



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 11

Poetry Workshop: Critiquing and Revising for Vivid Imagery



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults. (W.4.5)

I can use the writing process to produce clear and coherent writing (with support). (W.4.4)

I can write a poem in response to a particular author or theme studied in class. (W.4.11)

Supporting Learning Targets

- I can give kind, helpful, and specific feedback on a classmate's poem during a critique session.
- I can revise my inspired poem to include vivid imagery.

Ongoing Assessment

- Students' revised poems



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Guided Practice: Peer Critique Protocol (10 minutes)</p> <p>B. Independent Practice: Peer Critique Protocol (15 minutes)</p> <p>C. Revising Poems (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on the Learning Targets and Debriefing (10 minutes)</p> <p>4. Homework</p> <p>A. Read your revised poem aloud to a friend or family member and explain how the poem was inspired by your selected poet.</p> <p>B. Continue reading your independent reading book.</p>	<ul style="list-style-type: none">• This lesson builds on Lesson 10. Students again get to experiment with writing their own poems in a poetry workshop. They use their analysis of their poet’s work and knowledge of the characteristics of poetry to plan and write an inspired poem for their performance task.• In this lesson, students also participate in a simple critique session of their poems, focusing on use of imagery. Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. In order for students to feel safe in sharing their work and receiving feedback, it is important to emphasize the importance of giving kind, helpful, and specific feedback, as called for by the Peer Critique protocol.• As this is students’ first experience with critique for the year, be sure to maintain a climate of safety and respect. Immediately intervene if students are hurtful in their words or tone. During the protocol, note how students are (or are not) following the protocol, to share during the debrief of the lesson.• If a significant number of students are struggling, consider pausing the class and conducting a Fishbowl protocol (see Appendix). For a Fishbowl protocol, one group of students models the critique session while the class observes, then they continue with their own critique sessions. Or, based on the needs of your students and if time permits, consider conducting a Fishbowl first, as additional modeling.• This lesson emphasizes use of vivid words and phrases to create imagery. Consider providing students with thesauruses and explicit instruction for proper use of a thesaurus if needed.• For this lesson, students will need to be in groups that are different from their poet groups from Lessons 9 and 10. Create groups of two or three students who are studying different poets. Consider placing struggling writers or ELLs with stronger writers.• In the beginning of this lesson students review vivid words and phrases from their poetry journals using the protocol Give One, Get One, Move On, note that this protocol is also known as Go, Go, Mo.• You may wish to extend this lesson by providing students additional time to read works by their poet and to experiment further with writing poems in their selected poet’s style.• In advance:<ul style="list-style-type: none">– Review the Give One, Get One, Move On and Peer Critique protocols (see Appendix).– Post: Learning targets and the What Makes a Poem a Poem? anchor chart.



