

### **TASK 1: PLANNING COMMENTARY**

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

#### 1. Central Focus

a. Describe the **central focus** and the essential literacy strategy for comprehending **OR** composing text you will teach in the learning segment.

[The central focus of the three lessons taught is to define the structural elements of poetry including line, stanza, rhyme, meter, rhythm, and mood. Students will be learning two or more of these elements in a lesson per day. They have the ability to recall these each lesson to build upon them and deepen their understanding as the lessons progress and they look at more poems.]

- b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address
  - the essential literacy strategy
  - related skills that support use of the strategy
  - reading/writing connections

[The standard addressed throughout the three lessons aligns with the central focus because throughout all of them, the students are identifying the structural elements of poetry. The prior learned skills the students utilize to help deepen their understanding of the new skills is identifying rhyming words, beat, and syllables. The students do this by playing a game in which they collaborate with their peers to identify rhyming. They also show one another examples of a beat they have heard or created. Through this, they are able to take knowledge they have already attained and apply it to new concepts. The students also will be reading poems throughout the three lessons. After reading the poems, the students and teacher will discuss the meaning of the poem and then apply the concept learned that day to the poem. Through this, the students are exposed to many forms of poetry and the structural elements that create the poems. Also, through reading a variety of poems, the students will have more opportunities to find a poem that meets their interests.]

c. Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend **OR** compose text and related skills that support use of the strategy in meaningful contexts.

[The three lessons build on one another because each day the students are learning a new strategy that they can apply to almost any poem. In the first lesson, the students learn what a stanza and line is. Throughout the preceding lessons, the teacher will utilize these terms to draw the students' attention to specific text within the poems. In the second lesson, the students will learn how to identify a meter. To introduce the concept of meter, students will first review what syllables are. While they are reviewing syllables, they will also learn what stressed and unstressed syllables are. The third lesson utilizes stressed and unstressed syllables to determine a rhythm. Listening to the stressed and unstressed syllables will allow the students to be able to hear a rhythm within the poem. Through this, students are using a concept that they learned in the second lesson to grow their understanding of a new concept in the third lesson.

Within the three lessons, students are discovering the structural elements of poetry. Every element students learn, is able to apply it to almost any poem that they encounter in class or on their own. There also poems in the lessons that will encompass some of the previously learned

concepts, yet will not necessarily be addressed. For example, the students will encounter poems with a rhyme pattern the third day, but will instead be identifying the meter. Through this, the students are still exposed to the structural elements of poetry they have learned, but are learning a new element each day.]

#### 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

 Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[Looking at the students' pre assessment data, the students were struggling in their ability to identify the structural elements of poetry. Most of the class was unable to define meter, mood, rhyme scheme, and rhythm of a poem. These are the concepts taught throughout the three lesson. Therefore, the teacher knew that these were concepts the students were in the process of learning. Also because of standards provided by Common Core, the teacher knew that the students should have the ability to identify rhyming words and count syllables. These skills will allow the students to identify the rhyme scheme and meter. Because rhyming words and syllables are so important to the concepts, at the beginning of lessons one and two there will be a brief review.

The teacher also knew that the students had an understanding of rhythm. This is because the teacher has seen the students model beats and rhythms with their peers during free time periods. Students have also been learning about rhythm and beat in their music class that they have twice a week. Therefore, the teacher has watched many of the students perform a rhythm or beat. However, they had not yet performed a beat while speaking at the same time. This is a skill the teacher will work on during the lesson.

The teacher knows the students have an understanding of what mood is. This is because mood is closely related to emotions. From past teaching experience, the teacher knows that from a young age, students talk about and practice emotions. This understanding can be applied to mood by the students. However, the teacher is unsure if the students have the ability to relate the concept of rhythm and mood. Therefore, the teacher knows that this skill will be taught in her lesson.]

# b. Personal, cultural, and community assets related to the central focus—What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?

[The students come from a variety of financially stable homes and are exposed to many things within them. Milwaukee, Wisconsin ranked as one of the most distressed cities in America with 52% of the population being economically distressed. Saint Marcus Lutheran School is located in a high poverty area of Wisconsin and 84% of the students come from low income families. A lot of the students' parents or guardians have very little education and therefore have poor speaking habits. This shows in the students speaking abilities during and after lessons. They use mostly

common slang words and other similar forms of speech to convey their thoughts and opinions. To help them, teachers model how to phrase sentences and answer questions properly.

Through conversations with the students, one can see the class is very competitive in through their involvement with sports. Many of the students participate in soccer, basketball, dance, volleyball, and taekwondo. Because of this, some of the reading passages chosen will occasionally revolve around sports or other athletics. The school primarily consists of African American students. Students therefore have an interest in reading about the progression of African American history. This topic is taught within the reading period when we are focusing especially on nonfiction texts. One can see that the students really connect with the texts when it discusses prominent African American leaders.]

#### 3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

[The teacher will connect the students' prior knowledge during the hooks of her lesson. She used the beginning of the lesson to review concepts such as rhyme and syllables. By using concepts that are familiar to the students, they will begin to become confident and comfortable with the new concepts to be taught. Another example of engaging prior knowledge is when the teacher is asking the students to give an example of a beat. The teacher has seen the students in their free time performing a beat with their peers. Therefore, the teacher knew she could engage the students through asking them to perform a beat.

The materials chosen for the students is also used to engage the students. In the first lesson, the poems chosen are about topics that all of the students are familiar with and enjoy. For example, the topic of the poems are baseball, cats, mice, and pizza. If the students do not like some of these things, they are at least familiar with them. The students can then focus on the new concept, rather than trying to learn many new things. Familiar topics are utilized throughout all the poems used in the three lessons.

