

# FINALLY!

Help for your small group digital reading struggles!

## QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*

## ANSWER...

These small group reading lessons will provide **EVERYTHING** you need to **successfully host online small group reading lessons!**

# Complete Teacher Pages

## LESSON 1: MOOD AND TONE- CINQUAIN

1 INTRODUCTION: *say to group*

TIER 2 WORDS:

## LESSON 3: MOOD AND TONE- LIMERICK

1 INTRODUCTION: *say to group*

TIER 2 WORDS:

## LESSON 5: MOOD AND TONE- HAIKU

1 INTRODUCTION: *say to group*

"A haiku poem is a type of poem that has three lines. These poems started in Japan. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables. Haiku poems can have lots of different types of mood and tone in them. The haiku we are going to read has two verses in the haiku format, so it's like two haiku poems in one. Let's look and see if we can identify the mood and tone in the poem."

TIER 2 WORDS:

Define for students before reading  
volume muffled  
quiet drawn

CHOOSE ONE: How will the group read the poem?

- Teacher read  Partner read  Echo read  Rereading  
 Silent read  Choral read  Silent Read Prep  Other: \_\_\_\_\_

2 READ THE POEM:

### Night

The volume turns low  
Loud noises are now muffled  
The quiet of night

The shades have been drawn  
Soft glow of night's moon is here  
The darkness of night

3 TALK ABOUT THE POEM:

1. What did this poem make you think of? Explain.  
2. What do you wonder about this poem?

4 TARGETED SKILL: Mood and Tone

- Remind students about mood and tone, then ask these questions...  
1. Is this poem funny or serious? How do you know?  
2. Describe the mood and tone of the poem in one sentence.  
3. How does the author's word choice affect the tone of the poem?

5 WORD WORK - A deeper dive into language

- Ask the students the following questions:  
1. Describe the noise *volume* of the lunchroom. Explain.  
2. When might a noise be *muffled*? Tell me more.  
3. Tell how you feel when it is *quiet*. Why do you feel that way?  
4. Describe two different ways to use the word *drawn*.

6 INDEPENDENT PRACTICE:

*instruct students to work on their independent page*

# Student Pages

LESSON 2  
**INDEPENDENT PRACTICE**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**DIRECTIONS!**: Spend some time reading some poems on your own. Keep track of how long you read. Share your thinking about one of the poems you read. Then, rate the poem and explain your rating.

**POEM DETAILS:**  
Title: \_\_\_\_\_  
Type of Poem: \_\_\_\_\_

**TIME READING:**  
I read for \_\_\_\_\_ minutes today.

**TELL WHAT YOU ARE THINKING!**  
What did you notice about this poem?  
Type here: \_\_\_\_\_

What is your favorite part of the poem?  
Why?  
Type here: \_\_\_\_\_

**UNDERSTANDING MOOD AND TONE:**  
*Answer the questions after reading the poem.*

1. What was the mood of the poem? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How does the writer feel about the main topic?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LESSON 2  
**LET'S LEARN ABOUT MOOD AND TONE!**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_


**LISTEN UP!**  
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**  
mystery waiting moment rolling

**LET'S READ!**

**Weather**

Waiting by the window  
Each day a mystery  
A storm or maybe sunshine?  
Time will tell and we shall see  
Hopefully waiting  
Each moment, watching the sky  
Rolling clouds blow in and rest, wind moves, away they fly



**TELL WHAT YOU ARE THINKING!**  
What did you notice about this poem?  
Type here: \_\_\_\_\_

What is your favorite part of the poem?  
Why?  
Type here: \_\_\_\_\_

**UNDERSTANDING MOOD AND TONE:**

What was the mood of the poem? How do you know?  
Type here: \_\_\_\_\_

How does the writer feel about weather?  
Type here: \_\_\_\_\_

What were some key words that added to the mood?  
Type here: \_\_\_\_\_

Teach all 6 steps of a DIGITAL small group reading lesson!

**EVERYTHING IS INCLUDED**

# 20 ADDITIONAL MOOD AND TONE QUESTIONS TO ASK IN STEP 4 OF ANY LESSON!

- 1- What evidence from the poem supports the mood? Tone?
- 2- Finish this statement: The writer's attitude or feelings towards the poem topic is \_\_\_\_ because \_\_\_\_ .
- 3- What feeling does a reader get when he/she reads the poem?
- 4- What is the tone at the beginning/middle/end of the poem?
- 5- Which word or phrase in the poem best describes the mood?
- 6- How would you describe what tone means in a poem?
- 7- How would you describe what mood means in a poem?

## Tier 2 Vocabulary Answer Key- Mood and Tone

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
<b>LESSON 4: Concrete Poem</b>		
delicious	Something that tastes very good	mouthwatering tasty savory
delight	To take pleasure in something or someone	joy pleasure glee
dine	To eat	eat feed feast
nummy	Describing a delicious food	yummy delicious delectable
<b>LESSON 5: Haiku Poem</b>		
volume	The level or degree of sound in an area	sound amplification noise
muffled	A sound that is difficult to hear because it's being blocked	stifled muted suppressed
quiet	Making little or no noise at all	silent still hushed

## LESSON 5: MOOD AND TONE- HAIKU

POETRY

### 1 INTRODUCTION: *say to group*

"A haiku poem is a type of poem that has three lines. These poems started in Japan. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables. Haiku poems can have lots of different types of mood and tone in them. The haiku we are going to read has two verses in the haiku format, so it's like two haiku poems in one. Let's look and see if we can identify the mood and tone in the poem."

