

Objective Students will be able to use DIDLS strategy to analyze a poem.

“I Can” Statement I can use the DIDLE strategy to analyze a poem.

Common Core Standards CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Texas TEKS (4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

Procedures

- 1) Bell Ringer / Do-Now (Included in Members-Only Resources)
- 2) Read "Oranges" by Gary Soto (aloud as a class, again with a partner)
- 3) Independent or Partners: Complete "Annotate the Poem" handout
- 4) Introduction to "DIDLS" poetry analysis - show video found at <https://www.youtube.com/watch?v=l6YZFhATCyA> (use with guided notes)
- 5) Apply DIDLS strategy-- "DIDLES with Oranges" handout

Assessment Exit Ticket

Additional Resources A method to show/hear the video, handouts/copies for class

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Procedures

- 1) Bell Ringer / Do-Now (Included in Members-Only Resources)
- 2) Read "Love That Boy" by Walter Dean Myers found at <https://www.poemhunter.com/poem/love-that-boy/>
- 3) Students complete annotation activity (same as yesterday)
- 4) Small groups: "Theme DIDLS" activity
- 5) Use "Theme DIDLS" activity with "Tents for Talking" in small groups to engage in student-facilitated discussion of the poem

Assessment **Exit Ticket:** For today, have students choose any TWO sentence starters from the "Tents for Talking" and write their own Exit Ticket statements / responses

Additional Resources copies of handouts; a set of "Tents for Talking" for each small group