Lesson Vocabulary	Materials
critique, specific, feedback, revise	<ul style="list-style-type: none">• Poetry journals (students' own; from Unit 1)• Peer Critique Protocol anchor chart (new; teacher created)• Vivid Words list (one per student and one to display)• Model poem (from Lesson 10)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their poetry journals and open to the section “Vivid Words and Phrases.” • Tell them that they are going to play a game called Give One, Get One, Move On. Explain that this is a game with three simple steps: <ol style="list-style-type: none"> 1. Share something with a partner. 2. Receive something from a partner. 3. Find a new partner and repeat. • Tell students that what they will share is a new vivid word from their poetry journals. They will record any these new vivid words in their own poetry journals when a partner shares them. Explain that if they have no new vivid words to offer to their partner, they will simply find a new partner. • Explain that the goal is to add as many new vivid words to their journals as possible in 5 minutes. If necessary, model with a student: <ul style="list-style-type: none"> * “Do you have any new vivid words for me? ‘Splattered’! Great, I will record that in my journal. Do you have the word ‘rumbling’? Oh, okay, thanks!” • Gather students together and set a timer for 5 minutes and begin the Give One, Get One, Move On protocol. • After 5 minutes, gather students and focus them on the learning targets for the lesson. Read the learning targets aloud: <ul style="list-style-type: none"> * “I can give kind, helpful, and specific feedback on a classmate’s poem during a critique session..” * “I can revise my inspired poem to include vivid imagery.” • Define the words <i>specific</i> (detailed), <i>feedback</i> (information about something), <i>critique</i> (to review and give feedback about a product), and <i>revise</i> (to change based on new information). Explain to students that in today’s lesson they will give and receive critique to improve the imagery in their poems using vivid words. 	<ul style="list-style-type: none"> • ELLs and students who struggle with oral directions may benefit from having sentence starters such as: “Do you have the word _____?” • Although the directions for this protocol are simple, some students may need additional modeling and/or written directions.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Peer Critique Protocol (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the main components of a successful critique on the Peer Critique Protocol anchor chart. • Set up non-negotiables for the students before they begin this process. The following four points are crucial for success: <ul style="list-style-type: none"> – Be kind: Always treat others with dignity and respect. This means we never use words that hurt, including sarcasm. – Be specific: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it. – Be helpful: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time. – Participate: Peer critique is a process to support each other, and your feedback is valued! • Explain to students that they are all going to practice giving kind, helpful, and specific feedback to you for a poem you have written. Remind students that today they will practice giving feedback on one thing only: vivid words. • Distribute a copy of the Vivid Words list to each student. Ask students to take 1 minute to read over the list. • After a minute, explain that this list is a tool to help them brainstorm ideas for vivid words in their poems. Explain that the list does not contain every vivid word in the dictionary, but that it should be helpful in giving them ideas. Go on to explain that they should be selective when using the list. Tell students that too much of a good thing can be just as bad as none at all. For example, a meal without any salt may be bland, but one with too much could be ruined. Explain that the same is true for poems (and writing in general) with vivid words—but that just as with salt, determining how many to use is a matter of taste; and because they are the chef, it will be up to them. • Review the directions for the Peer Critique protocol: <ol style="list-style-type: none"> 1. Author chooses area for focused feedback. 2. Listener restates choice of author: “OK. I am going to give you feedback about ...” 3. Author reads his or her writing. 4. Listener gives feedback: “I like how you ... Would you consider ...” 5. Author says: “Thank you for ... My next step will be ...” 	<ul style="list-style-type: none"> • If needed, give students some examples and non-examples of kind, helpful, and specific feedback. (Example: “You may want to consider using a vivid word such as ‘whoosh’ for the sound of the wind blowing the leaves from the tree.” Non-example: “You should add a metaphor.”)



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Display your model poem (from Lesson 10) and read it aloud to students. Ask: <ul style="list-style-type: none"> * Where do you think I could use another vivid word? • Ask students to turn to a partner and share their ideas. Remind students to use their Vivid Words list for ideas. Cold call a few pairs to share with the class. As students share, remind them to be kind, helpful, and specific. For example, you may say, "Can you be more specific? Where do you think I should put that vivid word?" 	
<p>B. Independent Practice: Peer Critique Protocol (15 minutes)</p> <ul style="list-style-type: none"> • Place students in their critique groups. Tell them they are going to listen to their partners read their draft poem and remind them to give feedback that is kind, helpful, and specific. • Remind students that their feedback should be focused on words to create vivid imagery. • Point out two conversation stems on the Peer Critique Protocol anchor chart: "I like how you ____" and "Would you consider _____?" • Circulate and support groups as needed. As this is students' first experience with critique for the year, be sure to maintain a climate of safety and respect. Immediately intervene if students are hurtful in their words or tone. Note how students are (or are not) following the protocol, to share during the debrief of the lesson. If a significant number of students are struggling, consider pausing the class and conducting a Fishbowl protocol (see Appendix). For a Fishbowl protocol, one group of students models the critique session, while the class observes, then they continue with their own critique sessions. 	<ul style="list-style-type: none"> • Consider writing additional sentence starters or examples on the board to help students be kind, helpful, and specific in their feedback: <ul style="list-style-type: none"> – "I like how you use the word _____." – "I wonder if you would consider the word _____ here instead of the word _____." – "Have you thought about describing the color of the _____ in your poem?" – "Maybe you could add a line to your poem about how the _____ sounds."



