

## **“The Road Not Taken” Instructional Sequence**

### Day One

1. Read aloud poem. Students listen.
2. Vocabulary Matching Activity.

*Write each word next to its definition.*

**diverged      hence      passing      trodden      undergrowth      wanted**

- \_\_\_\_\_ **low plants on the floor of a forest**
- \_\_\_\_\_ **moving over**
- \_\_\_\_\_ **trampled or stepped on**
- \_\_\_\_\_ **lacked**
- \_\_\_\_\_ **from this time**
- \_\_\_\_\_ **moved in different directions from one point**

3. Read again using the definitions in place of word.
4. Discuss by making a text connection to Ali Baba Bernstein. The poet’s decision affected his path. Ali Baba’s decision to have a ‘David Bernstein party’ instead of a ‘bowling party’ influenced his life path.

### Day Two

1. Give each child a copy of the poem. Read and highlight rhyming scheme. This poem is ABAAB. Here is an easy lesson on rhyming schemes.  
<http://www.poetry4kids.com/blog/lessons/rhyme-schemes-poetry-lesson-plan/>
2. Split into groups. Text Reconstruction activity

#### Text Reconstruction Procedure

1. Read the text aloud while students just listen.
2. Read the text a second time while students listen for key words and phrases.
3. Read the text a third time while students listen and take notes.
4. Have students discuss their notes with a partner and work together to reconstruct the text.
5. Show the original text to students. Point out key language features (deconstruction), and invite students to discuss differences or similarities between the original and their texts.

From Gibbons (2009), Spycher & Nieves (2014)

### Day Three and Four

#### 1. Text Dependent Questions

2. Start writing portion. Discuss why author used color words to describe. Discuss imagery with colors. i.e., red is anger, blue is sadness. Another poem you could use to demonstrate the use of color for feelings is attached. Why does color have so much meaning?

Writing task: What colors would you associate with other seasons? Why? Write a poem about a season using the color words. "I associate \_\_\_\_ with \_\_\_\_ because \_\_\_\_." Example - "I associate white with winter because it makes me think of snow." Another poem you could use to demonstrate the use of color for feelings is attached.

### Days Five and Six

Write and edit a 2 stanza poem with an AB rhyming scheme. Review what rhyming schemes are and what an AB scheme would look like. Whole group write an example.

### Day Seven

Art project – Students can create an art project of teacher's choice to illustrate their poem. For example: a torn art paper project, a watercolor project. Have fun!

Speaking – Practice reading and reciting their poems orally. Discuss intonation and pace.

### Day Eight

Students will orally present their poem to a chosen audience (office staff, another classroom) and also share their art piece.