The focus of planning is to successfully scaffold students through the Zone of Proximal Development. This concept was developed by Lev Vygotsky in order to measure the amount of understanding a student has at a given point and time. Vygotsky believed in scaffolding students through the Zone of Proximal Development to guide students in their learning. In the teacher's planning one can see that she uses modeling, conversation, and independent practice to scaffold the students through the Zone of Proximal Development. Using a variety of techniques like speaking, visualizing, and bodily movement allows students to learn through a learning style that best suits them. This theory was discovered by Howard Gardner which aides teachers in how to best educate their students. Therefore, by conversing, modeling, and using actions to represent the concepts, the students have a variety of opportunities to understand what the teacher has intended.]



b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[The small group setting and accommodations the teacher uses within these lessons are appropriate for the whole class because it allows the students to get the individual instruction they may need. Students are able to verbally say answers as well as write them down. While the students are independently working, the teacher has the opportunity to guide individual students that may be struggling. There is one student that has an IEP for dyslexia and another student without an IEP that is developmentally slower than his peers are. During the class period, the teacher will need to work individually with the students who has dyslexia to guide his understanding during the independent work periods. The other student without an IEP normally needs reminders to keep working and stay focused. The teacher will also check in with this student during their independent work period. The rest of the students in the group are able to work independently and ask questions, as they need to. This will allow those students to move onto independent work to challenge themselves and apply the new concepts to the poems we look at. They are able to do this verbally as well as through their written work.]

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[The misconceptions within my central literacy focus throughout the lessons is using the students' prior knowledge of English language skills and applying them to poetry. This is evident when students are identifying rhyme patterns, the meter, and rhythm within a poem. The misconceptions will be addressed through verbally reviewing the aspect of the concept they know, and then modeling how to utilize those concepts in a poem. For example, the teacher will tell the students three rhyming words, and then ask the students if they know what the words have in common. The teacher will then read a poem with the students and they will identify the rhyming words. Then, the teacher will model how to identify the rhyme pattern. Another way in which the students will be accommodated is reading as a group. Some of the students struggle with fluency, and it will therefore be difficult for them to hear the rhythm within a poem. Reading as a group, with the teacher leading, will help the select students to hear the rhythm through the teacher and their peers. They will also have the opportunity to hear the rhythm through the teacher modeling how to read the poem. ]

#### 4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. Language Function. Using information about your students' language assets and needs, identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.





Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

[Throughout the three lessons taught, students use the language function of analyzing most often. After students learn how to identify a meter, rhyme pattern, and rhythm, they are able to then analyze a poem given to them during instruction. Past reading the poem and discussing it's meaning, the students are identifying the structural elements that make up a poem. They can then further analyze the poem through using the structural elements to discover the meaning of the poem. The teacher first introduces the concept, and then models how to identify the concept. Then the teacher has the students practice identifying it with her before they complete the task on their own. They are then able to use the new knowledge they have acquired to analyze other poems they read in class or on their own.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In the first lesson taught, the students will have the opportunity to first identify a rhyme pattern and then analyze the pattern with the teacher, as well as independently. The teacher first models how to label the rhyme patterns correctly. She will then assist the students in their identifying of the rhyme pattern in a different poem. Lastly, the students will read and identify the rhyme pattern independently. This will show the teacher if the students have fully comprehended the skill. After the students complete the rhyme pattern on their own, the teacher will check the students' answers while they work and announce the answers when everyone is finished. Through this, the students will know if their rhyme pattern is correct and if they need to make any corrections to their work. The students will then be able to ask any questions about misunderstandings they may have.

In the second lesson taught, the students will have the opportunity to first identify the meter and then analyze the meter with the teacher, as well as independently. The teacher will model first how to correctly identify the meter, then the teacher will do many examples with the students. After completing the examples with the students, the students will identify the meter of a poem independently. During this time, the teacher will check all of the students work and assist them as needed. After all of the students have completed this task, the teacher will tell the students the meter they should have marked in the poem. Through this, the students will be able to make any corrections they need to their work or ask questions about any misunderstandings they may have.

In the third lesson taught, the students will have the opportunity to first identify the rhythm and then analyze the rhythm within a poem read to them, as well as practice reading the poem to a rhythm. After discussing what rhythm is, the teacher will read the poem to the students. As the teacher reads the poem, the students will tap the rhythm of the poem on their leg. Once they have correctly identified the beat as the teacher reads, they will then read the poem as a group to the correct rhythm. The benefit of reading the poem together is that students who are not fluent readers can use their peers for support when reading the poem to the rhythm. Also, after identifying what "mood" is, the students will have a conversation about what they think the mood of the poem is. The teacher will guide them throughout this conversation. After conversing as a group about what the mood of the poem is, the students will independently write down what they think that the mood is. Through both of these activities, the teacher will be able to see and hear if the students could correctly identify the rhythm and mood of a poem.]



- c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
  - Vocabulary or key phrases
  - **Plus** at least one of the following:
    - Syntax
    - Discourse

[The three lessons taught is the beginning of the students unit on poetry. Therefore, they are introduced to a variety of vocabulary words that support the structural elements of poetry. The vocabulary words consist of: line, rhyme, stanza, meter, rhythm, and mood. With the knowledge of these words, the teacher will be able to introduce the students to new poems throughout the unit and the students should be able to identify all of the structural elements that make up a poem. The students will be using written and oral words to apply the vocabulary words that they will be analyzing. Students will therefore be practicing syntax to demonstrate their understanding of the vocabulary words within the poems. This will appear through their labeling of rhyme patterns, meters, and written explanation of the rhythm and mood of the poem. The students are expected to have well thought sentences to explain their reasoning for the answers they provide.]

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
  - Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[Throughout each lesson, the teacher begins by engaging the prior knowledge of the students. This is shown through the teacher asking the students to identify rhyming words, syllables, beat, and mood. The students are then able to begin the lesson feeling confident in the concepts they already know how to use. Another way in which the students needs are accommodated is through watching the teacher model the new concept and then getting ample opportunities of practice. Students will have the opportunity to watch the teacher complete the tasks first before they attempt to utilize the new skill. The students understanding as they complete the task while in a small group. Lastly, while students are working independently, the teacher will can go to individual students to assist them and deepen their understanding. During this time, the students have the opportunity to ask questions as well.

Through these strategies, the students are exposed to multiple opportunities in which they can fully comprehend the concepts. Also because of the small group setting, the teacher is able to closely monitor each students' progress within the lesson. This allows the teacher to quickly adapt the lesson to better suit the students' learning needs.]

#### 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment.

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[The informal assessments used during the lessons will allow the teacher to see if the students were able to apply the new concepts correctly to the poems read in class. Throughout each lesson, there will be opportunities for the students to apply the new concepts independently. What the students can complete on their own will give the teacher adequate information as to how deep the students understandings are for each of the concepts. The teacher is also able to give the students immediate feedback so they also will know how well they are doing in understanding the objective. Throughout the lessons, the students will also be able to ask questions during and after they complete their independent work. While the students are completing the informal assessments, the teacher will be looking for correct analysis of a poem using the structural elements of poetry: rhyme patterns, meter, rhythm, and mood. When the students complete the independent work, the teacher can then use the remainder of the lesson to enforce any skills the students might need to strengthen.

