

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

Personal reflection on strengths and challenges discovered in poetry unit, how reflection might serve us in other units.

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

When we finish a big project like our poetry unit, it is smart to spend some time thinking about what we learned. Not everything that we learn is a fact or something we can recite on a test; we also learn about ourselves. Now that we've finished our poetry unit, we know more about our strengths and challenges as writers.

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

Let's look back at our chart of things we've noticed about poetry. As we tried to write our own poems, we found that some of these things were easy to do, and some were more challenging for us. One of the things we discovered right away was that poetry is meant to be read aloud. Some of you thought it was easy to read poems aloud, and some of you struggled with it. That's OK that we have different opinions, because we have different strengths and challenges as writers. Maybe we should think about that even more. I want you to imagine that there's a line from the closet door over there to the bulletin board. Now think about your experiences reading poems out loud. If you think it was easy to do, go stand near the closet door. If it was hard for you, stand near the bulletin board. Many of you will be somewhere in between—you can stand anywhere in between those two points. [Students move. Ask 1-2 students to explain why they chose the spot they did. Then invite students to change their position on the line if they want to now that we've talked about it as a class, if hearing what others said reminded them of something they had forgotten.] Did you *like* reading poems aloud? Stand near the closet if you liked reading poems aloud or near the bulletin board if you didn't. [Point out that you can like things that are challenging for you and/or dislike things that come easily.]

[Repeat with 2-3 additional noticings that were used as minilessons/try-its. Ask students to note where their classmates are on certain items, pointing out that they might want to seek help from a classmate who thought metaphors were fun or easy if they want to put a metaphor in their prose in a fiction story later in the year, for example.]

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

Now that we've talked about it a little, I want you to think again about *your* experiences in this poetry unit. What was easiest for you? What was most challenging? What was fun? Go back to your seats and write an entry in your writer's notebook about your answers to those questions. This should be a "brain dump" kind of entry, where you let your mind wander as you think about what was easy, challenging and fun in this unit. If you get stuck, you can write about why you chose to stand where you did on our imaginary line today.

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

Invite a student to share what was easiest in the unit and model thinking about how knowing that can help him/her in a future unit of study. Invite a second student to share what was most challenging in the unit and model thinking about how knowing that can help him/her in a future unit of study.