

Principal as Instructional Leader (268)

Transcript Poetry Lesson Observed by the Principal

Narrator: This is the activating prior knowledge portion of the lesson.

Teacher: Alright class, so today our objective for reading says, “I will make inferences and draw conclusions from humorous poems.”

[Audio sound indicating the video skips ahead]

Teacher: So before we begin our humorous poems, I’d like to play a game of “everybody knows” so I can ask you some questions to review what you’ve already learned.

So our first question, “In poetry, what is a stanza?”

Student: A stanza is a paragraph, and there are spaces between the paragraphs.

Teacher: Yes, ma’am. Very nice! Our next question—“What does it mean to visualize a poem that you are reading?”

Student: Visualizing means that, from the story, in your head you get a picture of what the story is.

Teacher: Absolutely!

Narrator: This is the modeling portion of the lesson.

Teacher: Who can remember what a humorous poem would be like? (*pointing to a student*)
Yes, Sir.

Student: Uhm, a humorous poem is, like, a funny poem.

Teacher: Something that might make you laugh. So we’ve going to read a humorous poem titled, “My Brother Has a Habit,” by Jack Prelutsky. I’m going to go ahead and read this once, and I want you to just listen.

[Audio sound indicating the video skips ahead]

Teacher: What’s happening? The brother is sticking french fries...

Teacher and students: In his ears... and up his nose.

Teacher: Can everybody talk about why might that be funny? Talk with your neighbor.

Students: (*talking to each other*)

Teacher: Two, one, and zero. Why might this be a humorous poem? Yes, ma’am.

Student: Cause you’re not supposed to stick, uhm, french fries up your nose.

[Audio sound indicating the video skips ahead]

Teacher: Will the brother continue his habit?

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I'm going to go ahead, and I'm going to highlight this with a different color. So I'm looking for evidence right now that tells me—that will help me conclude—if he's going to continue sticking french fries up his ears and nose or if he's going to stop the habit.

I can use this same piece of textual evidence that says, "He's been practicing for years." Hmm, "It's just a thing my brother's done since very long ago." Right here it also says, "Once you have a habit, it's difficult to change." Well, it's telling me that habits are difficult to change. The poem is telling me he's been practicing it for years and then he's been doing it since very long ago. So I'm going to go ahead, and I'm going to show you my conclusion.

So I've already started my sentence stem by saying, I conclude that the brother **will** continue his habit because the text tells me, what?

Students: (*multiple students reply*) ... that once you have a habit, you will never change.

Teacher: The text tells me, it's difficult (*writing*)

Student: ... to change a habit.

Teacher: (while writing the words on the paper) It— is— difficult— to change a habit.

[Audio sound indicating the video skips ahead]

Narrator: This is the guided practice portion of the lesson.

Teacher: Question one, only question one. That question asks you to identify the title, the author, how many stanzas are in the poem, how many lines, and you're going to talk about one example of rhyming words that you find in that poem.

(*Students work in small groups*)

Student 1: This is so easy! And the author is... Shel

Student 2: Silverstein

Student 1: Silverstein. (*pauses to write*) Yeah, you're right, it's Silverstein.

Student 2: And then standas... stanzas. So ...

Student 1: Stanzas.

Students 1: (*both students counting*) 1—2—No, wait, wait, wait—1—2—3. Yea, 4.

Student 2: Lines? (*both students counting*) It, will be... 32. (*other student continues counting*)

[Audio sound indicating the video skips ahead]

Teacher: We're going to talk about question number one. Question number one said says, "Identify the elements of the poem." So who can raise their hand and tell me what the title of this poem was? Yes, sir. (*points at a student and provides a sentence starter*) The title of the poem was?

Student: The title of the poem was "Sick."

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Teacher: Excellent. What about the author?

[Audio sound indicating the video skips ahead]

Teacher: Now I'm going to have you go back with your groups, and you're going to start talking about questions number two and questions number three together.

(Students work in small groups)

Student: The question says, "What makes line 15 funny?"

Student: "My hips hurt when I move my chin." Well, your hips are down here and your chin's all the way up here. So, that's what makes it funny.

[Audio sound indicating the video skips ahead]

Student: Next one says, "What's—what's—it says—what's speaker trying to say in line 26?"

Student: His temperature is 108. His temperature is ... he's sick?

Student: Cause people say, like, if it's one, if it's 103 you have to be at the hospital, but if it's like 100, you're fine.

[Audio sound indicating the video skips ahead]

Teacher: Now we're going to move on to question number three. So the little girl in this poem is telling her mom, "My temperature is 108." What is she trying to say?

(pointing to a student) Yes, ma'am.

Student: That means she has a fever.

Teacher: That means she has a fever. Is 108 a normal temperature? *(students shake their heads no)* No.

[Audio sound indicating the video skips ahead]

Narrator: This is the independent practice portion of the lesson.

Teacher: So, you're at a level zero and you're answering questions four, five, and six—by yourself. Go ahead and get started on this.

Teacher: Have you finished question number five?

Student: Yes.

Teacher: What did you conclude?

Student: I said, "I concluded that he was just faking to be sick so he didn't have to go to school."

Teacher: So if you look right here, it says to use text evidence to support your response. So what textual evidence can you take from stanza four? See if you can add that textual evidence.

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[Audio sound indicating the video skips ahead]

Teacher: So what conclusion did you draw from question number five?

Student: I concluded that it is Saturday, and the girl just didn't want to go to school.

Teacher: It's a good conclusion. So, I hear you being a detective. But what I want you to do, I want you to go through, and I want you to see if you can find textual evidence to support that. So if you look at my example, I said, "I conclude that the little brother will continue his habit because the text says that it is difficult to change a habit." What did the text say here that made you draw that conclusion?

[Audio sound indicating the video skips ahead]

Teacher: It says, "How does the main character feel about school?" So what does she feel about school? Is she excited to go? Does she love school?

Student: She probably doesn't like school.

Teacher: She probably doesn't. So, go ahead and add that conclusion. She probably doesn't like school, and tell me—what evidence did you get from the text that tells you that she does not like school? Why did you draw that conclusion?

[Audio sound indicating the video skips ahead]

Teacher: Now that you've had some time to work on your independent practice questions, I want to go over question number five. Question five says, "After reading the last stanza, what can the reader conclude? Use text evidence to support your response." So I'm going to have Kinley go ahead and share.

Student: If he doesn't want to go to school, it probably means that he hates it, because if you love school, you would probably go.

Teacher: So if you love school, you would probably go. Now, what text evidence did you use to come up with that conclusion?

Student: Well ... I see all these excuses he's trying to make up.

Teacher: All the different excuses. Can you give an example from one of your lines?

Student: Hmmm, "I have a silver ..."

Teacher: "I have a sliver in my thumb." So what does it say at the end?

Student: "Goodbye, I'm going out to play."

Teacher: And what does that tell you?

Student: It tells me he's not sick.

Teacher: It tells you that she's probably not sick. She's probably pretending to be sick. How many of you agree with that conclusion? (*Many students give a thumbs up in agreement.*) Very nice.
