

Birdfoot's Grampa

By Joseph Bruchac
1978

Joseph Bruchac is a poet, musician, and author who weaves his Native American heritage and traditions into his writing. As you read, take notes on the old man's treatment of the toads.

[1]

The old man

must have stopped our car

two dozen¹ times to climb out

and gather into his hands

the small toads blinded²

[5]

by our lights and leaping,

live drops of rain.

The rain was falling,

a mist about his white hair

[10]

and I kept saying

you can't save them all

accept it, get back in

we've got places to go.

But, leathery hands full



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[15]

of wet brown life

knee deep in the summer

roadside grass

he just smiled and said

they have places to go to

[20]

too.

1. a group of twelve
2. **Blind** (*adjective*): unable to see

Text: Birdfoot's Grampa		
Tuesday: First Read: Buddy Read or Independent Read for Gist LT: I can read a grade level poem and determine the gist Task: Students read poem, annotate, and complete gist graphic organizer. Exit Ticket		
	Gist of Lines 1-7	
	Gist of Lines 8-13	
	Gist of Lines 14-20	

<p>Wednesday: Second Read:</p> <p>Vocabulary</p> <p>LT: I can use strategies to determine the meaning of unknown words and phrases.</p> <p>Task: Students reread poem, complete word list and possible definitions graphic organizer</p> <p>Exit Ticket</p>			
	Vocab Word:	What I think it means:	Strategy that I used:

<p>Thursday: Third Read:</p> <p>Key Ideas and Details</p> <p>LT: I will use text evidence to describe a character and explain his/her actions in a poem.</p> <p>Task: Students reread the poem and answer questions or discuss with a partner.</p> <p>Exit Ticket</p>			
	Question 1: Why does the old man stop the car "two dozen times"?		
	What is your evidence from <i>this</i> poem?		
	Question 2: Why does the old man want to save the toads?		
	What is your evidence from <i>this</i> poem?		

Friday: Fourth Read:	
Craft and Structure	
LT: I will analyze how the poem is organized and identify the speaker's point of view.	Question 1: How does the first stanza contribute to the structure of the poem (Lines 1-7)?
Task: Students reread the poem and answer questions or discuss with a partner.	Question 2: How are the boy and his Grampa different?
Exit Ticket	Question 3: What does the second stanza tell you about the speaker of the poem (Lines 8-13)?