

Teacher Facilitation Guide

Grade 6 **ELA**

Unit 2a Lesson 1



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Grade 6, Unit 2a: Lesson 1: What is Poetry?

Lesson Snapshot

Lesson Segment	Timing	Description
Lesson Introduction	25 min	<ul style="list-style-type: none"> Entry Task: Infer the Topic Introduce Learning Targets
Core Lesson Activity	20 min	<ul style="list-style-type: none"> Word Web: What Is Poetry? (10 minutes) Module Essential Questions (10 minutes)
Assessment and Closing	15 min	<ul style="list-style-type: none"> Poetry Reflection
Homework	N/A	<ul style="list-style-type: none"> Read your independent reading book and think about the meanings of words and phrases in your book. Then use the Vocabulary Journaling System in your ELA notebook to journal about at least two unknown vocabulary words.

Lesson Context & Standards

Duration: 60 minutes

Theme-Based Essential Questions:

- How do people's life experiences shape the rules they live by?
- How does culture affect our perspective?
- How do we learn to see different perspectives?

Disciplinary Essential Questions (Unit Level):

- How do poets use figurative language and connotation to convey meaning and tone?
- How do poets choose their words and phrases?

Enduring Understandings:

- Our perspective is shaped by our culture, family, relationships, and experiences.
- Poetry is used to express one's thoughts and feelings through figurative language.

Learning Objectives/Targets:

- I can determine the meaning of words and phrases in poetry. (RL.6.4, L.6.5)
- I can cite evidence to support my inferences about meaning in a poem. (RL.6.1, RL.6.4)

Content Standards

Assessed Standards

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)

Addressed Standards

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)

Social and Emotional Learning Standards (ISBE)

- None.

Learner Relevance

- In this lesson, students read poetry that relates to the Module Essential Questions. Students may relate to how life experiences and culture influence people's perspectives. Suggestions are given in the lesson to support students in processing connections to the content of the poems in this lesson.
- Students begin to determine the meaning of words and phrases through reading and writing about poetry. They will use this skill throughout the year and in other classes and grade levels.
- For students with an Individualized Education Program, refer to the IEP to learn what Specially Designed Instruction (SDI) is required to adapt the lesson.

Necessary Background Knowledge:

- This first lesson of the module introduces poetry texts and the Essential Questions for the module. Students explore the topic of poetry and access background knowledge necessary for making inferences about the topic. In this lesson, students examine the Module Essential Questions ("How do people's life experiences shape the rules they live by?" "How does culture affect our perspective?" "How do we learn to see different perspectives?") and their initial thoughts about the questions and how they relate to the poetry in this lesson.
- This lesson focuses on words and phrases and their meanings without introducing the complex vocabulary and concepts (e.g., figurative language, connotation, word choice, impact, poetic devices, tone), which will be introduced in future lessons. Students use their background knowledge of the poetry genre to make connections between the poetry in this lesson and other texts or skills with which they are familiar from previous grades.

Cross-Content Related Topics

Connections to Illinois Social Science Standards

- Explain how and why perspectives of people have changed over time.
- Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
- Apply civic virtues and democratic principles in school and community settings.



WIDA Language Standards

Standard 1: Social and Instructional Language

Language Target: I can determine the meaning of words and phrases in poetry. (RL.6.4, L.6.5)

Level 1–2 Entering – Emerging Bilingual	Level 3–4 Developing – Expanding	Level 5–6 Bridging – Reaching
I can read to select the meaning of words and phrases in poetry from two visual options using the " <i>Bajo la luna (Under the Moon)</i> " Vocabulary Chart with teacher support.	I can read to determine the meaning of words and phrases in poetry using an English or bilingual dictionary.	I can read to determine the meaning of words and phrases in poetry.

Standard 2: The Language of Language Arts

Language Target: I can cite evidence to support my inferences about meaning in a poem. (RL.6.1, RL.6.4)

Level 1–2 Entering – Emerging Bilingual	Level 3–4 Developing – Expanding	Level 5–6 Bridging – Reaching
I can read to orally answer yes-no or either-or questions about meaning in a poem using the " <i>Bajo la luna (Under the Moon)</i> " Inferences Tool with teacher support.	I can read to select evidence to support my inferences about meaning in a poem from a list of four options.	I can read to cite evidence to support my inferences about meaning in a poem.

