



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 3: Lesson 3

Seeing, Hearing, and Comparing Genres: A Poem and a Letter



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

I can come to discussions prepared, having read or studied required material, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1a)

I can follow class norms when I participate in discussions. (SL.6.1b)

I can pose questions that help me clarify what is being discussed. (SL.6.1c)

I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1d)

I can seek to understand and communicate with individuals from different perspectives and cultural backgrounds. (SL.6.1e)

I can compare and contrast how reading a story, drama, or poem is different from what I perceive when I listen or watch. (RL.6.7)

Supporting Learning Targets

- I can prepare myself to participate in discussions.
- I can follow class norms when I participate in discussions.
- I can be involved in discussions by asking and responding to questions.
- I can demonstrate understanding of different perspectives through reflecting and paraphrasing.
- I can try to understand and communicate with others who have different ideas and backgrounds.

Ongoing Assessment

- Reading Tracker and Reviewer's Notes (from homework)
- Venn Diagram: Comparing and Contrasting: "The Thank-You Letter" and Audio Version
- Comparing/Contrasting Genres graphic organizer
- Speaking and Listening Criteria Discussion Tracker



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Comparing “The Thank-You Letter” with Its Audio Version (10 minutes)B. Preparing for Small Group Discussion (18 minutes)C. Discussing, Comparing, and Contrasting a Poem and a Letter (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-assess My Speaking and Listening (5 minutes)4. Homework<ol style="list-style-type: none">A. Prepare for the mid-unit assessment.	<ul style="list-style-type: none">• Lesson 3 is similar in structure to Lesson 1 and prepares students for their mid-unit assessment in Lesson 4. Students begin the lesson by rereading the concrete poem “The Thank-You Letter” from <i>Technically, It’s Not My Fault</i>. After reading the poem, they listen to its audio version and compare the two experiences.• Students prepare for the small group discussion portion of the mid-unit assessment by writing their group norms for the discussion. They also add to the Effective Discussions anchor chart by adding sentence stems for considering others’ perspectives in a discussion.• In the Closing and Assessment, students self-assess their participation in the small group discussion and consider their stars and next steps for the mid-unit assessment discussion in Lesson 6. Note that the questions for discussion are provided at the bottom of the Speaking and Listening Criteria Discussion Tracker/Assessment Questions handout.• In advance:<ul style="list-style-type: none">– Choose a group of four students to model an effective discussion in Work Time B. Prepare students for this model discussion by showing them “The Thank-You Letter” discussion script that they will use and answering any questions they have.– Prepare audio version of “The Thank-You Letter” (see materials below).– Prepare the Academic Word Wall.– Form student partnerships.– Post: Learning targets.