### TIER 2 WORDS:

*Define for students before reading*

volume muffled  
quiet drawn

CHOOSE ONE: *How will the group read the poem?*

- Teacher read     Partner read     Echo read     Rereading  
 Silent read     Choral read     Silent Read Prep     Other:

### 2 READ THE POEM:

#### Night

The volume turns low  
Loud noises are now muffled  
The quiet of night

The shades have been drawn  
Soft glow of night's moon is here  
The darkness of night

### 3 TALK ABOUT THE POEM:

*ask immediately after reading...*

1. What did this poem make you think of? Explain.
2. What do you wonder about this poem?

### 4 TARGETED SKILL: Mood and Tone

*Remind students about mood and tone, then ask these questions...*

1. Is this poem funny or serious? How do you know?
2. Describe the mood and tone of the poem in one sentence.
3. How does the author's word choice affect the tone of the poem?

### 5 WORD WORK - A deeper dive into language

*Ask the students the following questions:*

1. Describe the noise *volume* of the lunchroom. Explain.
2. When might a noise be *muffled*? Tell me more.
3. Tell how you feel when it is *quiet*. Why do you feel that way?
4. Describe two different ways to use the word *drawn*.

### 6 INDEPENDENT PRACTICE:

*instruct students to work on their independent page*

60 COMPLETE  
SMALL GROUP  
LESSONS

20  
ADDITIONAL  
QUESTIONS

ANSWER  
KEYS  
INCLUDED AS  
A GUIDE



# LET'S LEARN ABOUT MOOD AND TONE!

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**LISTEN UP!**  
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**  
determined favor inflated delay

**LET'S READ!:**

**TELL WHAT YOU ARE THINKING!**

## The Wave

While visiting the sea one day  
A wave tickled my toes, then swam away  
Determined to return the favor  
I inflated my lifesaver  
Then, with frisky fingers, paddled on without delay



What did you notice about this poem?  
Type here: \_\_\_\_\_

What is your favorite part of the poem? Why?  
Type here: \_\_\_\_\_

**UNDERSTANDING MOOD AND TONE:**

What was the mood of the poem? How do you know?  
Type here: \_\_\_\_\_

How does the writer feel about waves?  
Type here: \_\_\_\_\_

What were some key words that added to the mood?  
Type here: \_\_\_\_\_

# INDEPENDENT PRACTICE

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**DIRECTIONS!** Spend some time reading some poems on your own. Keep track of how long you read. Share your thinking about one of the poems you read. Then, rate the poem and explain your rating.

**POEM DETAILS:**  
Title: \_\_\_\_\_  
Type of Poem: \_\_\_\_\_

**TIME READING:**  
I read for \_\_\_\_\_ minutes today.

**TELL WHAT YOU ARE THINKING!**

**UNDERSTANDING MOOD AND TONE:**  
*Answer the questions after reading the poem.*

What did you notice about this poem?  
Type here: \_\_\_\_\_

What is your favorite part of the poem? Why?  
Type here: \_\_\_\_\_

1. What was the mood of the poem? How do you know?  
\_\_\_\_\_
2. How does the writer feel about the main topic?  
\_\_\_\_\_
3. What were some key words that added to the mood?  
\_\_\_\_\_

**RATE THE POEM**  
I give this poem \_\_\_\_\_ stars because \_\_\_\_\_

**EACH LESSON  
COMES WITH 2  
STUDENT PAGES**

**THE FIRST PAGE  
IS USED DURING  
THE SMALL  
GROUP TIME**

**THE SECOND  
PAGE IS USED TO  
APPLY THE  
READING SKILL  
INTO  
INDEPENDENT  
READING**

# GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

[LESSON ONE](#)  
Cinquain

[LESSON TWO](#)  
Limerick

[LESSON THREE](#)  
Haiku

# GOOGLE™ LINKS FOR TEACHERS

Click each link to assign work to students each day!

[TEACHER DIRECTIONS AND TIPS](#)

[LESSON ONE](#)  
Cinquain Poem

[LESSON TWO](#)  
Acrostic Poem

[LESSON THREE](#)  
Limerick Poem

[LESSON FOUR](#)  
Concrete Poem

[LESSON FIVE](#)

[LESSON SIX](#)

LESSON 2  
**INDEPENDENT PRACTICE**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**DIRECTIONS:** Spend some time reading some poems on your own. Keep track of how long you read. Share your

LESSON 2  
**LET'S LEARN ABOUT MOOD AND TONE!**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**LISTEN UP!**  
Think carefully about what you are about to read. Be

**WORDS TO KNOW:**

**LESSON 1: MOOD AND TONE- CINQUAIN** POETRY

**1 INTRODUCTION: say to group**  
"Cinquain poems are a special type of poem that has 5 lines. The first line has 2 syllables. The second line has 4 syllables. The 3rd line has 6, the 4th line has 8, and the 5th line has 2 syllables. The syllable pattern is 2-4-6-8-2. We are going to read a poem about the sun. I want you to pay attention to the mood and tone in the poem as we read. We'll also look at the cinquain pattern. Be ready to share your thought after reading!"