Lesson Assessment

Lesson Level Assessment

- Poetry Reflection (RL.6.1, RL.6.4, L.6.5)

Students' learning across the unit is evaluated through formative lesson-level assessments and a summative end-of-unit assessment. Lesson-level assessments are built into the instruction of each lesson and serve to provide information about students' learning toward the key content and skills of the lesson. Every unit will include several assessments available directly through the Checkpoint platform (including the end-of-unit assessment). Checkpoint assessments are intended to assess and monitor student progress in relation to the unit's instructional arc and focus standards. In Unit 2a, Checkpoint lesson-level assessments can be found in Lessons 5, 7, 9 and the 6.2a End-of-Unit Assessment in Lesson 11.

For this lesson-level assessment, students create a T-chart in their ELA notebook and cite at least two examples of words or phrases from a self-selected poem in the left column and analyze the meaning of these words and phrases in the right column. Students choose how to analyze words or phrases in poetry by determining their meaning, determining why the speaker uses them to express themselves, analyzing how they express the meaning of an entire poem, or how they relate to one of the Module Essential Questions.

Review students' poetry reflections to evaluate their abilities to (a) analyze meaning in poetry and (b) make connections to the Module Essential Questions. This will help determine how to introduce and teach new poetry skills and strategies in future lessons.

Additional Checks for Understanding

- Infer the Topic (RL.6.1, RL.6.4, L.6.5)

Lesson Assessment Supports

Based on students' responses to this task, be prepared to offer additional support as needed. This support may include:

- Modeling how to write the reflection using one of the poems from this lesson.
- Rephrasing the prompts for students to better understand the task.
- Providing individual and small-group conferencing to guide students in identifying deeper meaning beyond the explicit or literal words in a poem.
- Providing additional practice and support with reading and annotating poetry, refer to Review Mini-Lesson 1: Reading and Annotating Poetry.
- Providing additional opportunities to play with and build vocabulary (refer to the Vocabulary Instructional Framework in the Appendix).

Mini-Lessons

A mini-lesson is a short lesson separate from the primary lesson sequence that is assigned to students to complete on their own.

Challenge	EL Support Mini-Lessons	Review Mini-Lessons
<p>Determine the meaning of and understand symbolism in poetry Mini Lesson I: Symbolism in Poetry</p> <p>Using deliberate and impactful word choice to enhance the meaning and tone of poetry Mini Lesson II: Writing Golden Shovel Poetry</p>		<p>Annotating poetry to analyze the impact of word choice and poetic devices on poem meaning Mini Lesson 1: Reading and Annotating Poetry</p>

Opportunities for Discourse

- Small groups of students discuss words and phrases and their meanings in poetry during the Infer the Topic activity.
- Small groups of students discuss their thoughts and feelings about specific key terms from the Module Essential Questions using the How I Think, How I Feel protocol.
- Pairs of students discuss the Module Essential Questions using the Think-Pair-Share protocol.
- Invite students who share the same home language to Turn-and-Talk or Pair Up, Square Up to negotiate meaning in a language they know and understand, when appropriate.

Additional Opportunities for Discourse

- Talking Circles: Students form two circles of the same size, one inside the other. The students in the inside circle turn to face the students in the outside circle. Each student in the inside circle finds a partner in the outer circle. The teacher poses a question or prompt and students discuss it. After a few minutes, the inside circle students move one student to the right. The discussion continues. Talking Circles is an alternative to Turn-and-Talk Protocol.

Vocabulary

Academic Language/Unit Priority Vocabulary:

Academic Language and Unit Priority Vocabulary words are assessed and used frequently in discussion, writing, and thinking.

- poetry (n.) – literature that uses artistic language with deeper meaning beyond the literal written or spoken words to express thoughts and feelings

Lesson Priority Vocabulary:

Vocabulary in Context (Tier 2 words)

- None.

Vocabulary to Provide Directly

- None.

Additional Vocabulary to Support English Learners (ELs)

See the [6.2a English Learner Vocabulary Cards](#) for more information about the vocabulary words for this lesson and the rest of the unit.

