

FAMILY PACKET

Family Packet, Grade 3, Cluster 7, Module 1: Entering the Experience: Reading Poems That Inspire

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student is beginning the poetry cluster, Voices That Inspire Change and Service. The big focus is learning to read a poem the way a poet builds one, noticing how words are arranged into lines and stanzas and what feeling the poem communicates.

Ask your student to teach you the difference between a poem and a story. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is beginning our poetry cluster, Voices That Inspire Change and Service. The big focus is learning to read a poem the way a poet builds one, noticing how words are arranged into lines and stanzas and what feeling the poem communicates.

We are reading two poems, A Dream Can Grow, connected to Dr. Martin Luther King Jr. and the idea of hope, and What Will You Give, connected to President John F. Kennedy and the idea of serving others. Your student is learning that a poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

Please try this at home, ask your student to read a favorite short poem, song lyric, or nursery rhyme aloud and point out where each line ends. Then ask, what feeling does it give you, and which words create that feeling. Celebrating your student's noticing is a wonderful way to help a reader and poet grow.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to read any short poem aloud and point to where each line ends. Then ask what feeling the poem gives and which words create that feeling.

The skill, in plain words

Your student is learning to read a poem the way a poet builds one. Poems are arranged in lines and stanzas, and that arrangement is called the layout. Your student also notices the emotion and experience, what feeling the poem communicates and who feels it.

The standard, in plain words

This week the work connects to Texas standards for reading and writing. Your student explains how the structure of a poem, lines, stanzas, and layout, helps the reader understand it, and your student composes a short poem of their own. In plain words, your student reads like a poet and writes like a poet.

The three parts your student notices**Lines and stanzas**

How the words are arranged on the page

**Layout**

The shape the poem makes, different from a story

**Emotion and experience**

What the poem makes the reader feel

How to help without giving the answer

- Read poems, songs, and rhymes aloud together often. Sound is part of poetry.
- Ask where each line ends and why the poet might have ended it there.
- Ask what feeling the poem gives and which words create that feeling.
- Let your student point to the answer. Pointing is a small act of thinking.
- Let your student write. A two-line poem is a real poem.

poem

words arranged in lines to share an idea or feeling

Example, A Dream Can Grow is a poem.

line

one row of words in a poem

Example, each line ends where the poet chose.

stanza

a group of lines in a poem

Example, the poem has four-line stanzas.

layout

the shape the words make on the page

Example, the layout looks different from a story.

emotion

a feeling such as hope or joy

Example, the poem gives me a feeling of hope.

experience

something a person lives through

Example, the poem shares an experience.

feeling

what the words make a reader feel

Example, which words create that feeling.

rhyme

words that end with the same sound

Example, true and do rhyme.

image

a word picture a poem creates in your mind

Example, the poem paints an image with words.

hope

believing something good can happen

Example, A Dream Can Grow shares hope.

service

helping others with kindness

Example, What Will You Give is about service.

poet

a person who writes poems

Example, the poet chose each word on purpose.

Tip for reading together. Poetry is meant to be heard. Read every poem aloud, and let your student hear where the words slow down, speed up, and stop.

4 Our Thinking Tool

This week your student uses the LEAVES poetry framework. This module focuses on the first two ideas, Lines and Layout, and Emotion and Experience.

LEAVES, the poetry framework

L stands for Lines and Layout, how the poem is arranged into lines and stanzas.

E stands for Emotion and Experience, what the poem makes the reader feel and the experience it shares.

The other letters, Artistic Language, Voice, Echo and Sound, and Significance, arrive in the next modules.

The two poems we are reading

Poem	Layout	Big idea
A Dream Can Grow	Four-line stanzas, rhymed line endings, and a repeated movement from one line to the next	Hope can grow as it is shared from person to person
What Will You Give	Short stanzas built on I have and a question in the title	Ordinary people can serve through small, kind actions

Mini version to use at home

Try it together

Read any short poem or song aloud. Ask your student to point to where one line ends and the next begins, then name one feeling the words create and one word that creates it.

Answer for families. The poet arranged the lines, and the feeling comes from specific words. The frame is, the poet arranged blank, and the feeling I notice is blank because of the words blank.

LEAVES This cluster teaches six poetry ideas, Lines and Layout, Emotion and Experience, Artistic Language, Voice, Echo and Sound, and Significance. Ask your student which LEAVES letters they have met so far.

5 Conversation Starters and a Simple Family Activity

- Ask your student what the difference is between a poem and a story.
- Why do you think poets arrange words into lines and stanzas?
- Which of our two poems did you like more, and what feeling did it give you?
- If you wrote a poem about helping someone, what words would you choose?

Read a Poem Aloud

Find a short poem, song, or rhyme. Read it aloud together and point to where each line ends. Ask, what feeling does it give us, and which words create that feeling.

Two Lines of Our Own

Together, write two rhyming lines about something you hope for or a way you like to help others. Read them aloud and enjoy how the words sound.

6 What Strong Work Looks Like

Here is a strong four-line stanza written by a third grade student. The lines and the emotion work together.

Prompt. Write one four-line stanza about hope or service.

The stanza

My two hands are small but true, they reach to help the way hands do. A little kindness, freely given, can grow like hope and make things liven.

What the poet did

The student arranged four deliberate lines with rhyme at each pair. The feeling is service, kindness, and growth, shown through the words two hands, help, and little kindness.

Checklist for strong work

- ☐ The student can point to where each line ends.
- ☐ The student can name the layout, such as four-line stanzas.
- ☐ The student names a feeling the poem gives.
- ☐ The student points to the words that create that feeling.
- ☐ The student can write a short poem with deliberate lines.

7 Progress at Home

My student can...

- ☐ tell a poem from a story
- ☐ point to where a line ends
- ☐ name a stanza in a poem
- ☐ say what feeling a poem gives
- ☐ point to the words that create the feeling
- ☐ write a short poem with deliberate lines

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Student name

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Family signature

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Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.