

MODULE 1.5: Becoming a Closer Reader and Writer

TEXT FOCUS: “My Papa’s Waltz” by Theodore Roethke

LESSON PLAN: How is word choice used in poetry to influence the reader’s understanding and interpretation of the text?

LEARNING OBJECTIVE:

Students will be able to analyze and interpret literary terms and poetry structures in Theodore Roethke's poem "My Papa's Waltz," distinguishing between the various techniques used by the poet.

ASSESSMENTS:

Formative Assessment	Students will complete a literary analysis worksheet (TPCASTT Graphic Organizer) to analyze and interpret literary terms and text structures used in poetry.
Formative Assessment	Students will complete a constructed response [WRITTEN EVALUATION] to the prompt: “How does the author’s word choice contribute to the overall mood of this text? In other words, do you think this poem depicts a positive or negative memory of the speaker’s relationship with his dad?”
Formative Assessment- COLLABORATION FOCUS	Students will participate in a small group discussion activity, using alternative endings to sentence stems from the poem to consider how these alternative word choices impact mood and meaning in the poem. (Materials for this activity are located in Hartunian Teaching Aids folder.)
Formative Assessment- GAME FOCUS	Students will complete a Kahoot! quiz game for “Review of Poetry Structure and Terms”
Summative Assessment- UNIT COMPLETION/EXIT TEST	Students will complete a [READING COMPREHENSION] quiz for Module One Poetry, which includes questions from all three poems covered in this module.

KEY POINTS:

- **Text Features:** Identify examples of literary terms such as imagery, metaphor, simile hyperbole, paradox, AND poetry sound devices such as alliteration, rhyme, rhyme scheme, meter, rhythm, repetition, assonance, and consonance. ALSO, Identify poetry structure terms and purposes: stanzas, lines and line breaks, refrains, and enjambment.
- **Purpose of literary devices and specific structures in poetry:** Explain that various word and text structural choices are used in poetry to convey meaning in a more compact, symbolic form than in other types of text structures such as short stories and novels. Analyze how the use of literary terms and structures enhances the meaning of the poem and impact our understanding of author’s purpose.
- **Literature Tie-in:** Explore the way meaning is conveyed in poetry and how the author’s historical and personal context impact poetry (genre) choices by reading and analyzing Theodore Roethke's “My Papa’s Waltz.”

Unit Introduction (OPENING):	
- Begin the lesson by asking students, "What do you think makes a poem powerful?" - Alternately, ask "What makes the lyrics of one song so much more memorable than another? Does the your mood or what is going on in your life change what you listen to and when?"	
Engage students in a brief discussion about their thoughts on how certain lines, lyrics, etc. resonate during particular moments in their life. Encourage them to share lines that have stuck with them from their favorite songs or poems. If there is time, share a favorite song of mine, "A Beautiful Noise": https://www.youtube.com/watch?v=yUlx-p_OdY Ask for feedback/comparison to their favorites.	
Introduce "My Papa's Waltz" and explain that they will explore how Roethke uses literary devices to create meaning.	
Introduce the essential question (read with a purpose):	"What makes a poem powerful or memorable– in what ways does a poet's word choice help us, the reader, connect with the text?"

LESSON CONTENT FOCUS (INTRODUCTION TO NEW MATERIAL & TEXT):

- Present a
- 1-2-3 Annotation of curriculum text:** Lead students through the 1-2-3 annotation process of taking notes on the poem "*My Papa's Waltz*" by Theodore Roethke. They will be using a TPCASTT organizer to help them organize/structure their analysis.
 - First pass: Skim the text and make predictions with the essential question in mind. Have students LISTEN to this poem being read by the author so that they can hear the sound devices as they read along: <https://www.youtube.com/watch?v=-N0UvlasNH0> (YouTube video: "My Papa's Waltz" Theodore Roethke poem RECITED BY POET)
 - Second pass: Begin annotations- Note how many stanzas and line numbers are contained in this poem; what footnotes or other information is contained here to help us understand the text?; look up unknown vocabulary words; mark areas that make a particular impact on the reader (word choice→ mood); mark any literary features or sound devices.
 - Third pass (close read): Now that we know what the poem is about and how it relates to our focus for this unit, consider how the use of word choice in this poem. How does the speaker's use of imagery and sound devices help us connect with and better understand this father-son moment?
 - Use the TPCASTT organizer to take a deep dive into the text, paraphrasing, analyzing, and interpreting what YOU think is going on in this poem.
 - Review the difference between author, poet, and speaker when analyzing a poem.
 - Analyze how and why the speaker uses specific sound devices, like repetition and alliteration, and specific images and figurative language to describe the dance.

- Reflect on how the speaker feels about this experience based on the word choice used in this poem.
- Determine a theme for this poem based on your analysis.