Work Time (continued)	Meeting Students' Needs
<p>C. Poetry Workshop (20 minutes)</p> <ul style="list-style-type: none"> Place students back in their poet groups from Lesson 10. Give them time to incorporate their feedback and revise their poems. Confer with students as they revise their work; provide assistance as needed. 	<ul style="list-style-type: none"> To further support students, briefly model adding feedback from the guided practice to the model poem before releasing students to revise their work. Consider pulling a small invitational group for guided practice in revising their poems.
Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets and Debriefing (10 minutes)</p> <ul style="list-style-type: none"> Ask students to reflect on their progress toward the learning targets in the “My Reflections” section of their poetry journals. Give them the following prompt: <ul style="list-style-type: none"> “What did you do to make progress on these learning targets today? What do you need to do to improve further?” Give students a few minutes to write a written reflection. Give the following prompts, calling on volunteers to share. Add your own reflections to the conversation as well: <ul style="list-style-type: none"> “Overall, what did our class do well during the peer critique?” “What could we work on next time?” “How did the critique help you improve the vivid imagery of your poem?” Congratulate students on their hard work and bravery as writers. It is difficult to share your work with others and get feedback, yet they took on the challenge. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read your revised poem aloud to a friend or family member and explain how the poem was inspired by your selected poet. Continue reading your independent reading book. 	



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Supporting Materials



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Peer Critique Protocol Anchor Chart
(For Teacher Reference)

Teacher Directions: Copy the following text onto a large piece of chart paper for all students to see. This protocol will be used throughout the remaining modules. Consider laminating this anchor chart and keeping it in a more permanent space in the classroom.

Critique Protocol:

- **Be Kind:** Treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
- **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
- **Be Helpful:** The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
- **Participate:** Peer critique is a process to support each other, and your feedback is valued!

1. Author chooses area for focused feedback.
2. Listener restates choice of author: “OK. I am going to give you feedback about ...”
3. Author reads his or her writing.
4. Listener gives feedback: “I like how you ... Would you consider ...”
5. Author says: “Thank you for ... My next step will be ...”



Vivid Words List

Sight	Sound	Taste	Touch	Smell
blurred	bang	appetizing	balmy	acrid
brilliant	blare	bitter	biting	aroma
cluttered	boom	bittersweet	bristly	aromatic
crooked	buzz	bland	bumpy	briny
crowded	chatter	burnt	chilly	burnt
curved	clang	buttery	crisp	earthy
dark	clink	creamy	cuddly	fetid
dazzling	crackle	crisp	damp	fishy
dim	crash	delectable	dusty	fragrant
dingy	creak	delicious	elastic	fresh
exhausted	explode	flavorful	feathery	heady
faded	giggle	flavorless	fleshy	moldy
faint	grate	fruity	fluffy	musty
gleaming	growl	heartly	fuzzy	odor
glistening	grumble	hot	gooey	odorous
gloomy	gurgle	luscious	greasy	old
glowing	hiss	mellow	gritty	perfumed
grimy	howl	nauseating	hairy	pungent
hazy	hum	oily	icy	putrid
lean	jabber	peppery	leathery	rancid
loose	murmur	refreshing	limp	rank
messy	peep	ripe	lumpy	reeking
misty	roar	rotten	moist	rotten
narrow	rumble	salty	mushy	savory
packed	rush	savory	oily	scented
radiant	rustle	scrumptious	powdery	sharp
rigid	screech	sharp	prickly	sour
shadowy	shriek	sour	rough	spicy
shimmering	sigh	spicy	rubbery	spoiled
slender	slam	spoiled	sandy	stagnant
smudged	smash	stale	scratchy	sweet
sparkling	snap	sugary	silky	waft
streaked	stammer	sweet	slimy	whiff
stretched	swish	tangy	slippery	
striped	thud	tasty	spongy	
twinkling	thunder	yummy	sticky	
used	whimper	zesty	tepid	
wide	whir		velvety	
worn	yelp		woolly	