

## **TASK 1: Planning Instruction and Assessment**

### **Planning Commentary Template**

#### **1. Content Focus**

The central focus for my learning segment is to introduce students to the individual characteristics that are associated with Haiku's, to allow for guided partner practice as student develop the skills associated with syllabication processes, and finally opportunities for independent practice to allow students to develop and create their own individual haikus. The focus of the learning segment allows for students to gain exposure and practice to one of the integral isolated skills on which they will be assessed for Spring Map Testing. With the implementation of this segment, students will be exposed to a different style of writing and genre of reading materials that steer away from the traditional fiction texts that have largely influenced their differentiated reading group practice. Students will become aware of the different organizational structures associated with writing, as well as how to use their basic phonemic awareness skills to manipulate language to comply with the syllabication component of haikus. Reading another genre of text, will allow for student to understand value of communicating through different mediums as a form of creative expression. Students will work to develop their analytical and evaluative skills as they will gain practice in reading several texts to determine if they align with the specific characteristics of haiku poems. Students will continue to practice on the development of their socialization skills, as they work in partnerships and table groups to strategize and problem solve several tasks.

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

##### **a) Academic Development:**

Prior to the implementation of the learning segment, I was unaware of what the students prior experiences were with poetry and or haikus. In order for my students to be successful with new content, I knew that they had to be deeply engulfed and motivated about new content and the processes associated with the lesson. My thought processes behind lesson planning, was to create lessons that would be conducive to the individual learning styles of my students. I knew that students would benefit from the use of visuals and ample amount of examples to support comprehension when learning new concepts. Students would be able to work in partnerships, as table groups, before they were able to complete tasks independently. The ability levels for my students are very different, and the use of visual, audio, and even kinesthetic strategies influenced the strategies I would use in my instructional plans. Most students are very excited about learning and enjoy working with others, as well as take pride in completing work independently. A small portion of our students need further support with learning new concepts and benefit from the repetition of content and procedures. Students often look for the support of their peers when introduced to new information and tasks. Two of our students express difficulty in reading directions independently and have a hard time formulating responses in written format. In observing my mentor, accommodating these students, include scripting verbal responses from students, as well as partnering students that can monitor and support student progression with specific tasks. With these abilities in mind, directions will be repeated, an abundant amount of examples will be provided, and check for understandings will be integrated in my instructional plans. Students will also work with table groups where students can provide additional peer support to one another. Our students benefit from having information and new concepts connected throughout specific content areas to continue building upon their prior experiences. Before beginning lessons on poetry, students had been exposed to figurative language, and my goal was to ensure that I could incorporate what they had learned specifically about onomatopoeia into the haiku lessons that included identifying words that expressed sounds to describe visual images upon hearing a recorded audio. Throughout the year, students

have been actively working on developing their skills as writers as they have been constructing extended responses to support their progress on the ISAT tests. When creating such extended responses, students at times expressed difficulty in finding connections to questions, or identifying text clues to support their answers. Students at times also expressed difficulty creating and fulfilling the traditional five paragraph format extended response. I felt that students would enjoy working with a new form of written expression that did not follow a traditional format, nor appear as lengthy as an extended response. Since they expressed so much difficulty with fulfilling the 5 paragraph format, I felt that the students would be excited about creating written expressions that were short and would capture small moments and thoughts about a specific subject/issue. When considering our students that receive special education services, I thought that they would benefit from the learning segments because they had received instruction about the poetry from the Special Education teacher, and they could be utilized to provide individual concrete examples during instruction.

b) Academic Language development :

In introducing the new content about poetry students would have to know that poetry was a form of expression. Within the realms of poetry, students would need to understand that there are several styles of poetry. Specifically with haikus, students would need to know that haikus are a specific type of poetry that originated in Japan, it contains 3 lines, and follows a specific syllabication pattern. Furthermore, students would need to understand that syllables are units of organization of sounds associated with vowel segments in words. Thus, students would need to have a model/demonstration of how to identify the amount of syllables in specific words. Students will be allowed time to identify words that could complete specific syllabication patterns, and also be correlated with the specific theme of the haiku poems. The use of the elmo projector and the display board will be utilized to help students gain a visual understanding of how to breakdown words dependent of their syllabication patterns. Anchor charts will also be utilized to remind students about the specific characteristics of the Haiku poems to support their understanding of the construction of such poems.

c) Young adolescent development including cognitive, physical, and social and emotional dimensions:

When considering the developmental needs of our students, I know that at times they often express anguish when they are unfamiliar with specific content and tasks. My instructional format will be to present these new concepts in simple formats so that they are able to feel comfortable with the new information and continue to be excited about the new learning process. When presenting poems and information, I will be sure to use topics and or themes that are relevant to their experiences so that when the task of identifying words to describe or construct visual images through written expression, students can have an understanding of words and vocabulary that are applicable. Students would need several opportunities for modeling and demonstration, along with guided practice to help support their understanding of new concepts and information.

d) Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, and student interests):

In researching online resources that were relevant to my specific learning segment, I found that some of the topics that were correlated with the third grade examples of haikus, were not relevant to the daily lived experiences that my students would encounter. Since most of the online resources used haikus that were mostly about nature and used a very elaborate vocabulary to describe such natural experiences, I was very selective on the haikus I presented to the students and often created my own. I wanted to begin our learning segment presenting topics and content that was simple, that all students could relate to, and allow for their individual interpretation of nature and haikus during independent practice. My focus was to use themes and or topics that all students were familiar with explicitly during the model/demonstration and guided practice piece of the learning segment.

e) Social and emotional development:

Having the lower tracked group of third grade students, at times behavioral issues and concerns arose when having to work and complete work with specific peers. I feel that students in our classroom lacked a critical piece of their character development in daily classroom practices, and I often wanted students to work in partnerships and groups to gain exposure for positive group interactions to complete specific academic tasks. When thinking of how to have students work together to collaborate and practice constructing their own haikus, I wanted students to work with their peers that would provide support and encouragement as they uncovered the ability to manipulate words to fulfill syllabication pattern while painting a visual image through written expression. I knew that the majority of the activities utilized in the lesson had to be hands on and more importantly, tasks that would keep them engaged in the learning process. Since students sat with table groups of about 5-6 students, I felt that students would be most comfortable working with students that were different from the math and reading groups, and the peers that they socialized with during the beginning morning/breakfast routines of the day.

f) Analysis of pre-assessment:

Prior to commencing the learning segments with students, they had been working on extended responses during my resident partner's lead teaching segment. During small differentiated reading groups, some whole group instruction with our mentor, students had worked with some examples of free verse poetry. Their work consisted of identifying themes and answering correlated comprehension questions about the topic/subject of the poem. No pre-assessment was utilized with students about the background knowledge or prior experiences that they had with syllables, haikus, or any other form of poetry. Due to the proximity in time to their next Map Testing session, under the supervision of my mentor, my lead teaching segment would involve haikus, acrostic, and limerick poems in two day teaching segments. No official guidance was given in terms of the information and or abilities that students were responsible for during the two day learning segments correlated with each specific type of poetry. My instructional framework was centered on the idea of simply creating a whole group poem one day, and allowing students the opportunity to practice independently the following day.

### 3. Description of Text(s) Used

For my learning segment, no specific texts or curriculum were used to design my instruction. Given the task of teaching haiku's in a two day segment, I utilized the following on-line resources to help support the construction of my own individual lessons:

<http://www.gardendigest.com/poetry/haiku4.htm>

<http://www.kidzone.ws/poetry/haiku.htm>

[http://www.vrml.k12.la.us/curriculum/elem/3rd/art/poetry\\_temp3rd.htm](http://www.vrml.k12.la.us/curriculum/elem/3rd/art/poetry_temp3rd.htm)

Navigating through on line resources that were specific to third grade helped give me an idea of the types of lessons that teachers had used before, as well as some of the student samples that were available to determine what type of haiku's my students could create. Some of the resources that I found were very extensive, as they were integral components to an extensive poetry unit, which allotted a substantial amount of time to unpack the specific characteristics with each type of poetry, as well as examining historical information about the origins of specific styles of poetry. None of the online resources included great detail in the syllabication process involved in helping students to identify specific words to fulfill the requirements of the designated haiku lines. The online resources used examples and language that I felt was a bit advanced for some of my students. In presenting the information to students, I wanted to information to be simple so that students could wrap their head around the new concepts and information. The online resources provided a starting point to influence my instructional plans. I knew that my examples would have to be taken from the simplest resources or I would have to create my own.

