

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Poetry “Model” Lesson: Multiple Readings and Discussion to Support Deep Understanding (*Lesson taken from IFL: Learning Research and Development Center, University of Pittsburgh*)

Suggested grade/age: Adults/can be modified for any age child and for any classroom by choosing appropriately leveled text.

Approximate time needed to complete lesson: 70 minutes

Learning objective(s) and significance of lesson:

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What “best practice” does this lesson incorporate?)

- I. Learning from Engaging in Lessons-Important to professional development
 - A. Any one lesson should be one in a sequence designed to address particular core concepts.
 - B. Students learn to use the habits of thinking needed to read, reread, write, revise and analyze over time.
 - C. We need to experience lessons as learners; only then can we discuss implementation issues.

- II. Intended Learning-What students should know, understand and be able to do
 - A. To engage in an English/Language Arts lesson
 - B. To understand how talk can support understanding of text
 - C. To understand how multiple readings of a text can support deep understanding

- III. Rationale-Important to both development and knowing, understanding and doing
 - A. Understanding a difficult text takes multiple readings along with scaffolding from someone who knows the text deeply.
 - B. Engaging in discussions/conversations with peers and teachers also promotes understanding of difficult texts.
 - C. In order to understand the processes readers go through to gain deep understanding of a text, we are going to engage in reading academically challenging text multiple times with frequent discussions.
 - D. We will then check our understanding and reflect on what helped us to gain an understanding of the text so that we can use this process in our classrooms with grade-appropriate materials.

- IV. Best practices (Based on the Principles of Learning from the University of Pittsburgh)
 - A. Socializing Intelligence: students learn through their conversations with their peers and the teacher (individual to paired to whole group activities: anxiety is reduced).
 - B. Clear Expectations: standards are posted and articulated ahead of time; students have clear direction about what to focus on as they read (techniques for marking text), reading strategies to help them, charts to help them

organize and scaffold their thinking and group discussions to clarify their understanding. Each part of the process is modeled and thinking is made public.

- C. Academic Rigor: students have the opportunity to engage in difficult material through the scaffolds, which include reading and reading for different purposes, writing about their reading, and by talking through their answers in pairs, small groups and in the whole group. Multiple intelligences through the different modes and with the different tools (visual: flip charts and power point; auditory: choral reading and sharing; tactile: marking text).
- D. Accountable Talk: students and teacher practice phrasing, repeating, linking and clarifying through pair, small group and whole group interactions, each with different purposes.

Brief summary/outline of lesson:

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

- I. Lesson Placement: any place where you might introduce a poetry unit or where you might want to practice reading and re-readings with difficult texts with students
- II. Lesson Purpose: to be used to teach reading and re-reading habits and to practice purposeful conversation; this is a scaffold lesson
- III. Lesson Outline: See Roman Numerals Below
- IV. Introduction to Lesson: (5 minutes)
 - A. Welcome and introductions
 - B. Intended learning
 - C. Rationale
 - D. Activities overview
- V. Poetry as Genre (10 minutes)
 - A. Criterion Chart (to be used at the beginning of the arc of lessons and returned to after each new poem in the unit)
 1. What do we know about poetry as a genre and how we read it?
 2. What are the concepts of poetry? The habits of reading poetry?

Example Charting:

Concepts of Reading Poetry	Habits of Reading Poetry
Imagery*	Citing Lines*
Rhyme	Listening to the sound
Rhythm	Looking for meaning
Structure*	Noticing the form
Form	
Metaphor	

These are all possibilities. *These are the few we will focus our study on today.

- B. Guiding Questions (to set the stage for the unit/arc of lessons)
 - 1. Content: How do poets use literary and structural devices to create meaning?
 - 2. Process: How do instructional conversations and multiple re-readings help scaffold difficult texts?
- C. Standards (*according to MN State ELA standards*) (also to set the stage for the unit/arc of lessons)
 - 1. Content:
 - a. Literature
 - (1) I.C.8. The student analyzes poetic devices in classic and contemporary poems.
 - (2) I.C.10. The student interprets the effect of literary and structural devices.
 - 2. Writing: II.B.3. The student makes generalizations and uses supporting details.
 - 3. Process: Comprehension:
 - a. I.B.5. The student summarizes and paraphrases the main idea and supporting details.
 - b. I.B.7. The student makes inferences and draws conclusions based on explicit and implied information from texts
- D. Accountable Talk

VI. 1st Read Aloud: give ideas for text marking (i.e.: *=important, ? =unclear <>= connections) (3 minutes)

VII. Read Alone/Task #1 (15 minutes)

- A. Read poem to self/silently
- B. Do a quick write: What is the gist? What is this poem about? Who is the speaker? What do you know about the speaker? How do you know?

Chart gist and note lines.

C. Large group discussion: What is the message of this poem?

VIII. Re-read for Imagery (10 minutes)

- A. Re-read poems and underline lines with strongest images (review definition of images). Ask: what mages or word pictures stand out for you?
- B. Choral Reading: chime in on lines underlined
- C. Pair-share: read to a partner one of your images and why you chose it.
- D. Group discussion: which images did you or your partner choose? What do you think these images convey?

Chart images and implications for meaning:

Imagery	Meaning/Purpose

IX. Re-read for Structure (15 minutes)

- A. Read the poem silently, looking at the structure (suggest color-coding for chunks)
 - 1. Why did Cervantes structure her poem this way?
 - 2. What implications does the poem's structure have on its meaning?
- B. Small group discussion on structure (assign roles-recorder/speaker/line enforcer/timekeeper): What structures do you see and why do you think the poet structured the poem this way? What is the connection between the images and the structure?
- C. Large Group discussion on structure: listen for different ways saw the structure of the poem.

Chart structural choices and implications for meaning:

Structure	Purpose

Look at two posters (imagery and structure): What do you think is the connection between the structure and the images?

- X. Reflection/Step-backs (12 minutes)
 - A. Look at your initial quick write, how has your interpretation of the poem changed through our work today?
 - B. What did you learn about poetry today (comfort with/understanding of)? About reading difficult text and about what it might feel like for your students?
 - C. How could you use this lesson/process in your classroom/with your students?

Related Resources:

(What technology, articles, books, or supplies do you recommend?)

- *Resources/Philosophical Underpinnings: University of Pittsburgh Institute for Learning
- *Supplies: Chart paper, markers, LCD projector/screen, posters of Accountable Talk, etc.
- *Books: Poetry texts at grade levels. Harvey Daniels texts on collaboration. Stephanie Harvey texts on comprehension strategies. Great Books strategies to mark texts.
- *Technology: wiki for on-going conversations about difficult texts

Possible extensions or adaptations for different purposes/student needs:

Additional time for students: Remember, this arc of lessons would be spread over several days or a week in a classroom with students.