Lesson Vocabulary	Materials
prepare, norms, perspectives	<ul style="list-style-type: none">• Academic Word Wall (begun in Unit 1, Lesson 14)• Academic Word Wall (from Unit 2, Lesson 14; for Unit 2 Lessons 14 and 15 and all Unit 3 lessons; for teacher reference)• Document camera• “The Thank-You Letter” in <i>Technically, It’s Not My Fault</i> (from Lesson 2; one per student and one to display)• Modern Voices folder (one per student)• “The Thank-You Letter” audio version (www.johngrandits.com)• Venn Diagram: Comparing and Contrasting “The Thank-You Letter” and Audio Version (one per student and one to display)• Lined paper (one piece per student)• Speaking and Listening Criteria Discussion Tracker (one to display)• “The Thank-You Letter” discussion script (five copies)• Effective Discussions anchor chart (begun in Unit 2, Lesson 14)• President Ronald Reagan’s Thank-You Letter (one per student and one to display)• President Ronald Reagan’s Thank-You Letter discussion questions (one to display)• Comparing and Contrasting Genres graphic organizer (from Lesson 1; one new blank copy per student)• Speaking and Listening Criteria Discussion Tracker/Assessment Questions (one per student; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Tell students the mid-unit assessment in Lesson 4 will be broken into three parts: reading a poem and comparing the experience to listening to its audio version; comparing and contrasting two different genres—a poem and a news article; and discussing five main questions centering on the work in Unit 3 in a small group focused discussion.• Direct students' attention to the posted learning targets and read them aloud, underlining key academic vocabulary as you do so:<ul style="list-style-type: none">* "I can prepare myself to participate in discussions."* "I can follow class norms when I participate in discussions."* "I can be involved in discussions by asking and responding to questions."* "I can demonstrate understanding of different perspectives through reflecting and paraphrasing."* "I can try to understand and communicate with others who have different ideas and backgrounds."• Share that this lesson will <i>prepare</i> them for their mid-unit assessment by reviewing how to compare reading a poem to listening to its audio version and also how to compare and contrast a poem and a letter with similar themes.• Tell students they will also prepare, or get ready, for a small group discussion in Lesson 4 by developing a set of <i>norms</i>, or group-held beliefs, about how members of the group should behave during discussions.• Share that during the discussion, they must follow their set of norms to foster respectful communication in the group. Remind students that their tone of voice should encourage others to share ideas and also show understanding and respect for different <i>perspectives</i> or points of view.• Point out that the academic vocabulary in the learning targets can be referenced on the Academic Word Wall.	<ul style="list-style-type: none">• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Consider using picture icons with these learning targets to clarify the distinctions between them, as they are each about discussion. For example, a picture of a person reading and note taking shows "preparing," a person listening is "following norms," a person with a question mark is "asking questions," etc.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Comparing “The Thank-You Letter” with Its Audio Version (10 minutes)</p> <ul style="list-style-type: none">• Display “The Thank-you Letter” in <i>Technically, It’s Not My Fault</i> on a document camera.• Ask students to retrieve their copy from their Modern Voices folders. Remind them that they read this poem in the last lesson to determine the theme and make connections.• Invite students to reread the poem independently, being mindful of the poem’s rhythm and thinking about John Grandits’s language and word choice.• Tell students they will now listen to an audio version of this poem, <u>without</u> following along in the text.• Play “The Thank-You Letter” audio version.• Distribute and display the Venn Diagram: Comparing and Contrasting “The Thank-you Letter” and Audio Version.• Form partnerships. Ask students to complete the Venn diagram with their partner. Ask students to consider:<ul style="list-style-type: none">* “How is the experience of reading ‘The Thank-You Letter’ different from hearing it?”* “How is the experience of reading it similar to hearing it?”• Remind students that similarities are written in the center of the Venn diagram and differences are written in the outer areas.• Circulate to support students. Ask struggling students questions such as:<ul style="list-style-type: none">* “What did you notice about the tone of voice in each experience?”* “Who is speaking in each?”* “How did each experience address rhythm?”* “What did you notice about emphasis on words?”• Refocus students whole group. Cold call partnerships to share their ideas.	<ul style="list-style-type: none">• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.• Some students may benefit from listening to the audio version with headphones in order to minimize distractions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to explain that when listening, you hear more emphasis on certain words and phrases, and you hear the rhythm of the poem more clearly than when you read it to yourself. Reading it is more personal and words emphasized are for individual interpretation. The tone of the spoken word is also for personal interpretation. On an audio version, there may be music or sound effects, which also set a certain tone by emphasizing a word or phrase. Both communicate the same meaning or challenge and the same words are used in each.• Model writing these responses on the Venn diagram.• Invite students to add notes or revise their Venn diagrams as you model writing their responses.• Tell students in the mid-unit assessment they will read a poem entitled “Skateboard” and listen to its audio version. Explain that they will compare these two experiences	