DIFFERENTIATION STRATEGIES:

- **High Achievers:** Provide opportunities for deeper analysis and connections to other texts or historical contexts.
 - Options for additional texts:
 - Theodore Roethke background article (from Biography.com)
- **Middle Ground Students:** Offer graphic organizers to help structure their thoughts and analyses.
- **Struggling Students:** Pair them with stronger peers for support and provide simplified texts with images that still convey the poem's main themes.

ACCOMMODATIONS FOR ELLs:

- Utilize visuals and graphic organizers to support comprehension of literary terms.
 - See G.O.- Visualization of Poetry Terms in Hartunian Teaching Aids folder
- Use sentence frames to support language development during discussions.
 - This feature is called: _____. This text feature helps the reader analyze poetry by _____.
- Provide bilingual glossaries of key terms to help with comprehension.
 - See "Poetry Structure and Terms" glossary in Hartunian Teaching Aids folder.
- Allow students to discuss their analyses in their native language before sharing in English.

MULTIMODAL ACTIVITIES:

- During Formative Assessment-GAME FOCUS, complete the Gimkit game: Figurative Language Review.
- Critical Thinking: EdPuzzle assignments to provide additional overview of poetry:
 - Overview: **"Introduction to Poetry- Billy Collins"**
<https://edpuzzle.com/media/659c31b2cfddb0c3298dfbc4>
 - Analyze literary devices (specifically metaphor and imagery) using the YouTube video: **"The Art of the Metaphor"** <https://www.youtube.com/watch?v=A0edKgL9EgM&t=7s>
- Use Padlet to post and constructively comment on independent reflections of the poem. Teach the 3CQ response: Each student posts a response then peers must contribute either a Compliment, Comment, Connection, or Question on this post.

PRACTICE & IMPLEMENTATION (activities using Kagan structures):

- Implement "Think-Pair-Share" during discussions about literary devices, allowing every student to engage and articulate their thoughts.
- Use "Numbered Heads Together" for group activities, fostering collaboration and collective responsibility in learning.
- For guided practice: In pairs, students will read "My Papa's Waltz" and identify examples of at least three literary terms and how word choice influences meaning.

- Facilitate a class discussion where pairs share their findings, guiding them with questions that scaffold from simple identification to deeper analysis (e.g., "What effect does the metaphor have on the overall theme?").
- [Collaborative Formative Assessment]: Students will participate in a small group discussion activity, using alternative endings to sentence stems from the poem to consider how these alternative word choices impact mood and meaning in the poem. (Materials for this activity are located in Hartunian Teaching Aids folder.)
- For independent practice: Have student complete a constructed response graphic organizer that identifies one or two literary devices that contributes to the poem's meaning and have students provide evidence from the text to support this analysis.
 - Assign students to write a three part thesis that they will use to compose their constructed response [WRITTEN EVALUATION] to the prompt: *"How does the author's word choice contribute to the overall mood of this text? In other words, do you think this poem depicts a positive or negative memory of the speaker's relationship with his dad?"*

DOK QUESTIONS to keep in mind during activities and class discussions:

- *Level 1*: What is a metaphor? Can you identify one in "My Papa's Waltz"?
- *Level 2*: How does the imagery in the poem contribute to its meaning?
- *Level 3*: In what ways does the structure of the poem influence your interpretation of the speaker's relationship with his father?

LESSON WRAP-UP (CLOSING):

- Conduct a quick reflection activity where students write down one new thing they learned about poetry by completing the Padlet exercise and share it with a partner or in their Launch Activities journals.
- Summarize the key points discussed in the lesson.

EXTENSION ACTIVITY:

- Provide high-achieving students with an option to create a visual representation of "My Papa's Waltz," highlighting the literary terms and structures identified in their analysis (see DIFFERENTIATION STRATEGIES FOR HIGH ACHIEVERS above).

HOMEWORK- Science of Reading Focus:

- Reading fluency practice: With a partner, students will choose a poem from the assignment (see Schoology post). Together, students will do the first two steps (read and annotate) the poem, then each will independently make notes for their own read aloud, focusing on elements of reading fluency (i.e., pronunciation, enunciation, pauses, inflection, speed, and performative quality). Student partner groups will read the poems to each other during a 10

minute debrief the next day, then perform/listen to another student partner group share their poem. Conclude with a class discussion on highlights and observations.

STANDARDS ALIGNED:

This lesson plan is designed to engage students in analyzing nonfiction text features while addressing diverse learning needs through various instructional strategies and accommodations.

- CCSS.ELA-LITERACY.RL.9-10.4: Analyze how authors use literary elements to create meaning.
- CCSS.ELA-LITERACY.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text contribute to its overall meaning..