At the completion of the three lessons, the students will receive a formal assessment. During this assessment, the students will be utilizing all of the concepts used throughout the week to analyze a poem. Through this, the students will be able to show their ability through the new knowledge they have acquired throughout the three lessons. While they are taking the assessment, the teacher will be able to help them very minimally. This is to get accurate results, so that the teacher knows how much the students comprehended all of the topics taught that week.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[The students with specific learning needs can be successful through the two different kinds of assessment. Some of the students are not confident in their speaking abilities, so they also will have the opportunity to write down their answers in class during the lesson. While students are working independently, the teacher will have the opportunity to go to the students who could be struggling on their own to provide one on one support. The teacher will be able to look at the students work and help them to get started on their work and probe their understanding with any additional instruction they may need. Through this, the teacher can then verbally assess the students on an individual basis and guide their answers. ]

### **TASK 2: INSTRUCTION COMMENTARY**

Respond to the prompts below (**no more than 6 single-spaced pages**, **including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[The lessons shown in the two videos is a short clip of lesson two and a longer clip of lesson three.]

#### 2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

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a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[In the second lesson, one can see that the teacher displays respect for the students through maintaining eye contact with students when they are answering a questions asked by the teacher (0:05-0:17). This is important because the teacher is showing through her body language that she values what the student has to say. It also models an expectation that she wants the other students to have. Another way in which the teacher creates a positive environment is through vocalizing behaviors that she likes (2:13-2:15). Through this, the teacher does not have to state the expectation because one of the students is modeling it for their peers. The teacher is also then acknowledging the hard work put forth by the particular student and is praising him for it. To further create a positive environment, the teacher calls out students by name verbally praises them (1:50-1:52). This allows the students to know that the teacher is noticing their work and helps build their self-esteem.

In the third lesson, one can see that the teacher acknowledges the students answers and builds on them to show the value of each students answer. When the teacher sees behaviors that she likes or wants the students to do, she verbalizes it. For example, the teacher says, "I love those tracking eyes," referring to the students that are looking at the person speaking (0:02-0:03). The teacher also allowed the students to share their thoughts about the concept. This gives the students opportunities to apply the new concept to their personal lives (3:19-3:53). After the teacher reads the poem, she compliments the students' ability to read by referring to the students' ability to read based on prior knowledge of their reading ability. This motivates the students to want to read well when they read the poem as a group (6:48-6:58). When the students finish reading the poem as a group, the teacher corrected a student's answer because he was looking ahead of a worksheet. However, when the students reached that specific part of the worksheet, the teacher used that students answer to transition into the question by saying, "Kahlil just brought up a super great point" (10:35-10:38). Also, to not embarrass students or distract others from the lesson, the teacher uses silent corrections. This is shown through tapping on the table or making physical contact (10:49-10:55). Silent praise is also used by the teacher through high fives. This motivates the students while letting them know that the teacher is noticing their following of directions (12:25-12:26).]

#### 3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.

[In the lesson taught on day two, the students were engaged throughout the lesson because the teacher gave them multiple opportunities to participate. This was also done through keeping the lesson moving at a fast pace. Students first take turns reading the poem, so that they are actively reading and practicing fluency (1:14-1:38). Next, the teacher has the students count the syllables in a line that she reads and immediately write the amount down (2:01-2:06). Finally, the students begin saying the lines of the poem with the teacher as well as counting the syllables (2:22-2:28). Through this, the students were using their hands to count as well as speaking the lines in the poem. By having the students use multiple senses, more of their attention is focused on learning the concept and there are more connections being made to enforce the concept.

In the lesson taught on day three, the teacher engages the students in developing the essential literacy strategies through having the students identify the beat first while the teacher is reading Copyright © 2016 Board of Trustees of the Leland Stanford Junior University. 8 of 29 | pages maximum All rights reserved. V5 0916

(4:57-6:15), and then while they read with the teacher (7:25-8:42). Through this, they are able to hear the beat multiple times and practice reading the poem to a beat. While they are reading, they have the support of their teacher and peers to have a higher chance of success.

The second literacy strategy taught in the third lesson is mood. After reading the poem, the teacher allows the students to discover the mood through a group discussion. She first does this by reminding the students of what a mood is (12:40-12:52). Through doing this, the students are able to hear the definition and then apply it to the poem that they just read. The students because they want their teacher and peers to know what they are thinking (12:57-15:13). The teacher was trying to get the students to understand that the mood of this poem was encouraging. To do this, she asks the students what they think the word encouragement means. Using a word that the students are familiar with reengaged the students because they knew they would be successful in identifying the definition (15:13-15:51). The teacher also uses students that shared the answer. After this definition, the students were then able to explain how the poem had a happier mood instead of a sad one. This also engaged the students because they were beginning to understand the concept of mood and relate it to the poem. At the completion of this conversation, the teacher was able to let the students independently write down what they thought the mood was.]

b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[In the lesson taught on day two, the teacher uses syllables to introduce the concept of meter (0:01-0:16). The teacher begins with this review because she knows that in previous years the students have learned about syllables. Therefore, students that maybe have struggled in the past have received a brief review as to what syllables are. The poems read throughout the lesson are topics that the students have heard of or personally experienced. For example, the first poem is about penguins and the second poem is about snow. The students know what both of these are and have either personally witnessed or experienced these things. Through this, the students can easily identify the topic of each poem and focus more of their attention on learning the new literacy strategy.

In the lesson taught on day three, the students utilized prior knowledge when the teacher asked the students to define the word beat and where they might have heard it (0:15-0:42) The teacher also asks the students to give examples of a beat (0:58-1:10). The students will be able to use this knowledge as a foundation for the new concept learned. The teacher also reminds the students of a concept learned the previous day, stressed and unstressed syllables, to help them identify the beat (2:07-2:25). The term mood is then defined using the concept of rhythm to help grow the students understanding (2:30-4:17). Defining the term in this way showed the students how the two terms, rhythm and mood, effected one another.]

#### 4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you **elicited and built on student responses** to promote thinking and apply the essential literacy strategy using related skills to comprehend **OR** compose text.