**2 TIER 2 WORDS:**  
Define for students before reading  
sunshine soaking  
warmth energy

**CHOOSE ONE: How will the group read the poem?**  
 Teacher read     Partner read     Echo read     Rereading  
 Silent read     Choral read     Silent Read Prep     Other:

**2 READ THE TEXT:**

**The Sun**  
Sunshine  
Soaking my skin  
Hugs my shoulders with warmth  
Increased energy, happy smiles  
Joyful

**3 TALK ABOUT THE POEM:**  
ask immediately after reading...  
1. What did this poem make you think of? Explain.  
2. What do you wonder about this poem?

**4 TARGETED SKILL: Mood and Tone**  
Remind students about mood and tone, then ask these questions...  
1. Is this poem funny or serious? How do you know?  
2. Describe the mood and tone of the poem in one sentence.  
3. How does the author's word choice affect the tone of the poem?

**5 WORD WORK – A deeper dive into language**  
Ask the students the following questions:  
1. What is something you would describe as *sunshine*?  
2. What is something that can often be found *soaking*?  
3. Describe a time you felt *warmth* like in the poem.  
4. Describe something that gives you *energy*.

**6 INDEPENDENT PRACTICE:**  
instruct students to work on their independent page

DESIGNED TO  
PROVIDE  
EVERYTHING  
YOU NEED FOR  
ONLINE SMALL  
GROUP LESSONS

BLACK AND  
WHITE  
PRINTABLE  
VERSION ALSO  
AVAILABLE!

# Included in This Growing Bundle:

1. 60 complete guided reading lessons for teaching 10 different poetry skills. *See detailed small group lesson summary pages for more information.*
2. **IMPORTANT:** There are 6 poems in each set. There is one poem for each of the 6 types of poetry: cinquain, haiku, limerick, free verse, acrostic, concrete.
3. Custom color and B/W Illustrations from Three Birds Art Studio. IG: threebirds\_art
4. 20 additional poetry questions related to each of the 10 skills to use with any poem. 200 total questions!
5. Small group summary lesson page.
6. Detailed description with time suggestions for each of the 6 small group steps.
5. Teacher strategy guide for differentiating within each lesson.
6. A complete teacher page for each lesson.
7. 2 student pages for each lesson.
8. Digital and printable (black and white) formats included.
9. ANSWER KEYS!

Thank you so much to the following designers for custom art, backgrounds, icons, fonts, and more!



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# Lesson Breakdown:

\*\*\* there are 6 different poems with custom illustrations in each set. One poem for each lesson!

Lesson 1: Cinquain Poem

Lesson 2: Acrostic Poem

Lesson 3: Limerick Poem

Lesson 4: Concrete Poem

Lesson 5: Haiku Poem

Lesson 6: Free Verse Poem

## How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- A new poem with custom illustrations and style is included for each small group lesson.
- The questions for focusing on skills in poetry in step 4 are different from lessons 1-3 and 4-6.

# CHECK OUT OTHER SMALL GROUP BUNDLES:

## [CLICK HERE TO SEE BUNDLE #1](#)

### 60 DIGITAL SMALL GROUP READING LESSONS BUNDLE #1

Out of the World  
LITERACY

### INCLUDED IN BUNDLE #1:

1. Author's Purpose
2. Cause and Effect
3. Character Traits
4. Context Clues
5. Inferring
6. Main Idea and Details
7. Problem and Solution
8. Summarizing
9. Text Evidence
10. Theme

**10 SKILLS INCLUDED!**

**IN CLASS VERSION**



# CHECK OUT OTHER SMALL GROUP BUNDLES:

## [CLICK HERE TO SEE BUNDLE #2](#)

**60 DIGITAL SMALL GROUP READING LESSONS BUNDLE #2**

10 SKILLS INCLUDED!

IN CLASS VERSION

### INCLUDED IN BUNDLE #2:

1. Asking Questions Before, During, and After Reading
2. Compare/Contrast
3. Dialogue
4. Drawing Conclusions
5. Fact and Opinion
6. Figurative Language
7. Mood and Tone
8. Point of View
9. Settings
10. Story Elements

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# 6 Steps in Small Group Reading Lessons:

Step	Time	Description	Tips:
1: The Introduction	2-3 minutes	The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck.	<ul style="list-style-type: none"> <li>• Jot down a few sentences and plan to read them to the group.</li> <li>• Include a brief summary of what is about to be read.</li> <li>• Find a way to get students excited about reading the text.</li> <li>• Decode and define any vocabulary you believe the group may struggle reading.</li> <li>• Tell students to anticipate a group discussion after reading.</li> <li>• Instruct students what to do when finished reading.</li> </ul>
2: Read the Poem	3-4 minutes	The teacher decides how the group will engage in reading the poem. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the poem with the group.	<ul style="list-style-type: none"> <li>• Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the poem.</li> <li>• <b>If the poem appears too challenging, it is still OKAY to use the text in a small group!</b> Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill.</li> </ul>
3: Talk About the Poem	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. <b>Do not skip this step!</b> It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the poem immediately after reading.	<ul style="list-style-type: none"> <li>• Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?"</li> <li>• Students can type responses into their student page while one or two answer aloud.</li> <li>• You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group.</li> </ul>
4: Targeted Skill	3-4 minutes	Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill.	<ul style="list-style-type: none"> <li>• Remind students what the skill is and define how readers use the skill.</li> <li>• Students can type responses into their student page while one or two answer aloud.</li> <li>• Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.</li> </ul>