- figurative (adj.) – used in a way that is different from the usual meaning, in order to create a particular mental picture
- connotative (adj.) – showing a quality or an idea that a word makes you think, beyond its basic meaning
- nuance (n.) – a slight difference in meaning that you need careful attention to notice

Cognates

- poetry – poesia (f.)
- figurative – figurado/a
- connotative – connotativo/a

Materials & Technology

Technology/Materials/Resources

- ELA notebook (one per student)
- Chart paper (six sheets for display)
- [Video: Hip-Hop and Shakespeare? TED Talk](#)
- Google Classroom

Class Materials

- None

Student Materials

To prepare for this lesson, copy the Google Docs and force a copy of new materials for students.

- [Vocabulary Journal](#) (one per student; from Unit 1a Lesson 3)
- [Grade 6.2a Standards Tracker](#) (one per student)
- [6.2a Unit Priority Vocabulary Assessment](#) (one per student)

Teacher Materials

- [Infer the Topic Resource](#) (Teacher Reference)

EL Additional Materials (English Learners)

These materials may be beneficial to all learners. Consider making English learner materials available to all students when appropriate.

- **Infer the Topic Graphic Organizer** (one per student)
- **6.2a English Language Development Resource** (one per student)
 - **"Bajo la luna (Under the Moon)" Inferences Tool**
 - **"Bajo la luna (Under the Moon)" Vocabulary Chart**
- **6.2a English Learner Vocabulary Cards** (one set per student)
- **6.2a Cognate Anchor Chart** (one for display)

Lesson Implementation

This lesson begins a new module and unit in which students explore narrative stories told through poetry (Units 2a and 2b) before writing their own collection of narrative poems in Unit 2c. Students' work in this unit is grounded in the idea that poetry is an artistic form of writing in which words and phrases have deep meaning and therefore poets choose their words carefully. As students explore and analyze poetry for word choice and meaning, it is recommended that the classroom contain poetry for students to read during independent reading time. Providing students with additional novels in verse as well as standalone poems and anthologies will allow them to reinforce the skills and strategies taught in the unit while also building their connection to poetry as a genre.

In this lesson students complete a vocabulary pre-assessment that asks them to evaluate their current knowledge with the unit priority words. Review student pre-assessments to determine the level of vocabulary guidance needed throughout the unit. Students are given multiple opportunities to engage with the unit words, but some students may benefit from additional support and small-group instruction. Review the Vocabulary Instructional Framework in the Appendix for additional suggestions and guidance for supporting student vocabulary development.


In the entry task of this lesson, students begin with the Infer the Topic activity in which they explore a variety of texts and make inferences about the topic of study in this module: poetry. Students then generate a word web about how they define *poetry* to activate their background knowledge of the topic. Students are introduced to the Essential Questions for the module and discuss their initial thoughts about them. In the Assessment and Closing, students choose a poem from the Infer the Topic activity and write a reflection about the meaning in the poem.

Grouping students heterogeneously for group work is encouraged. Consider predetermined groupings to ensure students who need support with reading, writing,


speaking, listening, or language are working with students with strong collaborative skills.

In advance of the lesson:

- Organize seven stations in the classroom for the Infer the Topic activity.
- Print multiple copies of the poems or post them on **chart paper** at each station so they are ready for students at the beginning of the lesson. Note: Station 3: “Crown” by Rapsody will need to be accessed through the website AZLyrics.com, printed, and pasted on chart paper.
- Print copies of each poem, one per student, for students to choose from for the Poetry Reflection. All poems can be found in the **Infer the Topic Resource (Teacher Reference)**.

 **ENGLISH LEARNERS** Consider displaying a photo alongside each poem from the **Infer the Topic Resource** to help English learners interpret meaning.

- Preview the **Hip-Hop and Shakespeare? Ted Talk** video segments for this lesson from timestamps 0:00–4:05, 5:20–7:10, and 14:20–15:40.

 **ENGLISH LEARNERS** Throughout the unit, help Spanish speakers to identify, interpret, and record cognates on the **6.2a Cognate Anchor Chart** or a similar one created on a large piece of **chart paper** to support the regular use of cognates in making meaning of lessons.

This lesson includes strategies used throughout the modules to promote student engagement, collaboration, and self-assessment. Review the Think-Pair-Share and Turn-and-Talk protocols (see the Appendix).

Lesson Introduction (25 minutes)

Entry Task: Infer the Topic

Congratulate students for successfully completing Module 1. Express your genuine enthusiasm for the opportunity to introduce a new topic for students to explore as they learn new information and develop reading, writing, speaking, and listening skills.

