



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 15

Performance Task: Practicing and Participating in a Poet's Performance



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

I can speak clearly and at an understandable pace. (SL.4.4)

Supporting Learning Targets

- I speak clearly, with expression, and at an understandable pace when presenting my work.
- I can give a positive comment after listening to a classmate's presentation.

Ongoing Assessment

- Students' poems and essays
- Students' read-aloud of their poems and essays



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Practicing and Preparing for the Performance (10 minutes) B. Poet's Performance (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (10 minutes) 4. Homework: None. 	<ul style="list-style-type: none"> • In this lesson students synthesize and celebrate their learning from the module by participating in a Poet's Performance where they first read their selected poem, then present their poet essay, and finally read their inspired poem. • To celebrate students' learning, consider creating a festive mood in the classroom for the Poet's Performance. Soft music, maybe some sparkling cider, perhaps a banner congratulating the writers on their hard work. You may consider inviting parents or other adults from the school to share in the celebration of students' learning. • During Work Time B, students will need to be in groups of three. To the extent possible, create groups of students who have not already seen each other's work (i.e., not with their writing partners in Unit 3 or in the same poet groups from Unit 2). Ideally, each group would include presentations on all three, or at least two, of the poets. • In Advance: Prepare a poem to read aloud in the Closing. (Use the same poem you used in Lessons 7 and 10 to demonstrate reading with clarity and expression.)

Lesson Vocabulary	Materials
<p>clearly, expression, understandable pace, positive comment</p>	<ul style="list-style-type: none"> • Performance Task rubric (from Lesson 8; one to display) • A poem by famous poet (from the back of <i>Love That Dog</i>; one copy for teacher modeling; same as Lesson 7 and 10) • Students' Performance Task Poet Essay sheets (with revised essay; from Lesson 14) • Students' Performance Task Poems sheet (with students selected and inspired poems; from Lesson 7 homework) • Poetry journals (students' own)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will celebrate their work as poets and essay writers with a Poet's Performance. Remark on all the reading, research, and writing they have done to learn about poetry, poets, and poem and essay writing. Congratulate them for their progress, hard work, and creativity.• Share with them that during the Poet's Performance, they will have an opportunity to listen to their classmates present their work in small groups, but before they begin, they will have some time to practice presenting their poems and essays.• Read the learning targets aloud to students:<ul style="list-style-type: none">* "I speak clearly, with expression, and at an understandable pace when presenting my work."* "I can give a positive comment after listening to a classmate's presentation."• Display the Performance Task rubric and point out that the first learning target for this lesson is actually the same as the last learning target on their rubric.• Discuss the meanings of the words <i>clearly</i>, <i>expression</i>, and <i>understandable pace</i> with students. Briefly model reading a poem by famous poet (from the back of <i>Love That Dog</i>; same as Lesson 7 and 10) with this learning target in mind. Have students comment on what they noticed about your performance. Remind students that they have been practicing this learning target with the reading of their poems since Lesson 7 and that today they will practice with their essays before the Poet's Performance.• Reread the second learning target. Remind students that they have also been practicing giving kind and helpful feedback to their writing partners, but today they will only focus on what they think the writer did well in their work and presentation. Explain the meaning of the phrase <i>positive comment</i> and remind them that comments that are specific and kind will be more meaningful than comments such as, "This is good." Tell students that after they listen to a classmate's work, they will share the positive comment.	



Work Time	Meeting Students' Needs
<p>A. Practicing and Preparing for the Performance (10 minutes)</p> <ul style="list-style-type: none">• Distribute Students' Performance Task Poet Essay sheets (with revised essay; from Lesson 14) and Students' Performance Task Poems sheet (with students' selected and inspired poems; from Lesson 7 homework).• Ask students to reread all of their materials in the following order: selected poem, poet essay, then inspired poem. Tell them that they should first do this silently, then whisper-read everything once.• Next, have students get with their writing partner and practice presenting to each other. Encourage students to give kind, helpful, and specific feedback related to the final learning target on the rubric.	
<p>B. Poet's Performance (30 minutes)</p> <ul style="list-style-type: none">• Place students in their groups for the performance. Point out the presentation directions written on the board and review and clarify as necessary:<ol style="list-style-type: none">1. Greet each of your group members with a handshake or high-five.2. Decide who will present first, second, and third.3. First presenter presents.4. Group members give the presenter a positive comment related to their performance.5. Repeat Steps 3 and 4 with remaining group members.6. Thank and congratulate one another on a good performance.• Once students are clear on the performance directions, ask them to begin. Circulate and observe performances. Add your own positive comments after presentations.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group and ask them to bring their poetry journals. Ask them to open to a blank page in the “My Reflections” section of their journals. • Give students the following reflection prompts to respond to in writing: <ul style="list-style-type: none"> * “What did you enjoy most about this model?” * “What was a challenge for you?” * “What did you learn about yourself as a writer?” • Give students 5 or more minutes to reflect in writing. Then ask for a few volunteers to share out one of their responses with the whole group. Congratulate your class on their hard work growing as readers and writers, and perhaps share some of your own reflections. 	
Homework	Meeting Students’ Needs
None.	

There are no new supporting materials for this lesson.