# 6 Steps in Small Group Reading Lesson:

Step	Time	Description	Tips:
5: Word Work	2-3 minutes	The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern.	<ul style="list-style-type: none"><li>• Use an anchor chart to create the chart of word patterns.</li><li>• Dry erase boards work too!</li><li>• The teacher creates the chart, asking students to chime in and help build word patterns and understandings.</li><li>• Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole.</li></ul>
6: Independent Practice	After the Lesson	The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete.	<ul style="list-style-type: none"><li>• This is an excellent way to determine if students can apply the targeted skill into their own independent reading.</li><li>• It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level.</li><li>• Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill.</li></ul>

**Total Time: 10-18 minutes**

All of these steps are completely designed and prepared for you in each lesson!

# Small Group Poetry Lessons: **Analyzing**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	frozen shivering hoping comfort	Analyzing	A Deeper Dive Into Language
2	Poetry: Acrostic	blasted leaping eager avoid	Analyzing	A Deeper Dive Into Language
3	Poetry: Limerick	buzzing searching seeking hovered	Analyzing	A Deeper Dive Into Language
4	Poetry: Concrete	worn reflect lingers remembering	Analyzing	A Deeper Dive Into Language
5	Poetry: Haiku	grips missing bobbing completing	Analyzing	A Deeper Dive Into Language
6	Poetry: Free Verse	mood romping chasing plea	Analyzing	A Deeper Dive Into Language

# Small Group Poetry Lessons: **Author & Audience**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	gentle warm teaches frowns	Author and Audience	A Deeper Dive Into Language
2	Poetry: Acrostic	fantastic allow guard endlessly	Author and Audience	A Deeper Dive Into Language
3	Poetry: Limerick	garble disrupted crackled perhaps	Author and Audience	A Deeper Dive Into Language
4	Poetry: Concrete	delicate wondrous masterpiece appreciate	Author and Audience	A Deeper Dive Into Language
5	Poetry: Haiku	panting swiftly pursuing unaware	Author and Audience	A Deeper Dive Into Language
6	Poetry: Free Verse	down hope anew view	Author and Audience	A Deeper Dive Into Language

# Small Group Poetry Lessons: **Central Message**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	falsehood forever truth lie	Central Message	A Deeper Dive Into Language
2	Poetry: Acrostic	power solution choice extend	Central Message	A Deeper Dive Into Language
3	Poetry: Limerick	save agree burning spend	Central Message	A Deeper Dive Into Language
4	Poetry: Concrete	offer share stranded lend	Central Message	A Deeper Dive Into Language
5	Poetry: Haiku	softened polished patience coated	Central Message	A Deeper Dive Into Language
6	Poetry: Free Verse	fright courage forced loop	Central Message	A Deeper Dive Into Language

# Small Group Poetry Lessons: **Connections**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	hungry non-stop cocooned transform	Connections	A Deeper Dive Into Language
2	Poetry: Acrostic	prowl slop trough dash	Connections	A Deeper Dive Into Language
3	Poetry: Limerick	piling nearby suddenly appears	Connections	A Deeper Dive Into Language
4	Poetry: Concrete	embraces shelter labor remain	Connections	A Deeper Dive Into Language
5	Poetry: Haiku	vibrates mellow pluck invigorated	Connections	A Deeper Dive Into Language
6	Poetry: Free Verse	excitement anxiously yapping ticking	Connections	A Deeper Dive Into Language



# Small Group Poetry Lessons: **Descriptive Language**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	roars ticks stretched launches	Descriptive Language	A Deeper Dive Into Language
2	Poetry: Acrostic	mystery waiting moment rolling	Descriptive Language	A Deeper Dive Into Language
3	Poetry: Limerick	determined favor inflated delay	Descriptive Language	A Deeper Dive Into Language
4	Poetry: Concrete	delicious delight dine nummy	Descriptive Language	A Deeper Dive Into Language
5	Poetry: Haiku	volume muffled quite drawn	Descriptive Language	A Deeper Dive Into Language
6	Poetry: Free Verse	fright panic shriek lifted	Descriptive Language	A Deeper Dive Into Language

# Small Group Poetry Lessons: **Inferring**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	flowing shadow reflecting wide	Inferring	A Deeper Dive Into Language
2	Poetry: Acrostic	boing overhead launched weightless	Inferring	A Deeper Dive Into Language
3	Poetry: Limerick	chanced fellow soothing whispered	Inferring	A Deeper Dive Into Language
4	Poetry: Concrete	rumble stumble sudden beware	Inferring	A Deeper Dive Into Language
5	Poetry: Haiku	vision celebrating gobbled unable	Inferring	A Deeper Dive Into Language
6	Poetry: Free Verse	colorful muggy requesting vast	Inferring	A Deeper Dive Into Language

