

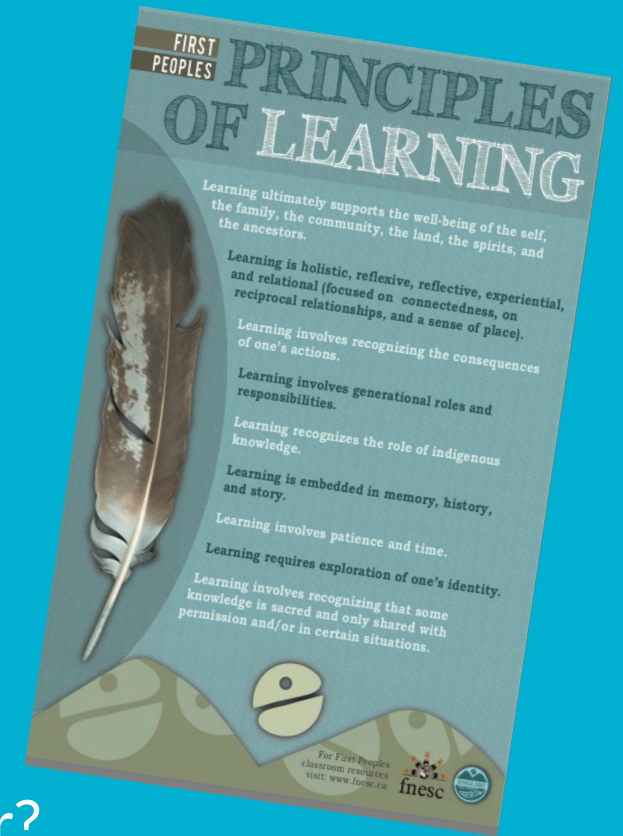
Weaving Poetry & Indigenous Literature: Modelling a Collaborative Approach

Faye, Gretchen, Michelle



Collaborative Planning

- Who are your students?
 - Strengths
 - Stretches
- What curricular goals do you have for this lesson?
- How will we best address these goals, working together?
- Are there any particular students we need to ensure access, active participation and engagement in this lesson?



Curricular Goals/Competencies

- Increase engagement and participation for all students
 - Deeper thinking/interpretation of a poem
 - Increase risk-taking in sharing thinking and moving beyond the lines
 - Enthusiasm for working with and appreciating poems
 - How to annotate a poem
-
- This lesson is an introduction to a grade 10 unit on poetry.