<p>B. Preparing for Small Group Discussion (18 minutes)</p> <ul style="list-style-type: none">• Ask each partnership to quietly move to sit with another partnership to make a group of four students.• Explain to students that when they start working in a new group, it is a good idea to create group norms to ensure a productive and enjoyable discussion for everyone.• Distribute lined paper.• Display the Speaking and Listening Criteria Discussion Tracker. Ask students to discuss in their group:<ul style="list-style-type: none">* “After looking at the criteria on the Discussion Tracker and the skills you need to be working toward, what might some good norms be to ensure that you successfully practice all of those skills in your discussions?”* “What other norms might be useful to have that aren’t on the Discussion Tracker?”• Tell groups to record their ideas for norms on their lined paper to use during the discussion.• Circulate to assist groups that need examples of discussion guidelines.	<ul style="list-style-type: none">• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their native language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask for volunteers to share their norms. Using the Discussion Tracker, norms could include: <ul style="list-style-type: none"> – Listen carefully when someone is speaking. – Ask questions when you aren't sure to get more information or to encourage the speaker to think more deeply about their ideas. – Be respectful when asking questions and when comparing someone else's ideas with your own. – Acknowledge other people's ideas and perspectives. • Give groups 1 minute to add or make changes to their norms. • Explain to students that they will now observe a model of a small group discussion. • Invite the four students who have prepared for the discussion to sit in a group with the other students in a circle around them. Ensure students have their "The Thank-You Letter" discussion script. • Tell students on the outside of the circle to focus on the questions being asked in the discussion. • Invite the four students to read aloud the script. • Ask students: <ul style="list-style-type: none"> * "What did you notice about the discussion?" * "How are the listeners being respectful?" • Invite volunteers to share. Guide students toward such things as: everyone participated, questions were being asked, students acknowledged others' points of view. • Remind students of the importance of being respectful during a discussion. Respect can be conveyed through the speaker's tone of voice and through the speaker's and listener's eye contact. • Display and distribute "The Thank-You Letter" discussion script to the students on the outside of the circle. • Invite students to spend 2 minutes reading over the script. Ask: <ul style="list-style-type: none"> * "What language do the listeners use to seek out, acknowledge, and compare perspectives?" * "What other language could you use to make it clear to the speaker that you are asking a question?" 	<ul style="list-style-type: none"> • Use of criteria, such as the Discussion Tracker, gives students a clear vision of what they need to do to succeed with learning targets. • Creating norms for conversation helps establish a positive group dynamic and make clear the expectations for collaboration.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to use stems such as:<ul style="list-style-type: none">– Why do you think ...?– I hear you saying ...– What evidence made you ...?– So, do I understand that you think ...?– I agree ... but I'm wondering ...• Point out these sentence stems to the Effective Discussions anchor chart.	
<p>C. Discussing, Comparing, and Contrasting a Poem and a Letter (10 minutes)</p> <ul style="list-style-type: none">• Ask students to return to their foursomes.• Distribute and display President Ronald Reagan's Thank-You Letter to the American people.• Invite foursomes to read his letter aloud in their groups.• Tell students they will now participate in a small group discussion. Remind foursomes to use their group norms, the Speaking and Listening Criteria Discussion Tracker to be mindful of the criteria, and the Effective Discussions anchor chart sentence starters to guide their conversations.• Display President Ronald Reagan's Thank-You Letter discussion questions. Ask students to spend two minutes discussing these questions.• Circulate and support students in their discussions. Model asking probing and clarifying questions. Model paraphrasing the speaker's ideas. Encourage all students to participate.• Ask students to return to their seats. Show appreciation to students for sharing in respectful discussions and following their group norms.• Distribute and display the Comparing and Contrasting Genres graphic organizer.• Ask students to make sure they have their copies of "The Thank-You Letter" and President Ronald Reagan's Thank-You Letter.• Ask students to complete the graphic organizer and compare the two thank-you letters with an elbow partner.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate to support students as they compare the two genres and determine the speakers, the authors' points of view, and the language style of each.• Refocus the group and cold call students to share their responses.• Listen for comments such as these:<ul style="list-style-type: none">– “Both letters are written in first person. President Reagan’s letter uses the pronouns I and me.”– “Robert wrote his letter to thank his aunt Hildegard for two birthday gifts, and President Reagan wrote his letter to thank the American people for allowing him to serve as their president.”– “Robert’s letter is written in informal English; his language is casual.”• Model writing their responses on the displayed graphic organizer.• Invite students to add to their notes and/or revise their graphic organizers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-assess My Speaking and Listening (5 minutes)</p> <ul style="list-style-type: none">• Distribute and display Speaking and Listening Criteria Discussion Tracker/Assessment Questions stars and next steps.• Invite students to review the criteria listed and reflect on their own participation in today's discussion.• Direct students to check the appropriate box "star" or "next step." Ask them to write one star and a next step they will focus on for their discussion in Lesson 4.• Circulate and support students in the self-reflection process.• In closing, read aloud the five discussion questions for the mid-unit assessment. Tell students these five questions will be the focus of their small group discussion in Lesson 4.• Ask them to think about how they can prepare for their discussion.• Invite them to share with an elbow partner.	<ul style="list-style-type: none">• Asking students to self-assess and reflect supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Prepare for the mid-unit assessment:<ul style="list-style-type: none">– Reread poems and add or revise notes to graphic organizers.– Make connections to themes.– Review the five questions for the mid-unit assessment and prepare for the discussion.	