[In the second lesson, the teacher asks the students to define the word syllable. The first student called on gives an excellent definition of the word, and uses the word "decompose" (0:01-0:24). Hearing this, the teacher relates the word "decompose" to math because the students have been using this particular word while learning about fractions. This helps the students to use a concept

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that they have learned in one subject and relate it to another subject. After reading the first poem, the teacher asks the students what it was about (3:11-3:41). One student identified that it was about penguins. This was correct, but the teacher asked the students to explain how they knew it was about penguins. By doing this, the students were encouraged to build on the first student's answer and look deeper into the poem to find evidence that supports their reasoning.

In the lesson taught on day three, the teacher begins by discussing the meaning of the poem. Immediately after read the poem, she asks the students for their own thoughts about the meaning. The first student was able to identify that the poem was mainly about the plans that people have on a daily basis (9:00-9:15). The next student was identifying whose plan it was, which was moving the discussion in the right direction (9:17-9:32). This student had thought that the everyday plan being discussed was each individual persons, but that was not correct. The teacher then asked the students to think more about this by asking, "Was it the plan I have or is it the plan someone or something else has?" The teacher then starts to describe the being that has control over everyone's plan. After saying this, one of the students was able to identify that everything that happens each day is a part of God's plan (10:24-10:26).

The next part of the instruction was helping the students to identify the mood within the poem. In doing this, she was asking prompting questions, allowing students to answer them, and then asking the students to build on one another's answers (12:55-16:37). In this conversation, the students initial thought was that the poem was sad (12:55-13:50). The teacher then encourages the students to look into their text and see if there is a bigger connection to draw from the poem. Another student then acknowledged that something bad could happen to a person everyday (14:09-14:32). The teacher then acknowledges the students answers and then encourages more students to build on what the student had just said. The next student then found text in the poem that also gave the reader hope within the poem past the bad experiences (14:35-15:11). After this answer, the students were very close to determining the mood. To aid them, the teacher asked them what they thought the word "encouragement" meant. The teacher then used all of the answers given in class to guide the students in identifying the mood of the poem. Through doing this, the students were able to look deeper into the text and discover the mood on their own. After this discussion, the students could independently write down what they thought that the mood was. ]

b. Explain how you modeled the essential literacy strategy **AND** supported students as they practiced or applied the strategy to comprehend **OR** compose text in a meaningful context.

[In the second lesson, the teacher models how she wants the students to count the syllables by thinking aloud (1:38-1:43). Through this, the students know what the teacher is expecting of them, and how they should be identifying the meter in each line. The teacher also models what the students should be writing down on their work sheet by saying, "If I were you, I would write a two next to penguins" (1:44-1:49). By doing this, the teacher is telling the students where to mark the meter of the line in the poem. Furthermore, the phrasing that the teacher used is encouraging and lets the students take control of their education. The teacher is telling the students what she is telling them to write down. After doing this, the teacher is then able to scaffold the students through how to identify meter. The teacher has the students are counting, she is showing them how to say the lines of poetry in the most efficient way in order to count the syllables. While the students are counting the syllables on their fingers, the teacher still models for them how to count the syllables on their own hands. When the teacher gets to the third line of poetry, she says the lines of poetry

with the students and counts the syllables on her hands (2:22-2:28). Through this, the teacher is still modeling what she wants the students to do in order to develop the concept, while guiding them in their participation of the skill. The teacher guiding them in this way, is continued in the second poem. Students are then able to identify the meter in the last poem independently.

In the third lesson taught, the teacher models the essential literacy strategy through reading the poem to the students (4:19-6:16). Through doing this, the teacher is able to make the rhythm of the poem obvious to the students so that they are able to successfully identify the rhythm (6:17-6:46). After hearing the rhythm, the students are then as a group able to replicate the rhythm of the poem together (7:00-8:42). While the students are identifying the repeated words and the mood of the poem, the teacher models how and what to write down on their worksheets (11:21-11:35). Through doing this, the students were able to see and hear what the teacher's expectations were for them. The students also had the option to watch the teacher write, or begin writing once they understood what the correct answer was to the question.]

#### 5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[To improve the students understanding in the second lesson teaching meter, the teacher would have liked to give the students a purpose for their learning of the concept. While the students were counting syllables, they might not have known why finding the meter of a poem is important. By giving the students a purpose in their learning, they can become more motivated in their learning. Another aspect of my instruction the teacher would have liked to change is that she should have put her hand down sooner when counting syllables with the students. This would have allowed for the teacher to see if the students could count the syllables on their own, or if they were relying on her. Checking the students' papers more carefully during the lesson is another thing that the teacher should have done. By doing this, she would have been able to make sure that all of the students were writing down the correct number of syllables. The teacher also would have been able to correct any mistakes and answer any misunderstandings by doing this. Lastly, the teacher would have liked to create more opportunities for discussion within the lesson. Through this, the teacher would be able to allow the students to personally connect with either the concept or the poem. This also would have given the students more purpose to why they were finding the meter of the poem.

In the third lesson, the teacher would have liked to develop the concept of mood more. The definition given in class was very brief and seemed to leave students with unclear understanding of the concept. The students would have also then been able to apply the concept of mood more successfully to the poem. Another aspect of this lesson the teacher would like to change is having more consistent management. There were times within the lesson that the teacher asked the students to put their pens down, and some of the students did not do this. It is important that the students are not writing while the teacher or their peers are speaking because they could miss an important concept or piece of understanding. The teacher also would like the students to maintain

#### Task 1: Planning Commentary

eye contact with the teacher while the teacher is giving instructions or explaining a new concept. Students that sit up straight and actively participate have a higher chance of understanding the new concept. Lastly, the teacher would like to provide the students with examples of how stressed and unstressed syllables create a rhythm. This was something that the teacher briefly explained to the students, but did not show them how to identify these while they are reading the poem. ]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

[In lesson two, by giving the students a purpose to their lesson, they would have become intrinsically motivated. Jean Piaget believed that making children intrinsically motivated gave them a higher chance of being lifelong learners. Through giving students a purpose for their learning, they can make real world connections to the content. The teacher cannot be motivated for the student. In order for the student to become a lifelong learner, the must want to increase their knowledge for their own benefit. Howard Garner proposed that people have multiple intelligences that help them learn best. Through utilizing more opportunities for conversation in the lesson taught on day two, students that have interpersonal skills may have been able to understand the concept better.

