

MONITORING COMPREHENSION AND REPAIRING UNDERSTANDING

POETRY



We recommend spending 5-10 minutes focusing on the language support you have identified for any ELL students.

Maple Shoot in the Pumpkin Patch

LESSON FOCUS

In this lesson, students will learn when and how strategies can help them comprehend text, and to explain which ones they are using and why. They will work on the fluency area of intonation.

PREPARATION

- Read through the text and activities on the facing page.
- Prepare language support. You may identify different challenges for ELL students and students whose home language is English (support on page 20).
- Pair or group students for cooperative learning (support on page 18).
- Locate and prepare the audio track (support on page 26).
- Have students turn to page 112 of the *Fluency and Writing Activities for Students* book.

BEFORE READING

- Read aloud and discuss the lesson focus.
- Read the title aloud and ask the students to skim and scan the text. (See page 6 for support.)
- Ask the students to discuss with their partner(s) what they discovered from their skim and scan, and any questions they might have.
- Together with the students, look at the picture. Ask the students to think, pair, share about what they see, and how poetry looks different from an article or fiction text.
- Encourage students to circle any parts of the text they find difficult to understand during reading.

DURING READING

- Play the audio or read the text aloud with the students.
- If students aren't familiar with what a maple seed looks like, or how it falls, consider showing a picture or a video.
- Ask students to discuss any problems they had understanding the text. Ask: "What was a challenging part to understand?"
- Encourage them to think of strategies (making connections, asking questions, visualizing, drawing inferences, determining important ideas) that could help them figure out the meaning of the text. Ask students to write their strategies in their "thinking sidebar," and link them to the difficult parts of the text they have circled.
- Next, ask students to work together to practice their strategies on the difficult parts. Support them as they make connections, ask questions, visualize, infer, and find the main ideas.
- Encourage students to use clues in the title and poem to draw inferences about what happens in the poem. Ask: "What can you infer from the mention of going past the

kitchen window last fall?" Have students discuss their ideas together.

- Ask: "Who or what is speaking in the poem?" Discuss personification. Ask students to think, pair, share about other ways objects or animals are personified.

FLUENCY ACTIVITIES – INTONATION

- Remind students that words can be read with a different pitch, tone, or volume. This can affect the meaning of the sentence.
- Have the students underline the following phrases: "Remember me?", and "I guess I must have dozed off."
- Ensure you model appropriate tone on these key phrases by reading aloud. Point out that there are clues in the text that let you know how to tell the tone (e.g., the question mark, and the way the line breaks are used to make the last lines sound sleepy).
- Now read the dialogue together with a focus on adding good expression to the underlined parts.
- Read the text together several times until the students are reading with meaningful expression, and you are confident they have a good understanding of the text.

AFTER READING

- Ask the students to discuss and compare with their partner(s) how using several strategies helped them understand the text better when meaning broke down.
- Ask the students to think, pair, share about how the audio recording or read-together and fluency activities helped them to better understand the poem.
- As they complete their writing activity (on page 113 of their books), encourage and support students to discuss and write about how they have combined strategies to understand the text better.

I'm losing focus here...
I need to...

Draw a line between your strategies and the tricky parts of the text you have circled.

Maple Sheet in the Pumpkin Patch

Draw a picture of a pumpkin in each square. Write the name of the pumpkin in the square next to it.

Write the name of the pumpkin in the square next to it.

1. 2. 3. 4. 5. 6.

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