Explain that before launching their second module of the year, they will participate in an activity called Infer the Topic, in which they will explore a variety of texts and draw on their own background knowledge to make inferences about what they will learn in this module.

Instruct students to reflect on the vocabulary they learned in the previous module and how they used evidence from texts to support their inferences.


Invite students to Turn-and-Talk:

- What is an *inference*?
 - A conclusion based on facts and observations
- Why do you think we will infer the topic before learning about it?
 - To see how our inferences can change as we learn new information; to practice forming our ideas based on evidence

Provide examples of inferences. For example:

- **Fact or observation:** I see children outside of a school at 3 pm. → **Inference:** School must be finished for the day.

Invite students to generate and share their own examples with each other.


 **ENGLISH LEARNERS** *Use photographs or drawings to help illustrate facts, observations, and inferences for emergent bilingual students.*

If needed, have students review the **Vocabulary Journal** for the definition of *inference* in their **ELA notebook**. Confirm that students will infer the topic of study before they begin to learn about it to practice independent thinking, be open to new ideas, learn new information, and form opinions based on evidence.

Display the **Infer the Topic slate** and read aloud the directions:

- There are seven stations in the room.
- In your small group, read the text aloud at your station and discuss your first thoughts about it.
- In your **ELA notebook**, write your responses to the following questions about the text:
 - Which words or phrases seem important to you and why?
 - What do you think the words or phrases mean?
 - What do you wonder about the texts?
 - What can you infer about the new topic we will study?
- Once you are finished, you will move with your group to another station and repeat the activity for a second round.


Organize students into small groups. Instruct them to retrieve their **ELA notebook** and begin. Circulate and support them with the directions and reading the texts, as needed. Otherwise, allow students to work independently to make inferences based on their own background knowledge without teacher guidance.

 **ENGLISH LEARNERS** Consider providing English learners with the **Infer the Topic Graphic Organizer**. Consider a teacher-led Gallery Walk with emergent bilingual students. Begin the group at station 6 and guide students to access “**Bajo la luna (Under the Moon)**” **Inferences Tool**. Read the poem aloud together and discuss students’ initial thoughts/reactions. After the group discussion, encourage students to read the questions in the tool with a partner. Read each statement as a group and ask students to orally, or with a thumbs up/thumbs down gesture, answer the yes-no and either-or questions

Once students have returned to their seats, invite volunteers to share their responses to the Infer the Topic questions:

- Which words or phrases seem important to you?
 - Sample response: In “Crown” by Rapsody, she says, “You didn’t leave the house without your crown did you?”
- What do you think the words or phrases mean?
 - Sample response: Rapsody is saying that we should see ourselves as royalty and go into the world with confidence and self-respect.
- What do you wonder about the texts?
 - Sample responses: Why are some words on certain lines? Why do some lines have periods or commas and others do not? Why are some words in lowercase even though they are at the beginning of a sentence?
- What can you infer about the new topic we will study?
 - Sample response: We are going to learn about poetry that tells stories or shares stories about people’s experiences.

Invite students to share how they relate to specific thoughts and feelings in the poems. Create space for volunteers to discuss these personal connections.

 **ENGLISH LEARNERS** To support emergent bilingual students, model responding to the questions before asking students to discuss. Use the sample responses to the questions listed above as needed. As students respond to questions, focus on the

message. Address any global errors that impede meaning by paraphrasing students' responses to model accurate usage.

After a few students have shared, confirm that the topic for this module is poetry and that they will explore their background knowledge and ideas about the topic later in the lesson.


Introduce Learning Targets


Display the **Learning Targets slate** and ask students to chorally read:

- I can determine the meaning of words and phrases in poetry. (RL.6.4, L.6.5)
- I can cite evidence to support my inferences about meaning in a poem. (RL.6.1, RL.6.4)


Display and help students access their **Grade 6.2a Standards Tracker**. Ask students to find standards RL.6.1, RL.6.4, and L.6.5. Ask a volunteer to read aloud the Accomplished column as the class follows along.

