

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

Noticings about poetry – student-led observations.

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

Yesterday we discovered that poetry is meant to be read aloud. Today we will see what else we notice about poetry, especially the things that make it different from other types of writing.

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

Just like we have at the start of all our units, we will look through the stacks at your tables today and, as a group, make a list of some of the things you notice about poetry. I will give you 20 minutes, and then we will report back to the whole class.

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

First let’s get our noticings chart started with a few observations from the poem we read yesterday. I will read it aloud again, and you can tell me what you notice about the way it is written. (Read/chart).

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

That’s a great start. You can work at your tables in the same way, reading poems aloud and making a list of things you notice about the writing. Each group will present its list to the whole class in 20 minutes.

MWTP: (Optional)

As you work, you can continue to mark the poems that you like with post-it notes, because you might want to come back to those poems later in the unit.

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

Each group will present its list of noticings, and these will be added to the classroom chart. Make a note (\*\*) of any observations that recur frequently, as these might be some of the most important/most common traits of poetry.