# Small Group Poetry Lessons: Mood and Tone

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	sunshine soaking warmth energy	Mood and Tone:	A Deeper Dive Into Language
2	Poetry: Acrostic	mystery waiting moment rolling	Mood and Tone:	A Deeper Dive Into Language
3	Poetry: Limerick	determined favor inflated delay	Mood and Tone:	A Deeper Dive Into Language
4	Poetry: Concrete	delicious delight dine nummy	Mood and Tone:	A Deeper Dive Into Language
5	Poetry: Haiku	volume muffled quite drawn	Mood and Tone:	A Deeper Dive Into Language
6	Poetry: Free Verse	fright panic shriek lifted	Mood and Tone:	A Deeper Dive Into Language

# Small Group Poetry Lessons: **Opinions**

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	blue cover absorbed refreshed	Opinions	A Deeper Dive Into Language
2	Poetry: Acrostic	uniquely knowledge dexterity valuable	Opinions	A Deeper Dive Into Language
3	Poetry: Limerick	accessory guarantee handy plea	Opinions	A Deeper Dive Into Language
4	Poetry: Concrete	debate relate preference appealing	Opinions	A Deeper Dive Into Language
5	Poetry: Haiku	carried floating painful entangled	Opinions	A Deeper Dive Into Language
6	Poetry: Free Verse	shrieking panic manic prematurely	Opinions	A Deeper Dive Into Language

# Small Group Poetry Lessons: Theme

Lesson	Genre	Tier 2 Words Covered:	Taeted Skill:	Word Work:
1	Poetry: Cinquain	challenging productive reaching knowledge	Theme	A Deeper Dive Into Language
2	Poetry: Acrostic	leaping unable hysterical carefree	Theme	A Deeper Dive Into Language
3	Poetry: Limerick	once wrecked beyond repair	Theme	A Deeper Dive Into Language
4	Poetry: Concrete	slices propel deepen weaken	Theme	A Deeper Dive Into Language
5	Poetry: Haiku	changing marks recording lessons	Theme	A Deeper Dive Into Language
6	Poetry: Free Verse	focus stressed fiddle swivel	Theme	A Deeper Dive Into Language

# Small Group Poetry Lessons: Visualizing

Lesson	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Poetry: Cinquain	delicate bright beaming bloom	Visualizing	A Deeper Dive Into Language
2	Poetry: Acrostic	gesture grinning gathered cheer	Visualizing	A Deeper Dive Into Language
3	Poetry: Limerick	rage exploded muck rascals	Visualizing	A Deeper Dive Into Language
4	Poetry: Concrete	word judge smudge pavement	Visualizing	A Deeper Dive Into Language
5	Poetry: Haiku	splendor stunning display competition	Visualizing	A Deeper Dive Into Language
6	Poetry: Free Verse	colorful joyful mellow control	Visualizing	A Deeper Dive Into Language

# Tier 2 Vocabulary Answer Key- Mood and Tone

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
<b>LESSON 1: Cinquain Poem</b>		
sunshine	Direct sunshine not broken up by clouds or other objects	sunlight sunbeams daylight
soaking	To be completely covered, usually with water or light	drenched saturated streaming
warmth	The state or sensation of feel warm, often connected to comfort	heat hotness comfort
energy	The strength required to maintain physical and mental strength	vigor liveliness spirit
<b>LESSON 2: Acrostic Poem</b>		
mystery	Something that is difficult or impossible to understand	puzzle enigma riddle
waiting	Staying in one spot and delaying action until something else happens	sit tight stand by hold tight
moment	A very short amount of time	bit minute instant
rolling	Moving or turning over and over in full circles	flipping spin rotate
<b>LESSON 3: Limerick Poem</b>		
determined	Set on doing something and being sure of the decision	decided adamant firm
favor	Doing something kind for another person with nothing expected in return	service kindness courtesy
inflated	To blow up and fill with air	blown up pumped up filled
delay	To make something or someone late or slow	hold up detain obstruct

# Tier 2 Vocabulary Answer Key- Mood and Tone

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
<b>LESSON 4: Concrete Poem</b>		
delicious	Something that tastes very good	mouthwatering tasty savory
delight	To take pleasure in something or someone	joy pleasure glee
dine	To eat	eat feed feast
nummy	Describing a delicious food	yummy delicious delectable
<b>LESSON 5: Haiku Poem</b>		
volume	The level or degree of sound in an area	sound amplification noise
muffled	A sound that is difficult to hear because it's being blocked	stifled muted suppressed
quiet	Making little or no noise at all	silent still hushed
drawn	To pull closed or shut	closed shut lowered
<b>LESSON 6: Free Verse Poem</b>		
fright	A sudden feeling of fear	fear terror alarm
panic	A sudden and uncontrollable feeling of fear or worry	fluster anxiety dread
shriek	To scream loudly and in a high pitch, often out of fear	scream screech squeal
lifted	To pick up	raise hoist heave



# How to Differentiate Instruction:

*Don't skip this key step to ensure small group reading success!*

## BEFORE THE GROUP MEETS...

Decide how you will engage students in step 2, the reading of the poem. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

