

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

Strategy for making a poem from prose in your NB

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

Mrs. Reilly has shared with me that you are studying poems. I love to write poetry and have a special notebook where I keep ideas that I might make into poems. Today I want to show you one way that I use my notebook entries to find and make poems.

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

Sometimes what I write in my NB already looks like a poem – looking exactly the way poems look. That’s one way to write a poem, by starting with an entry that already looks like one. But, another way to make a poem is to look at the prose (sentences) in your NB. Even though those entries aren’t poems yet – you can turn them into poems. I start by looking at the NB entries I have and choosing one that kind of feels like it could be a poem – or, something about it sounds like a poem.

I’ve chosen this entry from my NB to show you.

How can I make it into a poem? I’m going to circle the parts of this entry that I want to be sure to go into my poem. (Demonstrate thinking about choices). Then, make a list with the things that you have circled. (Demonstrate partially)

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

Look through your notebooks now and find a prose entry that you’d like to make into a poem.

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

Now that you’ve found an entry that you want to make into a poem, you can go back to your desks and circle the words that you want to include in your poem like I did. And then – make a list in your NB that looks like a poem.

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

Based on conferences, choose a student to tell a bit about his/her original prose entry and show his/her list. Watch for interesting things to point out to students—like someone switching up the order of the words in the “poem” form vs. the prose form—to inspire or further the lesson.