date: _____

Organize Your Thinking: Think about what is happening in the poem? There is a beginning, a middle, and an end. Describe the events that you see happening in each part of the poem. You can use details from the poem to support your thinking.

BEGINNING Think about what is happening in stanzas 1-4.

MIDDLE Think about what is happening in stanza 5.

END Think about what is happening in stanza 6.

Comprehension Questions:

- What ideas is the poet trying to convey with the line it surrounds me like a fog?
- What are some of the activities suggested to the speaker in stanza 5?

STRATEGY LESSON #7
FOCUS: Making Inferences

Objective: Students can make inferences about the speaker in the poem.

TARGET
1-2 min

- Have you ever read a poem and wondered what exactly the poet is talking about?
- Sometimes poets don't always include ALL of the details or information about the speaker or the topic. When this happens, we can use our background knowledge and personal experience with the subject of the poem to make an inference and fill in the gaps.

TEACH
1-2 min

The Focus For today is making inferences.

- Whether you know it or not, you are constantly making inferences as you are reading.
- When you make an inference, you combine your own personal knowledge and experience with what the author includes in the text to be able to fill in the gaps and think about the text on a deeper level.
- When we read poetry, we need to use our inferential thinking to understand what the author wants us to know about the speaker or subject, but might not tell us directly with their words.
- To make an inference about the speaker in a poem, you can do the following:
 - Identify their feelings and think about WHY they feel a specific way.
 - Identify their actions and think about WHY they act in a specific way.
 - Use text clues to figure out WHAT the speaker is experiencing.
- And then use your background knowledge to fill in all the gaps. You want to think about what is happening in the scene of the poem, but isn't directly stated in the text.
- Let's look at the strategy card to learn more about how we can make inferences about the speaker.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a poem, or if you prefer to have all students using the same text, you can use the poem *Winter is Coming* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

Discuss

- What background knowledge helped you (or would have helped you) understand this poem?
- Why can't an author always give us ALL the information needed to understand a poem?

Link

- Remember, sometimes the author won't tell you EVERYTHING about the speaker or events happening in the poem. But you can use your background knowledge to fill in the gaps and make inferences as you read poems on your own.

TRANSFER
2-3 min

Understanding Poetry

Making Inferences

Readers can make inferences about the speaker in the poem.

When you make an inference, you combine your own background knowledge and clues in the text to understand the text on a deeper level.

THINK What does the author want me to know, but isn't directly telling me?

To make an inference about the speaker in the poem, you can:

- Identify their feelings and think about WHY they feel that specific way.
- Identify their actions and think about WHY they acted in that specific way.
- Use text clues to figure out WHAT the speaker is experiencing.
- Use your background knowledge to fill in the gaps. Think about WHAT is happening but isn't directly explained.

Understanding Poetry

Making Inferences

Readers can make inferences about the speaker in the poem.

When you make an inference, you combine your own background knowledge and clues in the text to understand the text on a deeper level.

THINK What does the author want me to know, but isn't directly telling me?

To make an inference about the speaker in the poem, you can:

- Identify their feelings and think about WHY they feel that specific way.
- Identify their actions and think about WHY they acted in that specific way.
- Use text clues to figure out WHAT the speaker is experiencing.
- Use your background knowledge to fill in the gaps. Think about WHAT is happening but isn't directly explained.

Winter is Coming

Dusk falls quickly,
A chill creeps in.
We gather under trees
huddled closely from the wind.

Our coats grow thicker.
Our bodies add weight.
It's all in preparation
for our long wintry fate.

There's no more playing,
No running for a thrill.
We will not jump, we do not chase.
We just want to be still.

Thoughts of summer sun
disappear with the first flake.
Skies of white and woods of brown
mean it's time for our break.

Making Inferences

Readers can make inferences about the speaker in the poem.

Goal: Identify what the poet wants you to know, but isn't directly telling you.

First: Identify what you do know.

What season does the poem take place during?

What is the speaker experiencing? (Think what events or actions are taking place?)

Next: Apply your background knowledge.

Who or what could the poet be referring to in stanza 2?

Why do you think that?

Then: Make your inference.

Who or what could the speaker of the poem be?

Name: _____ Date: _____

Organize Your Thinking: Think about the poem. Use the chart below to share personal connections or background knowledge you have about the text clues. Share some details you have to infer or use to fill in the gaps.

Text Clues	Personal Connection/ Background Knowledge	What Are Some Details I have to Infer...
We gather under trees huddled closely from the wind.		
Our coats grow thicker. Our bodies add weight.		
Skies of white and woods of brown mean it's time for our break.		

Comprehension Questions:

- What are some things the deer do to prepare for winter?
- What is the poet describing with the line skies of white and woods of brown?
- The poet uses a rhyme scheme in this poem. What is the rhyme scheme the poet used? List out some of the pairs of words that rhyme.

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