Display the **Self-Assessment slate**. Direct students to self-assess their current level for these standards and record the date as a time stamp of their current progress. Students can also color in the boxes to visually mark how far along the spectrum they are toward mastery. Explain to students that it is perfectly acceptable to label oneself as Beginning or Developing, as the purpose of the tracker is to measure their growth throughout the year and they are not expected to have mastered any of these standards at this point in the year. Inform students that they will reassess themselves throughout the unit.

 **ENGLISH LEARNERS** Consider forming a small, teacher-led group of English learners to work together to deconstruct each learning target (e.g., *I can determine / the meaning of words / and phrases in poetry.*) Unpack each chunk to help students make meaning of individual words and phrases. Provide sentence frames to support English learners in discussing the target: *This learning target asks us to _____. Today, we will _____.*

 **ENGLISH LEARNERS** Consider using the **6.2a English Learner Vocabulary Cards** to support work with the words *figurative*, *connotative*, and *nuance*. The vocabulary cards include additional word strategies to build students' word knowledge. Point out cognates for Spanish speakers (*poetry* – *la poesia*, *evidence* – *la evidencia*, *figurative* –

figurado/a, connotative – connotativo/a) and add them to the **6.2a Cognate Anchor Chart**. Encourage students to discuss these concepts in Spanish using the cognates.

 **ENGLISH LEARNERS** To support emergent bilingual students, deconstruct individual descriptors from the **tracker** to help students unpack the information in each row (e.g., Use text evidence / to explain what the text says / as well to interpret the text.)


Core Lesson Activities

Word Web: What Is Poetry? (10 minutes)

On a board or **chart paper**, draw a big circle and write the word *poetry* in the center. Ask:


- What comes to mind when you think of poetry?
 - rhyme, rhythm, writing, rap, spoken word, imagery, metaphor, beauty
- What is the difference between poetry and other writing like news articles, research essays, and novels?
 - Poetry uses lines differently and doesn't seem to use paragraphs. There are different types of poetry, and a writer can be creative in how they express their thoughts.

As students share, record their responses around the circle, creating a web by drawing lines that connect the circle with the student response. Alternatively, invite students to write their own responses.

 **ENGLISH LEARNERS** Encourage emergent bilingual students to share in home languages. If possible, provide examples of poetry in students' home languages (or invite students to share home language poetry) for students to refer to as they define and consider the features of poetry. As time allows, display examples of different types of writing (e.g., poetry, news articles, novels, dictionaries) to help emergent bilingual students understand the second question.

Inform students that they will watch a video clip about the poetry of hip-hop music and the poetry of William Shakespeare's texts. Explain that they will use the information in the video, the poems they just read, and their background knowledge to generate a definition of *poetry*. As needed, explain that William Shakespeare was an English playwright and poet whose writing was poetic, that many people consider him to be the greatest writer in the English language, and that they may be familiar with stories like *Romeo and Juliet*, *Hamlet*, and *Othello*.

Display the **Hip-Hop and Shakespeare? Ted Talk video** and play the following three segments of the video: 0:00–4:05, 5:20–7:10, and 14:20–15:40.

 **ENGLISH LEARNERS** Consider reviewing hip-hop artists mentioned in the video segments with English learners in advance to activate or provide background knowledge and increase engagement (Jay-Z, Eminem, Wu-Tang Clan). Provide a transcript of the video and of the hip-hop and poetry performed. Display English closed captions to help English learners follow the information being presented. Replay the video if time permits. Review the following vocabulary (and relevant cognates) with English learners and be prepared to help students interpret additional words: spew, collective (colectivo), hypothesis (la hipótesis), eternal (eterno), thou, art, hath, temperate (templado), manifestations (las manifestaciones), dimensions (las dimensiones), and shackles.

After students have viewed the video, ask students to Think-Pair-Share:


- What is Akala saying about hip-hop and Shakespeare in this video?
 - Hip-hop and Shakespeare use poetry in similar ways; rap should be valued just as much as Shakespeare because the lyrics are poetic.
- Take a look at the Word Web. What other words or phrases about poetry can we add to the Word Web based on Akala's TED Talk?
 - Performance, art, expression, complex vocabulary, flow, having a voice, emphasis

As students share, add their responses to the Word Web.


Ask:


- Based on the poems you read in the Infer the Topic activity, the Word Web you generated, and the **Hip-Hop and Shakespeare? Ted Talk video**, how would you define *poetry*?
 - Words with deep meaning, writing that is artistic, beautiful expressions through words

As students share, combine their responses and record a definition on the board or **chart paper**.

