

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

We can ask others to read our poem aloud to us to test whether or not readers will see and hear it the way we want them to.

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

In other units of study, we've talked about editing. We said that editing means getting your work ready for readers. We've also talked about how poems are meant to be read aloud, right? So one way we can test our poems to see if they are ready for readers is to ask someone else to read it out loud, so we can see if they read it the way we intended.

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

Since we are going to be reading poems aloud today, let's take a minute to review what we know about reading poems aloud [refer to chart from immersion phase]. Be sure you keep those things in mind—and practice doing them—as you read poems aloud today.

Now I will demonstrate what each of you will do. [STUDENT NAME], I'm going to hand you my poem and ask you to read it aloud. As you read, I'm going to listen to see if it sounds the way I wanted it to. Since you're reading my poem aloud, you will remember all those things we just reviewed about how to read a poem aloud. Go ahead. [Pause for reading, and demonstrate thinking aloud about the outcome, such as:] Hmm, you know, when I read my poem to myself, I hear a big pause right here between [x] and [y]. But [STUDENT NAME] didn't do that, so I must not have given my readers enough of a clue to do that. I know that readers will pause at white space, so I think I'll add a new line break/stanza break there [make edit on draft.] Can you try reading this again with my edit so I can hear if it sounds like I want it to now? [Demo].

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

During our work time today, you will take turns being the *reader* of your partner's poem, so he/she can hear how it sounds. Then you will trade places and be the *listener* as your partner reads one of your poems aloud. If the poem doesn't sound the way you want it to, you and your partner can talk about what changes you might need to make so that readers read it the way you intended.

Mid-Workshop Teaching Point: Sometimes your reader isn't reading your poem as you wanted, but it isn't because you need to change something. It might be that your reader needs some more practice reading poems aloud and following all of these "norms" that we noticed about how to read poems aloud. We are all getting used to reading poems aloud, so that's okay. If you and your partner talk about *why* he/she read your poem the way they did, you'll figure out if you need to change something or if they just need to practice reading it as is again.

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

Based on conferences, invite 1-2 students to share what changes they made as a result of hearing their partner read the poem aloud.