In lesson three, developing the concept more slowly would have allowed the students to make their way through the Zone of Proximal Development more effectively. Lev Vygotsky created scaffolding or a framework to aid the students through their zone of understanding. By slowly defining the term and giving the students a clearer definition, they would have had a better scaffold step to guide them through their development of the concept. Lastly, having the students relate rhythm to stressed and unstressed syllables would have accessed a concept that students have in their schema. Frederic Bartlett proposed that people have schema in their brains that commit complex knowledge to long term memory. Students had learned about stressed and unstressed syllables at the end of the lesson taught on the second day. Therefore, most of the students should have had this known concept in their memory. They would have then been using a learned concept to explore a new concept.

It is important to also hold students to behavioral high expectations along with academic expectations. Doug Lemov, author of "Teach Like a Champ" and expert on urban education, proposed that high behavioral expectations promotes a strong classroom culture in which respect between the teacher and students is mutual. When the teacher asks the students to put down their pens, it is so that they are focused on the content of the conversation happening. The teacher does not want the student to miss crucial information that can develop the students understanding because they were distracted by an object in their hand. Lastly, teaching the students to watch and listen to the speaker allows them to develop the concept of respect for their teacher and peers.]



### TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.

#### 1. Analyzing Student Learning

a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[The objectives measured in the post assessment is the students ability to identify the rhyme scheme, meter, a line, stanza, mood, and rhythm of a poem. The students will first be asked to define these terms in a matching section. Then they will have the opportunity to apply all of these concepts to a poem provided to them. Even though the class learns in leveled reading groups, they will all receive at level texts to annotate.]

b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

Objective	Answered Correctly
Students will be able to	45%
identify the rhyme scheme of	
a poem	
Students will be able to	29%
identify the meter of a poem	
Students will be able to	50%
identify a line and stanza of a	
poem	
Students will be able to	45%
identify the mood of a poem	
Students will be able to	25%
identify the rhythm of a poem	

[Figure A-Whole Class Pre Assessment

Figure B-	Focus	Students	Pre Assessment	
1 19010 0		0.000.000	1 10 / 1000001110111	

Objective	Student	Answered
Students will be able to	Student #1-On	Incorrect
identify the rhyme scheme of	level	
a poem	Student #2-	Incorrect
	Gifted	
	Student #3-	Incorrect
	Below level	
Students will be able to	Student #1-On	Incorrect
identify the meter of a poem	level	
	Student #2-	Incorrect
	Gifted	
	Student #3-	Correct
	Below level	

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Task 1: Planning Commentary

Students will be able to identify a line and stanza of a	Student #1-On level	Incorrect
poem	Student #2- Gifted	Correct
	Student #3- Below level	Incorrect
Students will be able to identify the mood of a poem	Student #1-On level	Incorrect
	Student #2- Gifted	Correct
	Student #3- Below level	Incorrect
Students will be able to identify the rhythm of a poem	Student #1-On level	Incorrect
	Student #2- Gifted	Incorrect
	Student #3- Below level	Incorrect

The data shown in figures A and B represent the students understanding of the content before the instruction occurred. This data was taken from the state standardized test called Measure of Academic Progress (MAP). The only information displayed is from the questions that coincided with the topic of poetry. The students received one question revolving around each objective. Students were assessed on a multitude of literacy skills throughout the exam. After looking at this information, the teacher knew ninety percent of the class was not confident in their abilities to identify the structural elements of poetry. She therefore had to make sure she gave an in depth explanation of each of the structural elements. Along with this explanation, she needed to give the students many opportunities to practice these skills.

Figure C- Whole class results of post assessment

Objective	Answered Correctly
Students will be able to identify the rhyme	92%
scheme of a poem	
Students will be able to identify the meter of a	54%
poem	
Students will be able to identify a line and	92%
stanza of a poem	
Students will be able to identify the mood of a	93%
poem	
Students will be able to identify the rhythm of	75%
a poem	

Objective	Student	Answered
Students will be able to	Student #1-On level	5/5
identify the rhyme scheme of	Student #2-Gifted	5/5
a poem	Student #3-Below level	5/5
Students will be able to	Student #1-On level	2/6
identify the meter of a poem	Student #2-Gifted	6/6
	Student #3-Below level	0/6

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Task 1: Planning Commentary

Students will be able to	Student #1-On level	3/3
identify a line and stanza of a	Student #2-Gifted	3/3
poem	Student #3-Below level	3/3
Students will be able to	Student #1-On level	3/3
identify the mood of a poem	Student #2-Gifted	3/3
	Student #3-Below level	2/3
Students will be able to	Student #1-On level	0/3
identify the rhythm of a poem	Student #2-Gifted	3/3
	Student #3-Below level	2/3

After the three lessons occurred, all of the students were given the same summative assessment, regardless of which leveled group they were in. This assessment covered all of the concepts learned within the three lessons and gave the students a variety of questions to get a reliable result of how each student performed. The students were asked to define the structural elements of poetry and then apply them to a provided poem. By comparing the charts from the pre and post assessments, one can see the students have improved in their understanding of the structural elements of poetry. The teacher is also able to see which students may need some reinforcement activities to strengthen their knowledge.]

- c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
  - the essential literacy strategy
  - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[Student #1 and #2 represent the average student within the class. However, student #2 occasionally will rise above the average students in her class, and therefore did much better on her post assessment than some of her peers. Student #3 represents the struggling students within the class. He has an individualized education plan for dyslexia, which has accommodations to aid him and his teachers in his instruction. Throughout the assessment, one can see student #1 grew in her ability to define the structural elements of poetry. She was able to successfully define: line, meter, rhyme, rhythm, stanza, mood, and theme. Student #1 was also able to apply the concept of line, rhyme, and mood. The teacher graded the question pertaining to mood on how the student explained their choice. This was because the mood to a poem can be perceived differently from person to person. Student #1 gave a very reasonable explanation to her choice because she stated why a person would be upset and related it to herself. The area where student where student #1 struggled was with the concept of rhythm. She was unable to identify which line was repeated and therefor gave an incorrect explanation to her answer. It seemed as though she confused the concept of rhythm with theme.

Student #2 did very well on the assessment. She was able to successfully identify each of the concepts and then demonstrated her ability to apply them to a poem. When looking at her assessment, one can see she was able to successfully identify the meter, line, and rhyme scheme of the poem. She applied the mood to rhythm, which is what she was taught to do during instruction. The student chose the mood of the poem to be speedy and excited because that is how she read the poem on her own. Lastly, she correctly identified the repeated line throughout the poem. Her reasoning for the repetition of this particular line was that she thought the author

was trying to emphasize the girl in the poem beginning to play with the rope. The teacher was satisfied with this answer and the student therefore received 100% on her assessment.

