



WEEK 2 Day 3

Text Talk
“Way Down in the Music,” from *Honey I Love*

Big Ideas	Humans and other animals communicate with light and sound.
Weekly Question	How do sounds change?
Content Objectives	<p>I can describe and analyze the meaning of key lines in the poem “Way Down in the Music.” (R.4.1.a)</p> <p>I can identify words in the poem that suggest feeling and appeal to the senses (R.7.1.a).</p>
Language Objective	I can use drawings and words to describe the meaning of a poem. (SL.3.1.b)
SEL Objective (Boston SEL Standards)	I can recognize emotions when reading poetry, as well as express an understanding of emotions using different forms. (SA 1.1)
Vocabulary	<p>tune: melody</p> <p>beat: a rhythmic unit in music</p> <p>bass: a type of large, stringed instrument</p> <p>horn: a type of wind instrument</p>
Materials and Preparation	<p>Create heterogeneous groups of three for Triad Reading and discussion.</p> <ul style="list-style-type: none"> ● “Way Down in the Music” audio recording with music (https://www.youtube.com/watch?v=RYCSfh4pkqk) Write the poem on chart paper for the whole group reading. Label the stanzas 1, 2 and 3. ● “Way Down in the Music” copies, one for each child ● “Way Down in the Music” response sheets, one for each child

	<p>On the whiteboard write:</p> <p>What does the poet mean by, “I get way down in the music”?</p> <p>How does the poet feel about music?</p> <p>What words in the poem show her feelings?</p>
<p>Opening 1 minutes</p>	<p><i>Today we’re going to read a poem to continue thinking about how music is full of changing sounds. The poem is titled “Way Down in the Music,” and it’s written by Eloise Greenfield. We’ve read other Eloise Greenfield poems, like “Rope Rhyme.”</i></p> <p>Set a purpose for reading.</p> <p><i>We’ll read this poem several times today. First, we’ll use the line breaks in the poem to try to read it with rhythm, as Eloise Greenfield intended. Then you’ll work in small groups to figure out what the poem means.</i></p>
<p>Text and Discussion 13 minutes</p> <p>Reads 1 and 2</p>	<p>Display the poem on chart paper. Read the poem all the way through, modeling use of line breaks to create rhythm and beat.</p> <p><i>What does the poet mean that she gets “way down in the music”?</i></p> <p>Elicit initial ideas. The group will return to this question after reading the poem several times.</p> <p><i>The last line of the first stanza is written, “Uh-get down.” The poet is writing the sounds she hears as someone speaking, rather than using the way we often see the word “I” spelled.</i></p> <p><i>Now we’ll hear a child read this poem with some accompanying music. Listen to how the reader uses the words and line breaks to create a rhythm. This way of reading helps us understand what the poet means by getting down in the music.</i></p> <p>Play the audio recording of the poem once through.</p> <p><i>What did you notice about the way the child read the poem?</i></p> <p><i>Raise your hand if you’ve ever heard the Jackson Five or Earth, Wind and Fire. They are music groups that were popular in the 1970s.</i></p>
<p>Read 3</p>	<p>Invite children to chorally read the poem using the line breaks to create rhythm.</p>
<p>Read 4</p>	<p><i>Now, you are going to read in your triads and discuss what the poet meant when she wrote these lines:</i></p> <p>Highlight the key lines that children will discuss.</p> <p><i>“Spin me around and make me”</i></p> <p><i>“Inside the sound of the Jackson Five, inside the tune of Earth, Wind and Fire.”</i></p>

	<p style="text-align: center;"><i>"I let it wake me, take me"</i></p> <p>Distribute the poem to children. Direct children to chorally read one stanza at a time, pausing to discuss each of the identified lines.</p> <p>After children have read through the full poem and discussed each question in their small groups, bring the children back to the whole group. Harvest a few responses. <i>You have discovered how the poet's words show how she feels about the music!</i></p>
<p>Key Activity 10 minutes</p>	<p>Whole group discussion. <i>What does the poet mean by, "I get way down in the music?"</i></p> <p>Distribute response sheets. Send children to write and draw in response to the questions on the whiteboard: How does the poet feel about music? What words in the poem show her feelings?</p>
<p>Closing 1 minute</p>	<p>Bring the group back together to close the lesson. <i>As you all read this poem in your triads, I heard how you used your voices to create a rhythm. Tomorrow we'll return to our FOSS informational text to learn more about how sound changes.</i></p> <p><i>You'll continue to practice reading this poem next week in Shared Reading.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. R.12.1.a Read various on-level text with purpose and understanding. SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and small group discussions. What meaning do children make of the key lines of the poem? Listen to children's triad choral reading. Do children accurately read the text with the support of peers? Do children reread as a strategy for understanding key lines? Review children's writing. Do children determine and explain the intended meaning of the poem with pictures and words?</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.