

Focus/Teaching Point (What one thing will you teach and why?):

Poets can be inspired by phrases, lines or poems that they read and love.

Connection (What will you say to the students about why you are teaching this?):

You have been reading lots of poetry this week, and many of you have found poems that you love. When I read, I often run across a line or a phrase or image that makes me think, "Wow! I wish I'd written that!" Sometimes we can get new ideas for poems by starting off with those lines that we love—and it's surprising how different our poems can turn out from the original.

Give Info: (How will you teach this? What exactly do you want to say?)

First, let's practice listening for lines and phrases—maybe even just a single word—that you like in a published poem. Readers often say these are lines that *resonate* with them; that means the line really speaks to the reader in some way, perhaps because they've experienced something like that, or because they can picture it very clearly, or just because it sounds good to them. [Hand out copies of poem] I'm going to read [TITLE] aloud today, and you can listen for words or phrases or maybe entire lines that resonate with you. On your copy of the poem, you can underline those parts that resonate.

When I read this poem on my own, I loved the phrase [example]. It made me think of [explain]. So I wrote that phrase at the top of a page in my notebook and began a fast write thinking about why I loved that phrase and what it made me think about. [Show entry] Notice that some of my entry is written in complete sentences or prose, but here in the middle I started writing in short phrases that didn't necessarily go together—they even kind of look like a poem from far away, don't they? I didn't know I was going to do that when I first started writing, but that's what is so great about thinking in our notebooks—it doesn't always follow rules and we don't know where an idea will take us, right? I don't have a poem yet, but I think there are a lot of good ideas in this entry that I could pull out later.

Active Involvement: (How will students "try-it" or get started before they go off to work independently?)

Look at the lines and words and phrases that you underlined today while I was reading [TITLE]. What one could you choose to think more about in your notebook, like I did?

Link: (What is the relationship between what you taught and what you expect them to do during workshop time?)

When you go back to your seats, I want you to choose a line or phrase—or maybe even just one word—from *any* poem you've seen. It doesn't have to be from the one we read aloud today; it just needs to be words from a poem you read that resonated with you. Write that phrase/line/word at the top of a new entry in your notebook and do a fast write to try to uncover some new ideas for a poem.

MWTP: (Optional)

Some of you are noticing that your notebook entry isn't exactly about what you thought you were going to write about. You sort of wandered off topic. That's just fine for notebook work. In fact, that's really how we discover the unique stories we have to tell and unique perspectives that we have. In the thinking phase, you have to give yourself permission to let your mind wander.

Share: (How will students share the work they did w/ each other to further develop TP?)

Make collage of inspiring lines they chose by writing them on post-it notes and posting them on board/poster in front of room.