



WEEK 7 Day 5

Read Aloud
“How to Write a Poem”

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	Where do people find inspiration for building, creating, and composing?
Content Objective	I can ask and answer questions about key words and phrases in a poem. (R.4.K, R.7.K)
Language Objectives	<p>I can communicate confusion, or provide clarity on a text, building on the ideas of my peers. (SL.1.K.b, SL.2.K.a)</p> <p>I can explore nuances in word meanings in a poem. (L.5.K)</p>
Vocabulary	<p>raise: lift</p> <p>spunk: courage; spirit</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “How to Write a Poem,” by Kwame Alexander (slides) ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● whiteboard and marker ● Unit Question chart

<p>Opening 3 minutes</p>	<p><i>We have been learning about what inspires people to create, as well as various kinds of creations and construction projects. Let’s make a list of all the different things that people can create and construct. Remember, it doesn’t just have to be a building, even though that’s something we’ve learned a lot about!</i></p> <p>Invite children to list the kinds of things people create, compose and construct. Record the list on the whiteboard.</p> <p><i>One of the things that people create, or compose, is poetry.</i></p> <p>Introduce the text and set a purpose.</p> <p><i>Today we will read a poem composed by a poet named Kwame Alexander. The poem is called “How to Write a Poem.”</i></p> <p><i>We will ask and answer questions about the important words and phrases in the poem in order to determine what the poet, Kwame Alexander, is telling us about constructing poetry!</i></p>
<p>Text and Discussion 8 minutes</p> <p>Read 1</p>	<p>Read the poem once through with expression.</p> <p><i>After hearing the poem, what do you think the poet is telling us about writing poems?</i></p> <p>Harvest several ideas, and invite children’s multiple perspectives and interpretations without prompting or correcting.</p> <p><i>I will read the poem again. As I’m reading, notice any words or phrases that you do not understand.</i></p>
<p>Read 2</p>	<p>Read the poem once through with expression.</p> <p><i>After hearing the poem this time, what do you feel unsure or confused about? What questions do you have?</i></p> <p>Harvest children’s questions and invite them to respond to each other’s questions if they have ideas. Encourage children to reference key details from the poem as they respond to each other’s questions.</p> <p><i>Let’s now look at the poem again and try to understand the meaning of some of the important words.</i></p>
<p>Read 3</p>	<p><i>It says “grab a pencil, some paper, spunk.” What do you think Kwame Alexander means by that? What is spunk?</i></p> <p>Elicit a few ideas, then provide a definition of the word spunk.</p> <p><i>Why do you think we should have spunk in order to write poem?</i></p> <p>Elicit a few ideas.</p> <p><i>What do you think it means to “Let loose your heart--raise your voice?” Turn and talk with a partner.</i></p> <p>Continue to read the next line.</p>

	<p><i>How could you have more than one voice? Does Kwame mean your actual speaking voice? What does he mean by that?</i></p> <p>Harvest several ideas then continue reading to the end of the poem.</p> <p><i>How could words and voices dance together? What do you think this means?</i></p> <p>Harvest several ideas and invite children to build on each other’s ideas.</p>
<p>Key Discussion and Activity 5 minutes</p>	<p>Invite children into a whole group discussion and display the Sentence Frames for Discussion.</p> <p><i>One of the amazing things about poems is that they can have many meanings. What do you think the poem is about? What is Kwame Alexander telling us about creating poems?</i></p> <p>Remind children to build on each other’s ideas and that it is OK to agree or disagree.</p>
<p>Closing 1 minute</p>	<p><i>In any kind of construction, the creator might have an idea about what they want to communicate. Then the people who see it, or read it, bring their own ideas about it, too.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: people bring their many voices to their construction projects, whether the construction is buildings, poetry, dance, etc; poetry is a type of construction; don’t be afraid to be yourself when creating.</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses, questions and ideas during the partner and whole group share.</p> <p>What ideas do children have about the poem? What questions do children have?</p>

	How do children build off each other’s ideas during group discussion?														
Center Activities	<table border="1"> <tr> <td data-bbox="477 281 704 390">Art Table</td> <td data-bbox="704 281 1382 390">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="477 390 704 499">Art Easel</td> <td data-bbox="704 390 1382 499">Children continue to draft house and building plans.</td> </tr> <tr> <td data-bbox="477 499 704 609">Blocks</td> <td data-bbox="704 499 1382 609">Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="477 609 704 680">Dramatization</td> <td data-bbox="704 609 1382 680">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 680 704 789">Library & Listening</td> <td data-bbox="704 680 1382 789">Children continue to research what building materials are used in the classroom.</td> </tr> <tr> <td data-bbox="477 789 704 898">Discovery Table</td> <td data-bbox="704 789 1382 898">Children use sand to make structures inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 898 704 1008">Writing & Drawing</td> <td data-bbox="704 898 1382 1008">Children draw and write about imaginary places, inspired by <i>Roxaboxen</i>.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children continue to draft house and building plans.	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children continue to research what building materials are used in the classroom.	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .
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Notes