Student #3 did not pass the assessment, yet improved drastically from his post assessment. He was able to define four out of the seven terms and correctly apply three of the concepts. Instead of identifying the meter of the poem, he attempted to label the rhyme scheme of the poem. This would coincides with his inability to correctly define meter. He was then able to correctly identify the amount of lines, rhyme scheme, mood, and which line had been repeated. However, his reasoning for his answers was very passive and needed more details to support his answers. The teacher has noticed this to be consistent with his in class work. Student #3 often struggles to give a reason to why he chooses answers.]

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[In the video that captures the lesson taught on the third day, one has the potential to see the teacher's three focus students. Student #1 is a female sitting directly to the right of the teacher. Student #2 is a female sitting to the left of the teacher against the wall, next to the phone. She gives an example at the beginning of the lesson of a heartbeat to represent rhythm. Student #3 is a male sitting in front of the teacher wearing glasses. In the shot, there are three males sitting in front of the teacher. Student #3 is in the middle of the three boys.]

#### 2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. (Delete choices that do not apply.)
  - Written directly on work samples or in separate documents that were provided to the focus students
  - In audio files
  - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[In the video that captures the lesson taught on the third day, one has the potential to see the teacher's three focus students. Student #1 is a female sitting directly to the right of the teacher. Student #2 is a female sitting to the left of the teacher against the wall, next to the phone. She gives an example at the beginning of the lesson of a heartbeat to represent rhythm. Student #3 is a male sitting in front of the teacher wearing glasses. In the shot, there are three males sitting in front of the teacher. Student #3 is in the middle of the three boys.]

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[For all three focus students, the teacher left written feedback on some of their work that was done in class. This did not occur for all of their work, especially if a concept appeared to be easy for them. The teacher addressed something they did well and then something they need to work on to deepen their understanding. Also, the teacher provides some students with next steps within their feedback.



In student #1's work completed on days two and three in class, the teacher gives the student written feedback after class. The feedback given on day two addresses the student's effort to identify the meter of the poem. The teacher tells the student she noticed the student struggling in class and did a lot of correcting on her independent work. However, the teacher also acknowledges the student was able to correctly identify the term syllable in class and believes because of this, the student will soon understand the concept. The teacher then suggests they should meet to practice identifying syllables in words one on one. Student #1 also received feedback on day three. The feedback can be located in the bottom left corner of her worksheet. Here, the teacher agrees with the mood the student chose to represent the poem. In the lesson, the teacher also asked the students to identify a line in the poem that describes the mood. Student #1 wrote the line incorrectly, and because of this, it did not support the mood. The teacher then tells the student to write down more information about the line she chose and explain why she chose it. Through this, the teacher is giving the student a second chance to justify her reasoning. This will also help the student to better meet the objective, which was to be able to correctly identify the mood.

The teacher also gave written feedback to Student #2 after the lesson taught on day three. The feedback can be located in the upper right corner of her worksheet. Student #2 did very well on her in class work and the teacher wanted to acknowledge this. The teacher tells the student she liked the student's choice for the mood and picked a line that supported the mood nicely. The teacher wanted to acknowledge the students effort on her work because the concept of mood was difficult for a lot of the class to understand. Student #2 remained focused during the lesson and actively participated. The teacher believed this helped in her understanding the concept taught. Therefore, the teacher wanted to encourage the student to maintain the work she was utilizing. The student had also met the learning objective of the lesson, which was to be able to identify the rhythm and mood of a poem.

Lastly, the teacher gave written feedback to Student #3 after the lesson on day three. The feedback can be located in the upper right corner of the student's worksheet. He was able to correctly identify the repeated lines as well as identify an appropriate mood. However, because of his lack of vocal participation within the lesson, the teacher is concerned that he does not fully understand how the meaning is affected by the mood. Therefore, the teacher believes that a verbal conversation will allow her to accurately assess how much the student comprehends. After this conversation, the teacher will be able to accommodate the student as needed. The teacher felt that this student partially met the learning objective because he was able to identify the mood, yet was not able to explain how it affected the meaning.

During the lesson taught on day three, one can see the teacher gives students immediate feedback on whether or not the answers they say in class are correct. While introducing the concept of mood, one students brings up the example of running and relates it to a heartbeat (3:19-3:33). After the students answer, the teacher tells the student they are right and then builds on their answer by saying what kind of beat we might hear in a poem that is associated with running. This type of feedback lets the student know they are using the new term correctly and gives them confidence as they move forward in the lesson. Another student gives the example of being tired and associates it with a slow beat (3:33-3:44). The teacher responds by letting the student know she is right and builds on her answer as well. Doing this can also show respect for the student, because the teacher is showing she values their answer enough to add it to the content of the lesson. There are other times when the teacher acknowledges the answer is right,

and moves on (11:02-11:05). This is a very quick way to give the students feedback and keep the lesson moving.

There is also feedback given during a conversation about the meaning of the poem read on day three. The teacher gives students feedback in the form of questions so they can discover the meaning of the poem on their own. During the discussion of the meaning, the teacher asks the students, "Is it my plan, or is something/someone else's plan" (9:13-9:19)? Through this question, the students were able to utilize their prior knowledge about God and relate it to the meaning of the poem. Because of this, the students were then able to personally relate to the meaning of the poem. This happens again when the students are discussing the mood of the poem. One of the students, not in view of the camera, tells the teacher an incorrect answer of what the mood is. The teacher than gives her feedback of acknowledging why the student might think that (13:27-13:50). Through this feedback, the teacher is placing value on the students answer as well as giving the other students an idea of what the correct answer is. Therefore, this verbal feedback benefitted the entire class.]

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[The teacher will give the students their worksheets with the written feedback on it. The students will then have the time to read what the teacher wrote and have the opportunity to make corrections on their own. The teacher has stated in the feedback what she would like the students to fix in their work. The teacher believes students should be taught to be in control of their education. Therefore, the teacher will not make the students come and talk to her about their work. They may come to me for individual help if they chose to. However, if the students work has not improved after the post assessment, the students will then need to work individually with the teacher to enforce misunderstood concepts. This is because in order for the students to be successful in the preceding lessons, they must know how to identify the structural elements of poetry.