### 4. Supporting Learning in English-Language Arts:

- a) My understanding of my student's prior learning, experiences and development helped guide my choice or adaptation of learning tasks in the sense that I knew that when creating my instructional plan, I had to introduce concepts and new information or syllabication processes in it's the simplest form. My students experienced difficulty and express anguish when tasks and information are new and appear complex. In her book "Language Arts: Patterns of Practice" Gail Tompkins discusses student learning in the realms of a process of equilibration. She confirms that "when children encounter something that they don't understand, disequilibrium, or cognitive conflict results. This disequilibrium typically produces confusion, agitation, feelings that impel children to seek equilibrium, a comfortable balance with the environment" (pg 6). It was difficult to gauge a specific instructional method that was conducive to my students abilities within the genre of poetry, because I was unaware of what their prior experiences had been. I knew that my students benefitted from the use of visuals and interactive opportunities to engage in hands on opportunities to communicate and work with peers. My goal was to incorporate themes and subjects within each of the haiku examples provided so that students were able to make connections to events and or issues that they were familiar with. The use of anchor charts and our own classroom haiku would be displayed in our classroom so that students could have a visual support while completing partner and independent activities.
- b) My plans for instruction are sequenced in the learning segment to build connections between students prior knowledge and experiences by incorporating facets of figurative language that they had learned about the week before during my co-residents lead teaching segment. Through the use of an activity where students would listen to an audio of a nature scene, students would be required to identify words that would help represent any visual images that they created as they listened to the audio. Students would be reminded to reference the Onomatopoeia anchor chart to remind students during the second audio listening session, that in order to complete the short phrases or word construction of the three lined haiku poems, students could incorporate words that could be used to describe specific sounds that they heard through the nature audio.
- c) Common student errors or misunderstandings within my content focus will include how students fulfill the specific syllabication patterns of each of the haiku lines. In order to address such discrepancies, my instructional plans will allocate time to model and demonstrate how to determine the number of syllables in given words, as well as to include specific line breaks within the designated exit tickets so as to remind students of the number of syllables per line that will be required to complete each line. A model/demonstration of the construction of our haiku poem will include a whole group presentation on a large white board so that the numbers of syllables per word are clearly labeled per line so that students can have a visual of the process of identifying words to complete each line.
- d) In order to help students understand the interdisciplinary or integrative connections that build on the central focus of my learning segment, I will use modeling and demonstration of how to identify the number of syllables in words to help fulfill the 5-7-5 syllabication requirement for the haiku poem. My instructional plan will be to provide several examples, allow for whole group guided practice in identifying words with specific syllables, and partner practice before students were expected to construct their own haiku poems. I will constantly refer to the teacher generated anchor chart to help students recall the specific structure of haiku poems, as well as leave our classroom anchor charts with the identified syllables for students to use to support their understanding as they worked to complete the different tasks within the lessons.
- e) Throughout the learning segment, because no text resources were used to support the learning of the structures and development of haiku poems, I will reference the anchor charts and the whole group generated haiku examples for further support. Through using formative assessments, I will provide students with feedback on their individual progress on their Do Now's and Exit Tickets. I will use topics and or themes that students are familiar with so that students can recall prior experiences and identify words and or phrases that would help describe or explain specific events.
- f) Instructional strategies that will adhere to supporting students with specific learning needs include scripting student responses to help construct written expressions, opportunities for

students to work collaboratively in partnerships to support each other as they communicated individual interpretations of specific haikus and haiku elements and structures.

### **5. Supporting Student Understanding and Use of Academic Language**

Respond to the prompts below to explain how your plans support your students' academic language development.

- a) Key academic language that will be integrated within my learning segment includes haiku and syllabication. These two words are integral to the learning segment because students must be aware of the specific type of poetry that they are creating and the significant process of syllabication that is involved to help students identify and determine what words will help complete their haiku poem. Students will need to understand that every word in our vocabulary has a specific amount of syllables depending on the letters and vowels that are associated with the word. Students will need to understand that the syllabication process entails manipulating words to add specific suffixes or prefixes. When constructing the haiku poems, students will be reminded that they are creating a visual image/representation of a specific moment/theme/or subject through a very short form of written expression. Students will need to understand that poetry is a form of written expression that is different from the traditional extended responses that they have worked with for the most of the year. Students will have to comprehend that haiku follows a specific format and structure that is different from the structure of the extended responses, specifically when examining sentence and paragraph structures. Students will need to understand that vocabulary and language used within the haiku poems can take the form of short and succinct phrases.
- b) Instructional support will assist students in understanding academic language related to the key language demand to express and develop their content learning through the use of anchor charts to provide a simple and whole group definition of what a haiku poem, as well as explicit modeling with kinesthetic strategies and other visuals to help students understand the syllabication process. Students will also benefit from the use of the elmo projector to visualize how words and language are acquired to describe specific event and or themes within the identified poems. Different levels of academic language development have been considered by allowing students to work with partners and table groups to identify specific words, but also to see the modeling and demonstration of peer selected words so that students can gain visual support and use peer response to support their learning and possibly encourage other specific words that will fulfill the syllabication patterns of the designated lines.

### **6. Monitoring Student Learning**

- a) Informal and formal assessments throughout the learning segment were all teacher generated. Each assessment was created based upon the lesson goal and or focus for each specific lesson. The assessments were used to gauge whether students could identify the attributes specifically correlated with haiku poetry, examining if students could compare and contrast between types of poetry, identify words from vocabulary banks that would fulfill the syllabication patterns in given lines of a haiku poem, and finally using the skills that they have acquired to create their own haiku poems that would contacting all of the haiku attributes. The assessments would help monitor student progress of their understanding of the structures of haiku poems by allowing them the opportunity to identify specific words and create their own words that were reflective of specific syllabication patterns of the identified poems. The assessments would include both multiple choice and extended response to see if students could display their understanding of haiku poems in different realms.
- b) Modification and or accommodations to the planned assessment tools would be to have students verbalize responses that a teacher could script on exit tickets during in-class work activities. Although some of the exit tickets were designed to allow for independent practice, table groups have been created to identify a specific student that can help students whom are unable to read and write down response so students could support one another throughout the development of the lessons.