 **ENGLISH LEARNERS** *Provide English learners with sentence starters to help them articulate their thinking:*


- Akala is saying that hip-hop and Shakespeare are ____.
- Poetry is _____. I know this because _____.

 **ENGLISH LEARNERS** *As needed, to provide additional support for emergent bilingual students, briefly play and display additional examples of hip-hop songs and Shakespeare poetry. Alternatively, consider having English learners conduct a short Internet search to find and share examples.*

 **ENGLISH LEARNERS** *Confirm that poetry is literature that uses artistic language with deeper meaning beyond the literal written or spoken words to express thoughts and feelings. Check in with English learners to make sure they understand what the words literal and spoken are referring to.*

Ask students to use the **Vocabulary Journal** to add *poetry* and its definition to their **ELA notebook**. Encourage Spanish speakers to add cognates (*poetry – la poesia*) to their notebooks and the **6.2a Cognate Anchor Chart**.

Display and help students access the **6.2a Unit Priority Vocabulary Assessment** and ask for a volunteer to read the directions aloud. Inform students that these are important words that they will encounter in this unit as they examine how poets use artistic language to create deeper meaning. Explain to students that this task will not be graded, but rather it is an opportunity for them to demonstrate their knowledge and prior learning about poetry and the choices made by poets. Ask students to assess their current level of familiarity with the words. Explain that it is fine if they are unfamiliar with these words right now; they will practice using these words in their reading, writing, and speaking throughout the unit.

 **ENGLISH LEARNERS** *As needed, provide additional support for English learners as they complete the assessment. Students may benefit from hearing the words read aloud and repeating them, as they may recognize the words aurally, but not in writing. Consider working with a small group of emergent bilingual students to review each word one by one. Make a poem or a verse novel available, and invite students to point to examples to demonstrate their understanding of terms as an alternative to, or in addition to, verbalizing a description.*

Module Essential Questions (10 minutes)

Inform students that, throughout the module, there are Essential Questions they will return to and work toward answering as they read, analyze, and write about poetry and that the poetry in this module will focus specifically on these Essential Questions.

Before introducing the Essential Questions, display the **How I Think, How I Feel slate** and read aloud the directions:

1. You will be divided into three groups: Group A: Rules to Live By, Group B: Culture, and Group C: Perspective.
2. Discuss your thoughts and feelings about the word or term and share your personal experiences that connect to the word or term assigned to your group.
3. Select a volunteer to share your group's ideas with the class.

Organize students into the three groups and instruct students to begin. As students work in their groups, take note of their thoughts and feelings about these ideas and how to introduce the Module Essential Questions in a way that relates to their personal experiences.

Invite students to share their responses:


- Group A: Rules to Live By
 - Morals and values, a code, standards, things you will and will not do
- Group B: Culture
 - Way of life, race, ethnicity, religion, community, traditions
- Group C: Perspective
 - How someone views something; someone's opinions or ideas; an attitude about something; how someone sees the world

Display the **Essential Questions slate** and read aloud the Module Essential Questions:


- How do people's life experiences shape the rules they live by?
- How does culture affect our perspective?
- How do we learn to see different perspectives?

Ask students to Think-Pair-Share:

- What are your initial thoughts about the Essential Questions? What do you notice or wonder when you read these questions?
 - Why would someone have rules for themselves? What kind of culture are we going to analyze? Is it possible to be able to see a different perspective if we have different experiences?

 **ENGLISH LEARNERS** *Underline the words experiences and perspectives for English learners and give them a moment to define these words with a partner. Ask Spanish speakers to identify cognates (experiences – las experiencias; perspectives – las perspectivas) and discuss these and the Module Essential Questions in Spanish. Encourage English learners to discuss their understanding of the Essential Questions in their home language. Provide sentence frames for students to respond to the Think-Pair-Share question:*

- *I notice _____.*
- *I wonder _____.*

 **ENGLISH LEARNERS** *Consider deconstructing each question to further support emergent bilingual students:*

- *How do / people's life experiences / shape / the rules they live by?*
- *How does / culture / affect / our perspective?*
- *How do / we learn / to see / other perspectives?*

Assessment and Closing

Poetry Reflection (15 minutes)

Explain to students that in future lessons they will closely examine the devices writers use to create poetic language and meaning beyond the literal words in the text. Inform students that they will begin to reflect on the words and phrases in a poem and attempt to interpret their meaning as an introduction to this topic, using their background knowledge of poetry.

