

Focus/Teaching Point (What one thing will you teach and why?):  
After much thinking about a poem, a poet creates a draft.

Connection (What will you say to the students about why you are teaching this?):  
We've learned lots of things about poetry so far, and we even have some seeds growing in our notebooks. Since we've been doing all this thinking and experimenting in our notebooks, now is probably a good time to write a complete draft of a poem.

Give Info: (How will you teach this? What exactly do you want to say?)  
We've talked in other units of study about how the "try-its" that we do in our notebooks aren't quite complete drafts. That's probably easier to see when we are writing long stories and what is in our notebook is really just a small part of the whole story. Sometimes when we move to poetry, students tell me that they already have drafts in their notebooks. I think this is one of the tricky things about poetry—because most poems are short, some people think poems must be easier and quicker to write. But when I talk to published poets, they tell me exactly the opposite is true. Because poems are short, they have to make sure that every single word and line and stanza is exactly the way they want it.

Remember the thinking I did in my notebook when we converted a prose entry into a poem? [Show.] It already looks like a draft of a poem there in my notebook, doesn't it? But when I jotted that down, I wasn't really thinking about all of those smart craft strategies we've been talking about in class. I wasn't thinking about repetition or imagery or metaphor or using all of my senses. I was just trying to shorten my prose to its most important words. So I looked at it again and picked a few craft strategies from our noticings chart that I wanted to use...and I put it all together into a new draft that I wrote on loose paper outside of my notebook. [Show]

Link: (What is the relationship between what you taught and what you expect them to do during workshop time?)  
You can do the same thing today. Choose a poem that you've been thinking about in your notebook and write a clean draft of it on a loose piece of paper. Don't just copy what's in your notebook word for word. Instead, look through all of our noticings charts again [point out relevant ones in room] and pick one or two craft strategies to use in your draft.

MWTP: (Optional)  
You may have time today to write a draft of more than one poem outside of your notebook. Remember, by the end of our unit, each of you will have a set of 5 or more poems to publish.

Share: (How will students share the work they did w/ each other to further develop TP?)  
Invite students to display drafts-in-progress on a bulletin board if they wish. (They will take them down to resume work tomorrow.)