Student #1 is asked about her confidence in stating the meter in each line of a poem in the lesson taught in day two. The objective for this lesson is to be able to identify the meter within a poem, and the teacher was noticing that the student was struggling with this. Therefore, the teacher suggests the student work one on one with the teacher to practice identifying syllables. The teacher also gives Student #1 feedback after the lesson taught on day three. The student identifies the mood of the poem, but does not correctly chose a line to support the mood. The objective for the lesson was to be able to identify the rhythm and the mood within a poem. Because of this, the teacher asks the student to justify her reasoning for the mood. Through this, the teacher is giving the student a chance to explain herself and this gives her the opportunity to verbalize her answer. Verbalizing answers seems to be a strong skill for this particular student, so the teacher is letting the student redeem herself by using her stronger abilities.]

#### 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.



You may provide evidence of students' language use from ONE, TWO, OR ALL THREE of the following sources:

- 1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
- 2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
- 3. Use the student work samples analyzed in Assessment Task 3 and cite language use.
- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
  - selected language function,
  - vocabulary or key phrases, AND
  - discourse or syntax

to develop content understandings.

[In the lesson taught on day three, as mentioned above, student #1 struggled to identify the amount of syllables independently. She made many corrections to her work throughout the lesson because she could not do it on her own. This is also shown on her post assessment when she was asked to identify the meter of the poem. In every line of the poem, she did not identify the correct amount of syllables. Another area is which she struggled was with the lesson taught on day two. She was not able to successfully explain why she chose the mood she had. However, she was able to explain on her post assessment why she chose the mood for the poem. She related the information to herself and explained she would feel scared if she was caught in a rope. One can therefore see Student #1's progress through the pre assessment, instruction, and post assessment for the concept of mood.

In the lesson taught on day three Student #3 was able to successfully identify which line was repeated as well as a mood for the poem. He struggled to correctly identify the mood and a reason to support his mood. This is when the teacher would need to work one on one with the student because he was unable to recognize the mood and reason on his own. One can see this was a concept he struggled with on his post assessment as well. He was able to chose the correct mood but couldn't support the mood. Another area in which he struggled was in identifying the meter of a poem.]

#### 4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
  - For the whole class
  - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners,



struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[The post assessment for Student #1 and Student #2 shows they need assistance in identifying the meter and how the mood is affected by the rhythm. This should happen before the class continues to learn new concepts that relate to poetry. Therefore, the students may need additional practice in counting syllables in words. This could consist of showing the student how to write the syllables within each word. Another way to enforce this concept is to use bodily kinesthetic to enforce the concept of syllables. Strategies that could be used for this include clapping, tapping the word on her arm, or putting their hand on her chin. Through this, they would be activating multiple senses to enforce the same concept. Using the visual of the written syllables and then utilizing bodily kinesthetic may help her to understand how to find the meter before she learns more complex poetry concepts.

Another concept both Students #1 and #3 struggled with was identifying the effect of the rhythm. Student #1 was unable to state the repeated line as well as why the author might have repeated it. However, Student #3 was able to state the repeated line, yet was not able to write a likely reason as to why the author might have repeated this line. To assist the students in developing this skill, the teacher could verbally state which lines of a poem is repeated and then have a conversation with them about how the rhythm affects the mood. The teacher has noticed Student #3 often struggles to write down his thoughts and reasoning, so he would benefit from having a conversation about his answers instead. This is partially due to his dyslexia, therefore this would be an appropriate accommodation. Student #1 would also benefit from this because during class, she gives very strong verbal responses that are usually correct. The teacher believes the student would be more confident in her responses if she could verbally explain herself.

There were also many students, like Student #2, who did very well on the assessment and her in class work. Therefore, those have shown they can be challenged more academically and move onto the next concepts of poetry. The following lessons will consist of the concepts: theme, alliteration, and onomatopoeia. These students could be challenged through allowing them to use the knowledge of the concepts to create their own poems consisting of these things.]

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[The accommodations that could be made for the students that do not know how to count syllables within words access a variety of learning styles. Howard Gardner's multiple intelligence theory allows teachers to give the students a variety of opportunities to understand the concepts. Through having the students clap, tap, or touch their chin, the kinesthetic learners might better understand how to count syllables within words. Speaking through all of the syllables in words will also help the verbal and auditory learners. Lastly, through writing the syllables out, the visual learners might be able to better understand the foundation of what a syllable consists of.

Having the students verbalize their answers allows the teacher to assess their level of metacognition. John Flavell used this term to describe the cognitive processes a person has about their knowledge of a concept. Therefore, giving the students the opportunity to verbalize how mood relates to rhythm will allow the teacher to measure the students understanding of the concept. Through hearing the students verbalize their understanding, the teacher will know if the students were properly scaffold through their Zone of Proximal Development. If the students are not able to verbalize their answers and reasoning, the teacher then knows they may need to provide the students with more examples of the relation between mood and rhythm.



#### Task 1: Planning Commentary

Through having the students create their own poems with the new concepts, they will be accessing higher levels of Bloom's Taxonomy. Benjamin Bloom created a taxonomy for a teacher to measure how challenging their questions are. Within Bloom's Taxonomy, students would be using synthesis to create a new poem. This would also show the teacher if the students truly understood the concept because they would be able to see the students' application of the new concepts. Students are also able to practice critical thinking skills they can apply to other areas of study. ]

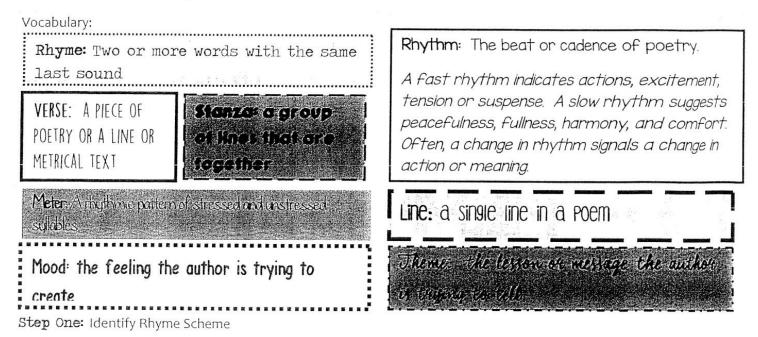
Task 1: Planning Commentary

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Name:

Structural Elements of Poems

Objective: TSWBAT Explain major differences between poems, drama and prose, refer to the structural elements of poems (verse, rhyme, meter) and drama



A poem's pattern of rhyming lines is called its rhyme scheme. Rhyme schemes are named using letters of the alphabet (usually A-D).