<b>Reading Style:</b>	<b>Description:</b>	<b>Times to Use this Reading Format:</b>
Teacher Read	The teacher reads the poem aloud to the small group while they follow along on the student page.	<ul style="list-style-type: none"><li>• When the poem is too challenging for that group of students to read on their own, even with an introduction.</li><li>• If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice.</li></ul>
Silent Read	The students read the poem independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the poem again until the group is ready to discuss.	<ul style="list-style-type: none"><li>• When the poem is instructional and can be read successfully after an introduction.</li><li>• When the poem is at the students' independent reading levels.</li><li>• When the teacher wants to conduct a running record or one-on-one reading time.</li></ul>
Partner Read	Students get together in a chat online or whisper read in person. One student reads the poem, then the other student reads the entire poem. Both students should read aloud the entire passage.	<ul style="list-style-type: none"><li>• When the poem is instructional and can be read successfully after an introduction.</li><li>• When asking students to share thinking with a partner.</li><li>• When the teacher wants to be free to push in and listen to a partnership read together.</li></ul>
Choral Read	Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.	<ul style="list-style-type: none"><li>• When the poem is too challenging for that group of students to read on their own, even with an introduction.</li><li>• Use when there is a variety of readers in the group (some may be able to read the poem independently while others may need more support).</li><li>• To keep all students in the group engaged and ensure that they read the entire poem.</li><li>• To build reading stamina, confidence, fluency, and reading motivation.</li></ul>

Reading Style:	Description:	Times to Use this Reading Format:
Echo Read	Teacher reads a short section of the poem (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency.	<ul style="list-style-type: none"> <li>• When the poem is too challenging for that group of students to read on their own, even with an introduction.</li> <li>• To practice reading accuracy, fluency, motivation, and confidence.</li> <li>• For a shared reading experience.</li> </ul>
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	<ul style="list-style-type: none"> <li>• When the poem is just a bit too challenging for that group of students to read on their own without practicing in advance.</li> <li>• To ensure the group is reading successfully.</li> <li>• To provide more than one opportunity to read the poem in a small group time.</li> </ul>
Rereading	Have students reread a text 2-3 times, focusing on fluency and expression each time.	<ul style="list-style-type: none"> <li>• When the poem is instructional and can be read successfully after an introduction.</li> <li>• When working to build writing stamina and confidence.</li> <li>• When looking to dig deeper below the surface of a poem and ensure higher level thinking conversations after reading.</li> </ul>



# GOOGLE™ LINKS FOR **TEACHERS**

Click each link to assign work to students each day!

## [TEACHER DIRECTIONS AND TIPS](#)

### [LESSON ONE](#)

Cinquain Poem

### [LESSON TWO](#)

Acrostic Poem

### [LESSON THREE](#)

Limerick Poem

### [LESSON FOUR](#)

Concrete Poem

### [LESSON FIVE](#)

Haiku Poem

### [LESSON SIX](#)

Free Verse Poem



# GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

## [LESSON ONE](#)

Cinquain Poem

## [LESSON TWO](#)

Acrostic Poem

## [LESSON THREE](#)

Limerick Poem

## [LESSON FOUR](#)

Concrete Poem

## [LESSON FIVE](#)

Haiku Poem

## [LESSON SIX](#)

Free Verse Poem

# LESSON 3: DESCRIPTIVE LANGUAGE- LIMERICK

POETRY

**1. INTRODUCTION:** *say to group*  
“Today we’re going to read a limerick poem. There are a few rules poets follow when writing a limerick poem. The poem is 5 lines. The first two lines rhyme together. Lines 3 and 4 rhyme together. Then, line 5 rhymes with the first two lines. These poems are entertaining and often silly or funny. Let’s read this limerick poem. We can think about the descriptive language and how it adds to the main idea.”


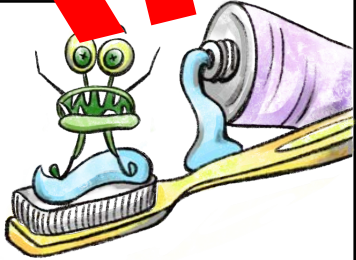
**TIER 2 WORDS:**  
*Define for students before reading*  
pitched      strung  
lazed      scrub

**CHOOSE ONE:** *How will the group read the poem?*

<input type="checkbox"/> Teacher read	<input type="checkbox"/> Partner read	<input type="checkbox"/> Rereading
<input type="checkbox"/> Silent read	<input type="checkbox"/> Choral read	<input type="checkbox"/> Other: _____

**2. READ THE POEM:**  
*Student Master*

One day I found a green creature  
camped out under my tongue.  
He pitched a tent between my teeth,  
his clothing he had strung.  
He lazed about, making a mess, whatever would I do?  
It wasn't right, he had to go! It was more than I could chew.  
So out they came, the brush, the paste, a scrub session had begun!



**3. TALK ABOUT THE POEM:**  
*ask immediately after reading...*

1. What happened in the poem?
2. Do you like this poem? Why or why not?

**4. TARGETED SKILL: Descriptive Language**  
*Remind students about descriptive language, then ask these questions...*

1. What are your favorite words in this poem? Why?
2. Which words or phrases helped paint a picture in your mind?
3. Do you notice any figurative language? Tell what it means.