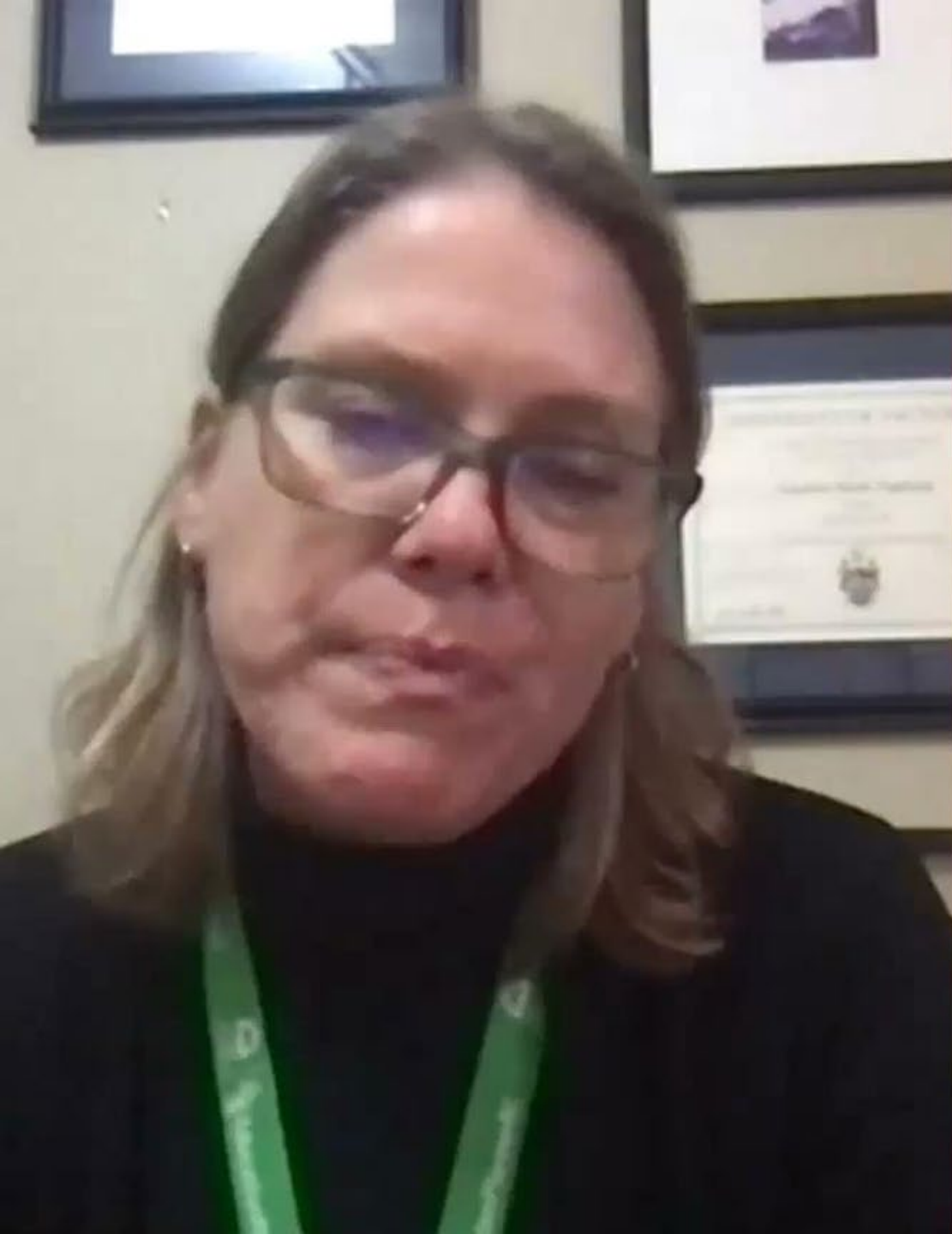
Getting to Know the Class

- Strengths

- Calm and chatty, work with others
- Routinely have 24/28 attend, 2 of the missing stay connected online
- Read well – grade 5/6 – post secondary
- 50% see themselves as readers
- Growing as writers
- Strong personalities

- Stretches

- Work beyond their cliques
- Respectfully listening to others
- Poetry analysis
- Take a risk, not copy the teacher



Michelle Miller-Gauthier

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



7 Principles of Learning



1 Learners at the center

The social nature of learning

2

3 Emotions are integral to learning

Recognize individual differences

4

5 Stretching all students

Assessment for learning

6

7 Building horizontal connections

<https://elearning.tki.org.nz/Media/Images/Seven-principles-of-learning>

https://www.oecd-ilibrary.org/education/the-oecd-handbook-for-innovative-learning-environments/the-principles-of-learning-to-design-learning-environments_9789264277274-5-en

Lesson Planning

Lesson: _____

Big Ideas or Key Concepts

Students will understand that . . .

Competencies or Strategies

Students will be able to . . .

Connecting	<p>Purpose: Engagement. Activate prior knowledge. Predict content. Focus on a purpose for reading.</p> <p>I/we will . . .</p>	How can I/we tap into students' interests, offer appropriate challenges, and increase motivation?
Processing	<p>Purpose: Construct meaning. Monitor understanding. Process ideas.</p> <p>I/we will . . .</p>	How will I/we help students interact with new ideas they encounter?
Transforming and Personalizing	<p>Purpose: Process ideas. Apply knowledge. Reflect on thinking and learning.</p> <p>I/we will . . .</p>	How can I/we provide learners with alternatives for demonstrating what they know?
<p>Assessment</p> <p>If students are engaged and I/we have modeled this well, I/we hope that they will . . .</p> <div> <div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> </div>		

Essential Question: Why do we govern each other and ourselves?

- Background and Context:

- Had read *Shadows Cast by Stars* by Catherine Knutt. All loved it.

- Connecting

- Question: what is poetry?
- Read the poem to the students, inviting them to sketch as I read. Gretchen sketched. Repeated reading 3 times, adding questions and key words
- 3 minutes to talk in groups
- 2-3 minutes to write in response to 'Who is the boy?'. We write too.
- Choose one phrase to share.

Group Talk



Michelle Miller-Gauthier

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 - 3 minutes to talk in groups
 - 2-3 minutes to write in response to 'Who is the boy?'. We write too.
 - Choose one phrase to share.
 - See the image of the poem. "How does your thinking change?"
- Processing
 - See the poem.
 - 2 minute write. What is the boy feeling? How do you know? What is the author's point? What are you wondering?
 - Choose one phrase to share.
 - 2 minute talk in groups. What is different for you from seeing/reading the poem and the words in front of you to hearing the poem?

Share out after
reading the poem



Michelle Miller-Gauthier

● Transforming and Personalizing

- 3 minute discussion in groups. Gretchen: Connect this poem to the novel and to the supernatural. Faye: Think about the boy – his past, present and his future.
- 3 minute write. What do you understand from this poem and why.

