

## **TASK 2: Instructing and Engaging Students in Learning**

### **Instruction Commentary Template**

#### **1. Identify the number of the lesson or lessons from which the clip(s) were recorded.**

The video clips identified from the learning segment were taken from the initial stages in the teaching of the first Haiku mini lesson, as well as a segment of the second day of implementing the haiku mini lesson.

#### **2. Engaging Students in Learning**

- a) The instruction depicted in the video motivated and intellectually engaged students in developing their abilities to construct meaning from the haiku concepts by the integration of two different activators; creating movies in their head, listening to the nature audio. Guiding students to use their “think time and imagine a movie that they could picture in their head based upon the words and audio sounds that they heard” was a strategy to help students gain an awareness of the visualizations processes involved in identifying words and phrases to describe events and or themes in haikus. Students were praised for their efforts in sharing responses for their thoughts and imagination in the individual connections that were able to make.
- b) My instruction helped to link student’s prior learning and experiences with new learning because my instructional plan included a reference to the definition for syllables (units of sounds in words) that students had been exposed to in one of their differentiated reading group’s activities in the beginning of the year. With referencing syllables, re-introducing the process of how to identify syllables in words was presented in an authentic fashion, by utilizing names of students. I also incorporated re-introducing two strategies that students could utilize to help them identify the amount of syllables in specific words. A discrepancy about vowels while identifying syllables in students names helped distinguish the difference for students between the two concepts. Students are used to being presented with new information and concepts with the visual support of anchor charts. Students were able to be presented with the definitions and elements of the haiku poems to reference throughout the duration of the lessons.

#### **3. Deepening Student Learning During Instruction**

- a) Student thinking was elicited through questions and or materials by having students think critically through the use of formative assessments such as Do Now’s and Exit tickets in which students were able to explain their reasoning and analyze information to confirm if poems fulfilled specific haiku requirements, as well as identifying words from given vocabulary banks that would complete the designated syllabication patterns in specific lines. Facilitating students responses during discussions about the formative assessments helped students construct meaning as we explained the reasoning behind the answers to specific prompts and or tasks. Students were able to identify information that was pertinent to the elements of haiku poems and how those specific elements applied to different examples of haiku poems.
- b) I supported students in using visual references to check or justify their constructions of meaning and interpretations of complex concepts by utilizing anchor charts and leaving them in our classroom for students to reference to as we continued our work on haikus. The anchor charts included the definition and elements of the poem, as well as an example of the whole group generated haiku so that students could identify the syllables in identified words. While completing our whole group instruction, the elmo projector was utilized so that students could visualize how to identify syllables as well as support students in identifying words that would describe the imagery presented as we listened to the nature audio.
- c) Throughout the clips, there is evidence that the elmo and the anchor charts were referenced to help students gain visual support of the new information and concepts. After listening to the audio nature samples, student’s words were scripted onto large charts. As a whole group, we were able to examine each word explicitly to identify the number of syllables, as well as to identify how we could manipulate the words to create phrases to complete our whole group haiku on nature. Throughout the development of the remaining lessons, students were asked to share words that would complete

specific haikus, as well as use their words to explain how the syllabication within the word fulfilled the requirement of each specific haiku line.