**5. WORD WORK – A deeper dive into language**  
*Ask the students the following questions:*

1. What is an idea you have *pitched*? Tell me more.
2. Describe something you have seen *strung*? Tell me more.
3. What does the author mean by, “*he lazed about*”?
4. Describe something you need to *scrub*.

**6. INDEPENDENT PRACTICE:**  
*instruct students to work on their independent page*

# LESSON 3 LET'S LEARN ABOUT DESCRIPTIVE LANGUAGE!

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**LISTEN UP!:**  
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**  
pitched      strung      lazed      scrub

**LET'S READ!:**

**TELL WHAT YOU ARE THINKING!**

## Sugar Monster

One day I found a sugar monster,  
    camped out under my tongue.  
He pitched a tent between my teeth,  
    his clothing he had strung.  
He lazed about, making mess, what would I do?  
It wasn't right, he had to go! It was more than I could chew.  
So out they came, the pastas, the pastas, the pastas, the pastas had  
    begun!



What happened in the poem?

Do you like this poem? Why or why not?

Type here: \_\_\_\_\_

Type here: \_\_\_\_\_

**SAMPLE**

**UNDERSTANDING DESCRIPTIVE LANGUAGE:**

What are your favorite words in this poem? Why?

Type here: \_\_\_\_\_

Which words or phrases helped paint a picture in your mind?

Type here: \_\_\_\_\_

Do you notice any figurative language? Tell what it means.

Type here: \_\_\_\_\_

# INDEPENDENT PRACTICE

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**DIRECTIONS!:** Spend some time reading some poems on your own. Keep track of how long you read. Share your thinking about one of the poems you read. Then, rate the poem and explain your rating.



## POEM DETAILS:

Title: \_\_\_\_\_

Type of Poem: \_\_\_\_\_



## TIME READING:

read for \_\_\_\_\_ minutes today.



## TELL WHAT YOU ARE THINKING!



## UNDERSTANDING DESCRIPTIVE LANGUAGE:

*Answer the questions after reading the poem.*

**SAMPLE**

What happened in the poem?

Do you like this poem? Why or why not?

Type here: \_\_\_\_\_

Type here: \_\_\_\_\_

1. What are your favorite words in this poem? Why?

2. Which words or phrases helped paint a picture in your mind?

3. Do you notice any figurative language? Tell what it means.



## RATE THE POEM

I give this poem \_\_\_\_\_ stars because \_\_\_\_\_

# LESSON 3: DESCRIPTIVE LANGUAGE- LIMERICK

**1. INTRODUCTION:** *say to group*  
 “Today we’re going to read a limerick poem. There are a few rules poets follow when writing a limerick poem. The poem is 5 lines. The first two lines rhyme together. Lines 3 and 4 rhyme together. Then, line 5 rhymes with the first two lines. These poems are entertaining and often silly or funny. Let’s read this limerick poem. We can think about the descriptive language and how it adds to the main idea.”

**TIER 2 WORDS:**  
*Define for students before reading*  
 pitched                      strung  
 lazed                         scrub

**CHOOSE ONE:** *How will the group read the poem?*

Teacher read       Partner read       Rereading  
 Silent read         Chorus read         Other: \_\_\_\_\_

**2. READ THE TEXT:**

**Sugar Monster**

One day I found a sugar monster  
 camped out under my tongue.  
 He pitched a tent between my teeth,  
 his clothing he had strung.  
 He lazed about, making a mess, whatever would I do?  
 It wasn't right, he had to go! It was more than I could chew.  
 So out they came, the brush, the paste, a scrub session had  
 begun!



**3. TALK ABOUT THE POEM:**  
*ask immediately after reading...*

1. What happened in the poem?
2. Do you like this poem? Why or why not?

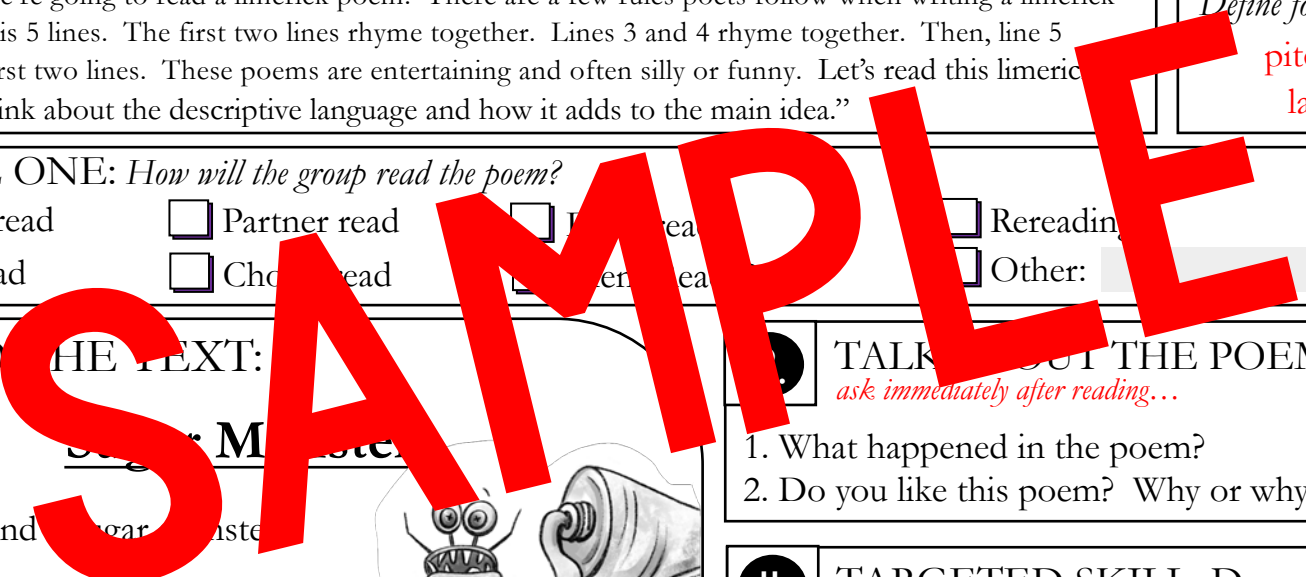
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*Remind students about descriptive language, then ask these questions...*

