

# Close Reading For Meaning™

## Rising Grade 3

Lessons 1-15



# in daddy's arms

by Folami

*in daddy's arms i am tall  
& close to the sun & warm  
in daddy's arms*

*in daddy's arms  
i can see over the fence out back  
i can touch the bottome leaves of the big magnolia tree  
in Cousin Sukie's yard  
in daddy's arms*

*in my daddy's arms the moon is close  
closer at tnight time when i can almost touch it  
when it grins back at me from the wide twinkling skies*

*in daddy's arms i am tall  
taller than Benny & my frineds Ade & George  
taller than Uncle Billy  
& best of all  
i am eye-ball-even-steven with my big brother Jamal*

*in daddy's arms  
i am strong & dark like him & laughing  
happier than the circuse clowns  
with red painted grins  
when daddy spins me round & round  
& the whole world is crazy upside down  
i am big and strong & proud like him  
in daddy's arms  
my daddy*



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# LESSON 4

## MAIN IDEA (DAY 1)



Rising  
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**TITLE** in daddy's arms  
**AUTHOR** Folami Abiade



### Main Idea

- The speaker expresses the strength, the comfort, the joy, the pride, and the love found in daddy's arms.
- Many previously impossible things are possible when she is lifted in her father's arms.
- When her daddy holds her, she is literally AND figuratively taller, supported by the father she loves and admires.
- Being held close to a loved one can make you feel strong, safe, and proud.



## Teach for the Future: Transferable Takeaway

When we read poetry, we need to think about both the literal and the deeper meanings. We need to understand what is happening in the poem, but then we need to step back and consider what the poet is trying to say to us, the readers. The poet always has a deeper meaning they are trying to convey.



## Transferable Guiding Questions

Lead students through a shared reading of the text, choosing strategic stopping points to pause and pose questions for student discussion. Transferable questions that develop students' understanding of the main idea include:

- Who is the speaker in this poem?
- What specific words or phrases help you understand the speaker's perspective?
- How do we know the speaker feels “big and strong & proud like him”?
- What is literally happening in each stanza? What is the deeper meaning?



## Response to Literature

**Students respond to the following question:** How does the speaker in the poem feel about her “daddy’s arms”? Use details from the text to support your response.



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# LESSON 5

## CRAFT AND STRUCTURE (DAY 2)



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**TITLE** in daddy's arms  
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### Craft and Structure

**Suggested focus:**

Repetition

**What is it?**

Repeated words or phrases

**Why do authors use it?**

To emphasize an important idea in the text



### Reinvesting in the Text

Before facilitating a craft and structure analysis, reread the text and review the main idea the class arrived at on the previous day.



## Teach for the Future: Transferable Takeaway

Whenever you are reading poetry, pay attention to repeated words or phrases. Poets usually repeat words or a phrase to emphasize a particular idea. Always look for repeated words or phrases and use them to help you determine the deeper meaning.



## Craft and Structure Transferable Guiding Questions

Pose the following questions and encourage students to share specific examples from the text to support their ideas.

- Why does the poet repeat “in daddy’s arms” at the beginning AND end of several stanzas?
- Why does the poet repeat “i am” and “i can” throughout the poem?



## Response to Literature

**Students respond to the following question:** Why does the poet repeat “in daddy’s arms” throughout the poem? Use details from the text to support your response.