Invite students to choose one of the poems from the Infer the Topic entry task and distribute texts accordingly based on student choice. Instruct students to read the poem silently several times. Have students write their initial reaction to the meaning of the poem in their **ELA notebook**, answering the following questions:


- What do you think about the poem?
- How does it make you feel?

Display the **Poetry Reflection slate** and read aloud the directions:

- Draw a T-chart in your **ELA notebook** and label the left side Words/Phrases.
- Identify at least two examples of words and phrases from the poem that seem to express a feeling and have deep meaning and record them in the left column.

- Choose one of the following prompts to respond to in the right column of your T-chart for both examples:
 - What do you think these words or phrases mean?
 - Why do you think the speaker uses these words or phrases to express themselves instead of using everyday language?
 - How do these words or phrases help express the meaning of the entire poem?
- Choose one of the Module Essential Questions. How does each example relate to the question?

Circulate as students respond to a prompt, and support students who need additional help by assisting them with choosing a poem and a prompt they can comprehend. Remind students that this lesson is an introduction to poetry and that they are using their own knowledge of poetry to analyze the poem. Assure students that they will learn strategies for poetry analysis in future lessons.

 **ENGLISH LEARNERS** *Consider forming a teacher-led group of English learners to work together to analyze the poem *Bajo la luna* (Under the Moon). Guide students to access the “**Bajo la luna (Under the Moon)**” **Vocabulary Chart**, where vocabulary and visuals have been preselected. Read the directions and encourage students to discuss each word with a partner who speaks their home language.*

Once students have finished their reflection, invite volunteers to share their responses. Keep in mind that interpretations of word choice and connotative language will be tied to each individual student's personal and cultural background and experiences. Acknowledge and validate all student-provided examples and explanations.

For students who would benefit from additional practice and support reading and annotating poetry, refer to Review Mini-Lesson 1: Reading and Annotating Poetry.

Student notebook responses are the lesson-level assessment for this lesson. Review student responses to evaluate their abilities to (a) analyze meaning in poetry and (b) make connections to the Module Essential Questions. Suggestions for additional support and guidance are provided in the Lesson-Level Assessment section.

Homework

Display the **Homework slate** and ask students to record their homework assignment in a planner or **ELA notebook**.

- Read your independent reading book and think about the meanings of words and phrases in your book. Then use the Vocabulary Journaling System in your **ELA notebook** to journal about at least two unknown vocabulary words.

Universal Design for Learning Guidance for Differentiation

Supporting students with multiple means of...

Action and Expression/Modes of Communication

- Throughout the lesson, students have opportunities to reflect quietly on their ideas before sharing them aloud with a partner or the whole class.
- Word Webs provide a visual brainstorming tool for students to share their background knowledge of a topic.
- Students create a T-chart in their ELA notebook to serve as a visual response to the Poetry Reflection prompts.
- For further support, invite students to create a Word Web for the poem they choose for their Poetry Reflection to identify their thoughts and feelings about the poem before they write about it.

Representation

- Throughout the lesson, the resources are represented in writing, orally, and visually.
- For further support, display the prompts from the Word Web: What is Poetry? activity for students to read as they generate their responses.

Engagement

- Throughout the lesson, students are offered choices in how they demonstrate their learning, including which poems to analyze in the Infer the Topic activity in the entry task and which prompt to respond to in their Poetry Reflection in the lesson-level assessment.
- Students participate in the Infer the Topic activity, which gives them the opportunity to collaborate with their peers and explore the topic, building on their prior knowledge in a kinesthetic activity rather than a teacher-centered introduction to the topic.
- For further support, students with advanced poetry analysis skills may use the words they identified in the Poetry Reflection to write a poem of their own that carries the same meaning or has a similar connection to the Module Essential Questions.

Consider reviewing and using the mini-lessons to support students based on need.

Additional Recommendations for Students with an Individualized Education Program or a 504 Plan

- For students with an Individualized Education Program (IEP) or a 504 Plan, consult that student's individual document to plan and implement individual accommodations for this lesson.