

WEEK 8 Day 4

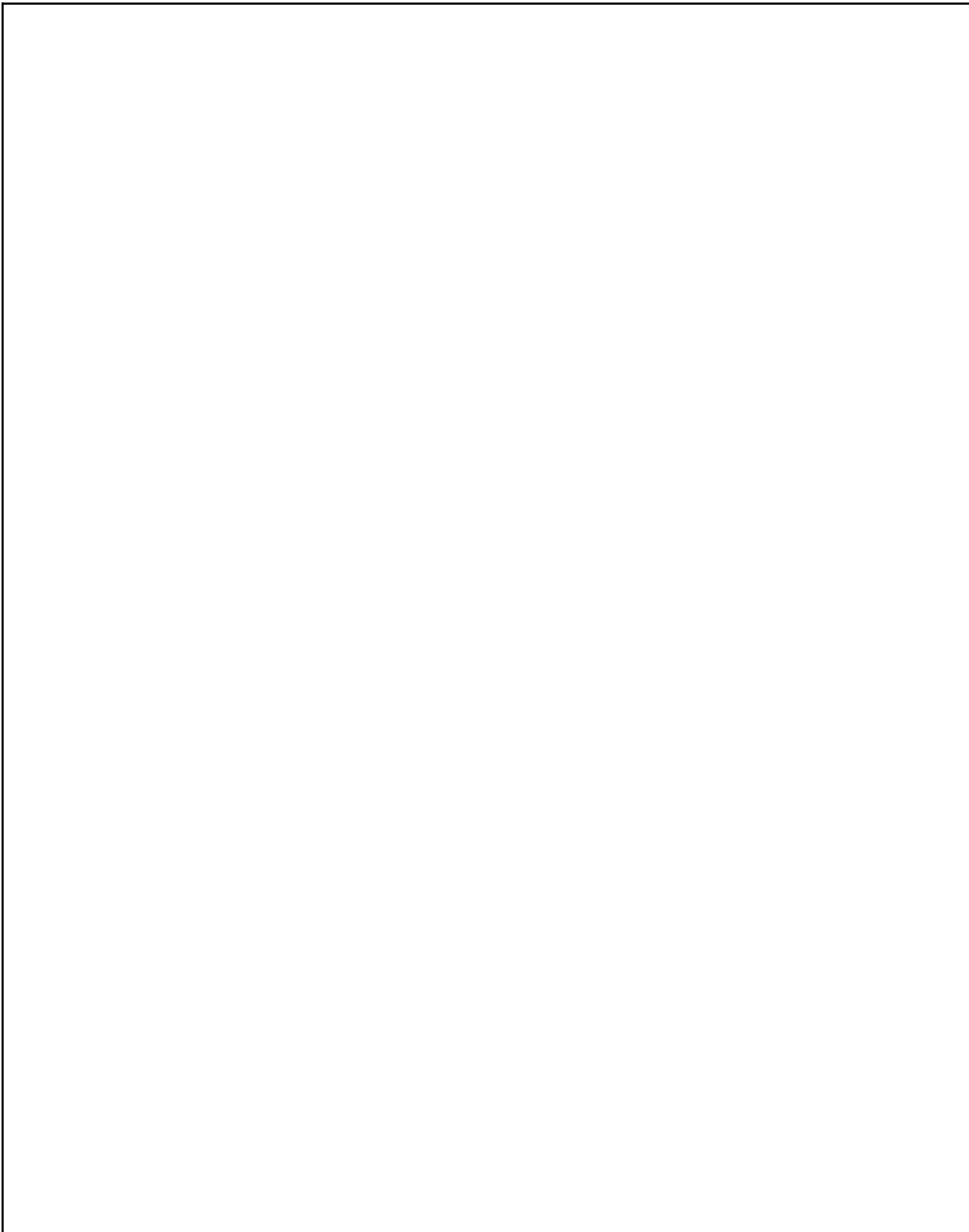
Read Aloud
“Dirt On My Shirt” poem

Big Idea	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	How do people use different tools and materials for different purposes?
Content Objectives	I can recognize elements of poetry. (R.8.K.a, R.8.K.b) I can answer questions about the poet’s message using key details from the poem. (R.4.K)
Language Objective	I can describe a personal experience playing outdoors. (SL.3.K.a)
Vocabulary	<i>No new vocabulary introduced in this lesson.</i>
Materials and Preparation	<ul style="list-style-type: none"> ● “Dirt on My Shirt,” written on chart paper or projected ● “Dirt on My Shirt,” one copy per child, for children to reread during Stations or Centers
Opening 1 minute	<p>Introduce and display the text.</p> <p><i>Today, we will read a text called “Dirt on My Shirt.”</i></p> <p><i>Let’s look at the text to determine what medium, or type of text, it is.</i></p> <p><i>What kind of text is this?</i></p> <p><i>That’s right, it is a poem! How do you know it’s a poem?</i></p> <p>Harvest a few ideas before modeling thinking.</p> <p><i>Yes, I know it’s a poem because I see stanzas, or groups of lines.</i></p> <p><i>Some friends noticed it did not have punctuation like other texts we</i></p>

	<p><i>read have. As we read it, see if you notice other elements that show you it's a poem.</i></p> <p>Set a purpose for reading. <i>Based on what you see in these photographs, how do you predict the poet, Jeff Foxworthy, feels about dirt on a shirt?</i></p> <p><i>Let's read to find out what the poet thinks about dirt! We'll use key details from the poem to determine what message the poet has for us.</i></p>
<p>Text and Discussion 12 minutes</p> <p>1st read</p>	<p>Read the full poem once through with expression. <i>Did you hear any other clues that tell you this is a poem?</i></p> <p>Harvest a few ideas and reread two stanzas as needed to emphasize rhyming. <i>Yes, there are rhyming words! What are two words in this poem that rhyme?</i></p>
<p>2nd read</p>	<p><i>I will read the poem again. Put your thumb up if you hear some key details that tell us what the poet thinks about dirt.</i></p> <p>Reread the poem, pausing when students put up thumbs. <i>I see thumbs up! What does the poet mean by: "There's mud on my boots, But I don't really care?"</i></p> <p>Read to the end of the poem.</p> <p><i>What does the poet think is fun?</i></p> <p>Harvest responses and guide children to refer to key details in the poem that support their responses.</p>
