

At a Glance

English Language Arts Teachers

What Students Will Do

The two days of activities included here are taken from part of a four-week unit that focuses on poetry and analysis, figurative language & imagery components, etc. The lessons included here involve students using the DIDLS strategy for analyzing the descriptive poetic elements of Diction, Imagery, Details, Language, and Syntax. Don't freak out, though! Even if you don't have experience teaching this or if you're not super-comfy with poetry in general, I've got you covered. All the mini-lessons and activities are easily teachable by you, easily digested by your students, and designed to make you act and feel like the expert while simultaneously growing your students and meeting the rigorous requirements you're supposed to meet! Please be aware that these activities are taken from a much larger unit, so it's not meant to be totally complete. It's merely a sample of my resources designed to help you help your kids!

What to Print, Copy, and Prepare

- ▶ DIDLS notes handout used with quick DIDLS video located at <https://www.youtube.com/watch?v=l6YZFhATCyA> PLUS the DIDLS with Oranges handout and copy of "Oranges" poem located at <http://collegewritinglatelunchf2014.qwriting.qc.cuny.edu/files/2014/09/oranges-by-gary-soto.pdf> (Day 1)
- ▶ Theme DIDLS handout and "Love That Boy" by Walter Dean Myers found at <https://www.poemhunter.com/poem/love-that-boy/> along with "Tents for Talking" (Day 2)

DO LESS GRADING

For the in-class project on day 3, notice that the instruction sheet is also a rubric with points already assigned to the required elements. Instead of YOU spending time grading this stuff, have your students each work with 1-2 others as they use that rubric to mark and label (as proof) each of the requirements in their actual projects. They can staple the rubric to the project along with the names of those who helped them with the scoring. Spot check where you feel like it's needed, but other than that, record the grades and be done with it!

MAKE FEWER COPIES

When copying things like poems for students to annotate, be sure that they get to keep the poems (even if you feel the need to collect them to glance over the annotations). Always return these things to students and make sure there's a system in place so kids can locate the copies of the poems in the future. You can use and reuse printed copies, even after they've been written on, for other writing activities down the road, for review activities at the end of the unit, and so much more... Are you using Google Classroom instead? The same concept applies! Re-use the same poems later on to teach different lessons in poetry analysis (go deeper with one or two poems rather than scrambling to find new poems all the time)

Struggling Learners, Extension, & Differentiation

Think about ways to break down or chunk each day's activities to meet the needs of your different learners. Consider these questions as you think about how to provide differentiation:

* Would it be better for some students to work with you at a "teacher table" when completing certain aspects of the activities rather than working on the whole thing with other students?

* Does each part of each assignment (like the annotations) really need to be done by every student, or could you have some students focus on just one part at a time and then check in with you before moving on?

* For higher-achieving students who are ready for a challenge, could you have them search online to find another poem with a similar theme or a similar topic to compare? Or could they work on delivering a dramatic read-aloud to the class in which they focus on tone for meaning?