

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

Poetry is meant to be read aloud; punctuation and white space are clues to how a poem should be read.

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

Today we are starting our poetry unit. One of the things that makes poetry special is that it is meant to be read aloud, but we read it a bit differently than we read a story or anything written in prose (sentences and paragraphs).

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

(Hand out printed copies of poem to be read). I'm going to read ____ aloud to you, and I want you to follow along as I do. See if you can spot some things that are different about the way I read a poem. We'll talk about your observations. (Read). I find that it's helpful to hear a poem twice before I start really talking about it, so let's listen again. (Re-read).

What did you notice about the way I read that poem? (List). Was there anything I did that was different than when I read a story? (List and/or point out pauses at line breaks.)

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

Let's try it together and read the first stanza aloud as a group.

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

Today I want you to go through the poetry stacks at your tables and practice reading poems aloud to one another. You can work with a partner and take turns reading poems to each other. Remember to do all of these things we listed on our chart that poets do when they read aloud. You can put a post-it note on any poems that you really like. You might want to find them again later.

MWTP: (Optional)

Some of you are finding that you can't *always* pause at the end of a line, aren't you? Does stopping like that sometimes make a poem sound choppy or not make as much sense? That's something we are going to see about poetry—poetry doesn't always follow the rules. It can be confusing at times for readers, but we will get better at understanding how to read poems and when to break rules as we learn more about poetry. For now, just remember that sometimes you have to read a poem more than once and kind of use your ears and best guess to figure out how you *think* it should sound. And it's OK if you think it should sound different than your partner does.

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

Invite 2-3 students to read a poem they liked in front of the class. Point out things the readers do that are on list of noticing from the start of class.