Writing Samples

- That poem made me think about: all those depressing nights in the rain, when it'd be nothing but me, music, my thoughts and the raindrops hitting my window reminding me that today is still gloomy and grey. The nights where I can tore everything out and drift back into my thoughts. All alone with the sound of monotone from the rain outside, that's the connection I got from this poem.

What I normally do not see:

- level of reflective engagement
- emotive expression
- depth of personal connection

★free write

- The poet wanted us to define his poem with our own assumptions about what it meant. My thinking is that the poem is about depression because of the words he used.

I think this poem is about a guy struggling with the loss of his kid or younger brother and he's having a re-occurring nightmare about it, and the tentacle monster is his vision of death itself (the grim reaper). The reason I think this is because of the tone/story of this poem.



I. When I listened, what I ^{thought about} saw was a scene from a horror movie, and while I listened I was waiting for the boy to turn around and run at the girl. The tunnel made me think of those long dark tunnels where nobody goes.

- Stranger things / tv show
- a world under a world
- cloudy, gloomy
- sad
- danger man?
- Sisyphus
- Pluto does not have a tunnel in it

I think the author was trying to make us feel that when you're alone you are never alone there might be a tentacle shadow waiting for you on the other side. like you're in a world under a world.

When I see the poem on paper it puts all the words together to make in one, and one image but when you read it the words for me are scattered every where and I can't seem to see what they mean. I make me think of multiple images.

What I think this poem about is a boy¹ haunting another boy² and when boy² sees boy¹, boy¹ just stands there waiting for the right moment to go to the boy and eat him alive. Why I think this is because every time boy² get closer to boy¹ boy¹ move further away and boy² wait's for boy¹ to turn around and scream at him.

I think this poem is about a boy coming from the characters past and haunting. and I think this because the character knows what the boy will do next.

"Scream at me because I can never leave him alone" this reminded me of when Cass would let leave Paul alone and he would get mad

What I normally do not see:

- Metacognitive awareness – how thinking changes between oral read and print
- Willingness to interpret authorial intent
- Text connection to class novel
- Independent choice of quote to support thinking
- Confidence!

I think the boy is the creature the author was talking about. I wonder if this story is like schizophrenia and abuse. I think the author was trying to tell us that sometimes we try to help people feel obligated to even though they don't want to be helped. I wonder if this poem was trying to show us that we can't understand how one other person feels even if we follow their footsteps.

features of the cartoon

-ominous

-foggy

-blurred

-formatting

-usage of descriptive words

I think the author used each word deliberately and the description he used made us think deeper and the words and do formulate pictures.

I think the boy he is following is his future self and he is trying to warn him. It seems that something bad happens and that's why the boy is not stopping because he does not want him to follow in his footsteps even though that's what he's doing and why the boy starts to scream.

What I normally do not see:

-this amount of written text, unstructured and not mimicked

-metaphorical analysis – "following his own future self"

-willingness to share thinking in group, which then supported such depth in analysis

Michelle and Faye – I will write a transcript of this piece as the writing is tricky to decipher:)

"I think the boy is the creature the author was talking about. I wonder if this poem is about schizophrenia and abuse. I think the author was trying to tell us that sometimes we try to help people face obstacles even though they don't tend to be helped. I wonder if this poem was trying to show us that we can't understand how one other person feels even if we follow their footsteps."

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"I think the author used each word deliberately and the description he used made us think more deeper past the words and to formulate pictures."

"I think the boy he is following is his future self and he is trying to warn him. It seems that something bad happens and that's why the boy is not stopping because he does not want him to follow in his footsteps even though that's what he's doing and why the boy starts to scream."

Reflections

- Assessment of collaboration

- More 1:1 attention to students, able to provide additional support for access and attention; more 1:3/4 attention when students in small groups
- Play off one and other “When Gretchen said, I thought...” to better respond to student/class need and targets of the lesson
- Displaying 2 different styles of thinking and learning, different backgrounds, different expertise
- Better able to de-colonize our practices by supporting student talk to get rid of the expected silences so often found in classrooms
- Modeling no one right answer, sharing and displaying our thinking and our ability to be in the moment, handling ambiguity and difference, and trusting

Reflections

- Assessment of students “notices”

- Physical change in behavior – leaning in, eye contact, phones away
- Text evidence – pointing back to the poem “This is what I think and here is what it says in the poem.”
- Talk in groups needed support and coaching initially, very little as the class progressed
- No one left and latecomers stayed
- Writing was succinct, personal and connected
- Respectful discussions
- Incorporated ideas sparked by both teachers and their modeled writing

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Next Steps

- Identify 2-3 literary devices the author used in the poem. How were they effective? Why would the author choose them?