

Teacher Reflection

To begin this unit we started by watching a youtube video on the biography of Robert Frost. This gave students the background knowledge to know what was happening during that time frame and who Robert really was.

After watching the video, I started reading two poems by Robert Frost. We read "Stopping By Wood On A Snowy Evening" and "The Road Not Taken." I broke the poems down into their parts, showing the students how Stanzas are the small paragraphs in a poem and how each stanza will have around the same amount of lines.

After breaking the poems down into their parts, we compared and contrasted both poems. Talking about the setting of each poem, what visual images the poem created as we read them, how many "characters" were in each poem, and the length of both poems. Students have really started to comprehend how to compare and contrast as they are reading, without being prompted.

We then discussed what Robert meant in each stanza. Discussing emotion, mood, drama, what some of the words meant and how they created the emotion. We then discussed how it made us feel, I even had one student who started to cry because it was touching to him. The students who I would not have picked to really enjoy this lesson, did.

After we read both poems, I had the students draw a picture that represented each poem. They had to include details from the poems and make sure they were not adding things that Robert did not say. To see how well they comprehended compared and contrasting between the same author, the students had to write on a sticky note one way the poems were different and one way the poems were the same.

The students seemed to really enjoy drawing a picture that matched each poem. If I do this lesson again, I would definitely love to have students complete this activity as a group then write a small poem describing their illustration. That way the students can see what a poet might go through to make a poem. Having to decide if they want their poem to be fiction or nonfiction, based on personal events and experiences or from their imagination.

Overall, learning about poems and Robert Frost was a great winter lesson to begin the new year.

Standards

RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) .

VA: Cr1.1.3 Generate and conceptualize artistic ideas and work. A) elaborate on an imaginative idea.

Process

Materials for students

White paper
Crayons/Colored Pencils
Sticky notes

Materials for Teachers

Computer
Projector
Google the Poem of your choice
Glue
Construction paper (or cardstock)
Small versions of the poem to glue to the art
Scissors

Steps:

- Day 1:**
- 1- Introduce the poet to the students.
 - 2- Read one poem from the poet then discuss with the students the setting, characters, mood, and theme.
 - 3- Break the poem down into its parts, explaining to the students how each stanza might have a different meaning.
 - 4- Read the other poem from the poet and repeat step 2.
 - 5- Compare and contrast both poems, discussing everything from step 2 about each poem. You could use a venn diagram if needed.
- Day 2:**
- 6- Read each poem to each class (or you can have both classes to both poems to have more of a variety).
 - 7- Discuss your expectations with the students and share the completion checklist with them.
 - 8- Once the students are done with their drawing, glue it to a piece of cardstock or construction paper.
 - 9- Glue the small version of the poem to the drawing so the readers will know which poem they illustrated.
 - 10- Have students write on a sticky note, one way the poems are alike and one way they are different.

Stopping By wood on a snowy evening

-By Robert Frost

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

The Road Not Taken

- By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Check List

Name: _____ Date: _____ #: _____

1) Does my artwork have a picture to represent both poems?	y/ n	If no, explain why.
2) Do I have my sticky note that has ONE way the poems are similar and ONE way the poems are different?	y/ n	If no, explain why.
3) Do I have detail from each poem in each drawing?	y/ n	If yes, list a few details.
4) Have I completed my art reflection?	y/ n	
5) Is my name on my artwork?	y/ n	

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Name: _____ Date: _____ #: _____

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7) Do I have my sticky note that has ONE way the poems are similar and ONE way the poems are different?	y/ n	If no, explain why.
8) Do I have detail from each poem in each drawing?	y/ n	If yes, list a few details.
9) Have I completed my art reflection?	y/ n	
10) Is my name on my artwork?	y/ n	