1. What are your favorite words in this poem? Why?
2. Which words or phrases helped paint a picture in your mind?
3. Do you notice any figurative language? Tell what it means.

**5. WORD WORK – A deeper dive into language**  
*Ask the students the following questions:*

1. What is an idea you have pitched? Tell me more.
2. Describe something you have seen strung? Tell me more.
3. What does the author mean by, “he lazed about”?
4. Describe something you need to scrub.

**6. INDEPENDENT PRACTICE:**  
*instruct students to work on their independent page*





LESSON 3  
**LET'S LEARN ABOUT DESCRIPTIVE LANGUAGE!**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

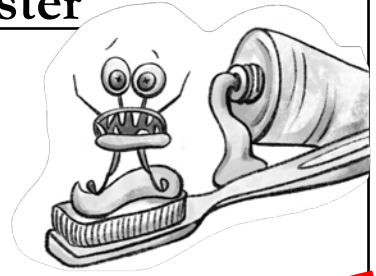
**LISTEN UP!:**  
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**  
pitched      strung      lazed      scrub

**LET'S READ!:**

**TELL WHAT YOU ARE THINKING!**

**Sugar Monster**



One day I found a sugar monster,  
    camped out under my tongue.  
He pitched a tent between my teeth,  
    his clothing he had strung.  
He lazed about, making a mess, what would I do?  
It wasn't right, he had to go, so I went to brush.  
So out they came, the sugar monsters, the past  
    session had begun!

What happened in the poem?

Do you like this poem? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**UNDERSTANDING DESCRIPTIVE LANGUAGE:**

What are your favorite words in this poem? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which words or phrases helped paint a picture in your mind?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you notice any figurative language? Tell what it means.

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_


**SAMPLE**


# INDEPENDENT PRACTICE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

 **DIRECTIONS!:** Spend some time reading some poems on your own. Keep track of how long you read. Share your thinking about one of the poems you read. Then, rate the poem and explain your rating.

 **POEM DETAILS:**  
Title: \_\_\_\_\_  
Type of Poem: \_\_\_\_\_

 **TIME READING:**  
I read for \_\_\_\_\_ minutes today.

 **TELL WHAT YOU ARE THINKING!**

 **UNDERSTANDING DESCRIPTIVE LANGUAGE:**  
*Answer the questions after reading the poem.*

**SAMPLE**


What happened in the poem?

Do you like this poem? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What are your favorite words in this poem? Why?  
\_\_\_\_\_  
\_\_\_\_\_
2. Which words or phrases helped paint a picture in your mind?  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you notice any figurative language? Tell what it means.  
\_\_\_\_\_  
\_\_\_\_\_

 **RATE THE POEM**  
I give this poem \_\_\_\_\_ stars because \_\_\_\_\_

# LET'S LEARN ABOUT DESCRIPTIVE LANGUAGE!

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**LISTEN UP!:**  
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**  
pitched      strung      lazed      scrub

**LET'S READ!:**

**TELL WHAT YOU ARE THINKING!**

## Sugar Monster



One day I found a sugar monster,  
camped out under my tongue.  
He pitched a tent between my teeth,  
his clothing he had strung.  
He lazed about, making a mess, what could I do?  
It wasn't right, he had to go! It was more than I could chew.  
So out they came, the brushy paste to scrub his sion had  
begun!

What happened in the poem?  
Do you like this poem? Why or why not?

**SAMPLE**

Someone had eaten something sweet and now they needed to brush their teeth.  
Yes, it was a creative way to show us that teeth needed to be brushed.



**UNDERSTANDING DESCRIPTIVE LANGUAGE:**

What are your favorite words in this poem? Why?  
I like it was more than I could chew because it was a funny pun or play on words.

Which words or phrases helped paint a picture in your mind?  
He lazed about making a mess, he pitched a tent between my teeth

Do you notice any figurative language? Tell what it means.  
He pitched a tent between my teeth is personification which means that the sugar in my mouth was like a monster attacking my teeth.