I Do



<sup>3</sup>opcorn and peanuts and gallons of coke, —

Jelling so loudly, my throat is now hoarse, —

3ases are loaded, cheers from the folks, ----

Crack goes the bat, a homerun of course. -----

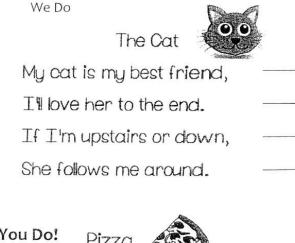
We Do



Creeping under boxes, Looking for a bite,

Hoping not to be noticed,

Running out of sight,



You Do!	Pizza	- Cite	
I want to $\epsilon$	eat son	ne pizza,	
Not just a s	lice or	two,	
I'm hungry	as a (	giant,	
A whole piz	za just	might do.	

Name:

Day

Objective: TSWBAT Explain major differences between poems, drama and prose, refer to the structural elements of poems (verse, rhyme, meter) and drama

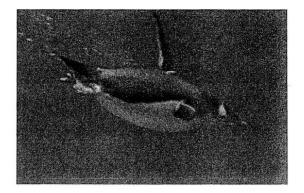
Step Two: Find the meter of the poem. Meter refers to the number of syllables within each line. Many types of poems are based on the number of syllables within a line.

Write the number of syllables next to each line within the stanzas.

I Do

Penguins

Penguins -Black, white -Swimming, jumping, fishing -All the penguins jump down into the water. \_ Tall penguins



We Do



### Falling Snow

by anonymous

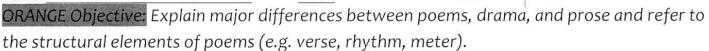
- —— See the pretty snowflakes
- Falling from the sky;
- On the wall and housetops
- —— Soft and thick they lie.
- ----- On the window ledges,
- On the branches bare;
- Now how fast they gather,
- Filling all the air.

#### You Do

- There once was a slim penguin named Blair
- Who munched on an ice-cream éclair.
- When she finished that one,
- She ate twelve more for fun
- Till she looked like a black-and-white pear.



Name:



Rhythm: Poems, like songs, have rhythm and a beat. Poets sometimes repeat words or lines to help make a patter so you can hear this rhythm.

Mood: Poets create a mood in their poems to make you feel a certain way while reading. Moods can be sad, slow, upbeat, or happy.

#### To Take Each Day As It Comes

To take each day as it comes To gratefully praise The One Joyfully face the new dawn's grace, That's now my everyday plan.

To take each day as it comes To guard my thought as it roams On anything or anyone That's now my everyday plan.

To take each day as it comes To be careful with my words To use the value of my hands That's now my everyday plan.

To take each day as it comes To do everything I can And bring a smile to not just one That's now my everyday plan.

To take each day as it comes To celebrate other's gain Not consciously cause another's pain That's now my everyday plan.

To take each day as it comes Not all the time comes the sun For sorrow comes to everyone And that I must understand.

To take each day as it comes And know that I'm but a man I will be glad, life's not that bad And do my part in God's plan.

What lines/ words does the poet repeat in	Why do you think the poet repeats this line?
the poem to make a pattern or rhythm?	(What mood does it create?)

Name: \_\_\_\_\_\_ #: \_\_\_\_\_

### Structural Elements - Blending All Skills

BLUE Objective: TSWBAT explain major differences between poems, drama and prose, refer to the structural elements of poems (verse, rhyme, meter) and drama

### Directions: Connect the definition to the poetry vocabulary word

A. Line	the lesson or message the author is trying to tell
B. Meter	the beat or cadence of poetry
C. Rhyme	the feeling the author is trying to create
D. Rhythm	two or more words with the same last sound
E. Stanza	a group of lines that are together
F. Mood	a single line in a poem
G. Theme	a rhythmic pattern of stressed and unstressed syllables

Directions: Read the following Poem. Answer the questions about the poem.

### Jumping Rope

This started out as jumping rope You prob'ly think that I'm a dope But this started out as jumping rope And now I fear there is no hope But this started out as jumping rope



### Step 1: Meter

Find the meter of the poem in the follow lines. Write the number of syllables on the blanks on the lines.

How many lines are in this poem?

\_\_\_\_\_ Lines

### Step 2: Rhyme

List two pairs of words that are a part of the rhyme scheme

Α	Α
В	В

### Step 3: Mood

What is the mood of this poem?

- A speedy and excited
- B Sleepy or relaxed
- C Suspenseful and scary
- D Angry and wild

Explain why you chose your answer above.

### Step 4: Repetition

What line is repeated ?

Why do you think that	line is repeated?
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#### Script-Day 3

- 0:01
  - Student: Like a heartbeat?
  - Teacher: It could be something like that, but what do you notice even about a heartbeat?
  - Student: A heartbeat it beat like it pump blood. It go like duh duh duh duh
- 0:20
  - Student: Like a drum beat?
- 1:30
  - Student: Poems like songs have rhythm and a beat poets sometimes use words or line to help make a pattern so you can hear the beat
- 2:11
  - Poets create a mood in their poems to make you feel a certain way while reading. Moods can be sad, slow, upbeat, or happy.
- 3:19
  - Student: Like when you runnin?
- 6:08
  - Student: A beat or a rhythm?
- 8:31
  - Teacher: Lance, sit up super straight.
- 8:45 o
  - Student: To do your plan on each day?
- 9:00
  - Student: Everyday something comes up and then you gotta do and it's like the plan you have.
- 9:20
  - Student: Can you say the words again?
- 9:35
  - Student: Something else's
- 9:48
  - Student: To take each day as it comes, in one, two, three, four, five, six stanzas
- 10:25
  - Student: What lines/ words does the poet repeat in the poem to make a pattern or rhythm?
- 11:01
  - $\circ$   $\;$  Student: To take each day as it comes  $\;$
- 14:20
  - Student: Yeah everything she said and it says in the last one, "and know that I'm but a man I will be glad, life's not that bad and do my part in God's plan." In the fifth one, "and bring a smile to not just one that's not my everyday plan."

Task 1: Planning Commentary

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