

Focus	Objectives/Standards
<ul style="list-style-type: none"> <li>• Tone and Meaning</li> <li>• Figurative language</li> <li>• Reading for deeper understanding of a poem</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how tone and meaning are conveyed in poetry through word choice and writing style. RL 3.4</li> <li>• Identify and interpret figurative language. RW 1.2</li> <li>• Write a multi-paragraph interpretation of the poem and support it with textual evidence. WS 1.2</li> <li>• Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5</li> </ul>
Assessments	Resources
<ul style="list-style-type: none"> <li>• Written responses to reading</li> <li>• Anecdotal records of text-based discussions</li> <li>• Quick-write</li> <li>• Word/Language work</li> <li>• Written Reflection in the end</li> <li>• Mind Mirror</li> </ul>	<ul style="list-style-type: none"> <li>• Text: “Life Doesn’t Frighten Me” (PH p.304)</li> <li>• Typed version of “Life Doesn’t Frighten Me” that contains 4 font styles</li> <li>• Journal or lined paper for taking notes on the poem</li> <li>• Chart</li> <li>• Graphic organizer: Analyzing Tone and Meaning in Poetry, RL6</li> <li>• Collaborative Task: Mind Mirror, CL3</li> </ul>

**Purpose:**

Students will identify and describe the tone of the poem.

Students will identify the language used to set the tone of the poem.

**BEFORE READING**

**Quick-Write and Discussion to Build Schema**

- Write 3-4 sentences that describe the girl in the picture on page 305.  
*Who is she? How does she feel? How do you know?* Chart student responses as they share out their observations.
- When students give simple literal responses (e.g., She is a young girl), push them to explain how they know. Use this opportunity to introduce descriptive language.
- After this discussion, ask the students to do a second Quick-Write: *Why do you think this picture was chosen for this poem?* Ask for 2 or 3 responses and then point out that photographs are selected for stories or articles because they can help the author illustrate what they think about the subject and set the tone.

**Set Purpose for Reading**

- Explain that we are going to read the poem “Life Doesn’t Frighten Me” and we are going to listen for the tone.
- We want to find out how the author feels about the subject of the poem.

**FIRST READ**

- Pass out RL 6. Direct students to the first two sections, *Who is the speaker?* and *What is the poem about?*
- Explain that during the first reading, you want the students to pay attention to their first impression of the poem.

- Read the poem aloud as students follow along in their textbook.

**Think-Write-Pair-Share**

- Ask students to fill in the first two sections. Share with a partner, then have 2-4 students share with the group.

**SECOND READ****Collaborative Reading**

- Put students into groups of 3 or 4.
- Pass out the typed version of the poem.
- Students select one font style to read. (If there are 3 students, then 1 of them will select 2 styles.)
- Use a group to demonstrate the reading process. Each student reads his or her lines, based on the *font*.
- Now, all groups read the poem.

**After Reading the Poem**

- Students write first 3 lines from their font style in the *Golden line* section of the graphic organizer, RL6.
- Students re-read their 3 lines and write an interpretation in the next column of RL6.

**Round Robin**

- Each student shares his or her interpretation with the group.

**THIRD READ****Collaborative Reading**

Students switch font styles in the poem and follow the same process.

- Read
- Write 4 lines
- Write interpretation
- Discuss interpretations

Switch font styles again, but this time do not write the lines, just write interpretations and discuss.

**LANGUAGE LESSON**

- Use the bottom of p.286 to teach Prepositional Phrases. Use examples from the poem to show students how prepositional phrases can influence the tone of the poem.

## WRITING

### Individual Reflection

- Ask: *What do you think the poem is about now?*
- Students go back and revise their first impression of the poem. They can add more information or completely change what they thought.

## AFTER READING

### Reflection

Working independently, students will fill in the bottom section of RL6, *How did the author reveal tone and/or meaning?* This can also be your formative assessment for the lesson.