<p>3rd read</p>	<p>Engage in a final read. Invite children to chime in at the rhyming words and other words or phrases they may be able to decode.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>What is the poet's message about dirt?</i></p> <p>Gather children back as a whole group. <i>What experiences have you had with dirt and the outdoors?</i></p> <p><i>Do you feel the same way as the poet about dirt and playing outside? Why or why not?</i></p>
<p>Closing 1 minute</p>	<p><i>You can read this poem again with a partner during Stations or Centers.</i></p>

Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>																
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children identify the elements of poetry, such as stanzas and rhyming words?</p> <p>Do children describe the poet’s message using key details from the poem?</p> <p>What personal experiences with the outdoors do children share?</p>																
Center Activities	<table border="1"> <tr> <td data-bbox="451 695 678 768">Art Table</td> <td data-bbox="678 695 1406 768">Children work toward finishing the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 768 678 831">Art Easel</td> <td data-bbox="678 768 1406 831">NO ACTIVITY</td> </tr> <tr> <td data-bbox="451 831 678 900">Blocks</td> <td data-bbox="678 831 1406 900">Children build, inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 900 678 974">Dramatization</td> <td data-bbox="678 900 1406 974">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 974 678 1079">Library & Listening</td> <td data-bbox="678 974 1406 1079">Children read with a buddy.</td> </tr> <tr> <td data-bbox="451 1079 678 1184">Discovery Table</td> <td data-bbox="678 1079 1406 1184">Children begin to explore soil.</td> </tr> <tr> <td data-bbox="451 1184 678 1289">Science & Engineering</td> <td data-bbox="678 1184 1406 1289">Children get to Know Paper: paper and water.</td> </tr> <tr> <td data-bbox="451 1289 678 1394">Writing & Drawing</td> <td data-bbox="678 1289 1406 1394">Children write “The Many Things People Can Construct” class book.</td> </tr> </table>	Art Table	Children work toward finishing the <i>Our Town</i> project.	Art Easel	NO ACTIVITY	Blocks	Children build, inspired by <i>Roxaboxen</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children read with a buddy.	Discovery Table	Children begin to explore soil.	Science & Engineering	Children get to Know Paper: paper and water.	Writing & Drawing	Children write “The Many Things People Can Construct” class book.
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