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Supporting Materials



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Venn Diagram:

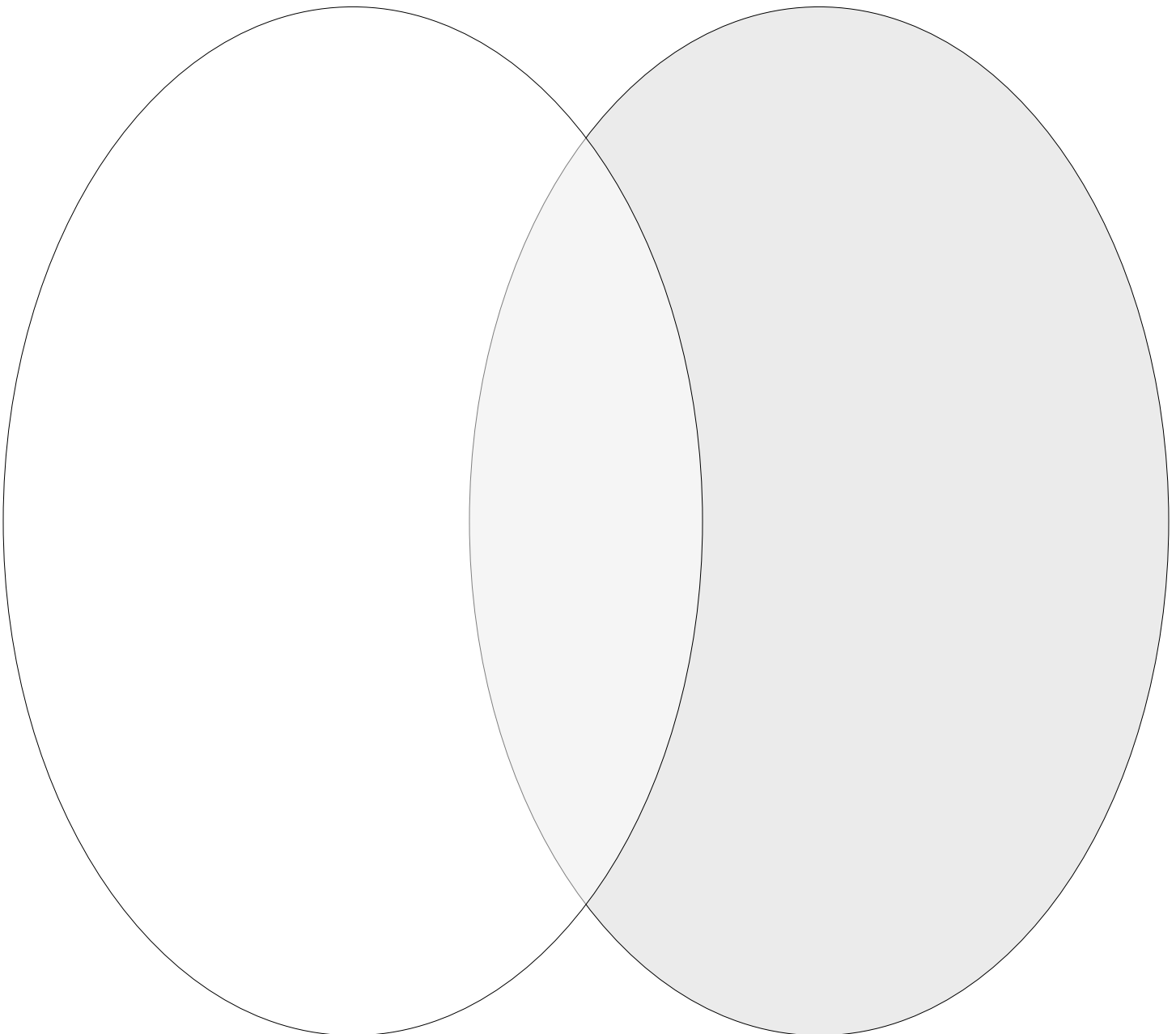
Comparing and Contrasting: “The Thank-You Letter” and Audio Version

Name:

Date:

“The Thank-You” Letter visual

“The Thank-You Letter” audio





“The Thank-You Letter”

Discussion Script

Student 1: The theme in “The Thank-You Letter” is how to show gratitude by thanking someone for a gift you don’t like.

Student 2: What evidence supports “thanking someone for a gift you don’t like” is the theme?

Student 1: Robert is finding it challenging to write the letter, which is why he has written two versions of his thank-you letter.

Student 3: So how do we know he is struggling with writing the thank-you letter? What words provide evidence?

(to 1)

Student 1: When Robert writes the first “Thank you” in his letter, he adds the footnote, “For nothing!” Also, his exclamation mark at the end of this sentence provides the reader with a clear understanding of the tone of his words.

Student 4: I understand that you feel Robert doesn’t like the gifts he received from his aunt because there are two versions of the letter.

(to 1) The first letter is written without the added footnotes, and when you read the letter with the footnotes, it reveals his true feelings about the two gifts.

Student 1: Yes.

Student 1: So what do you think the theme is in Grandits’s poem?

(to 2)

Student 2: I agree that the theme is how to write a thank-you letter to a relative for birthday gifts you don’t like, but I also feel that Robert is struggling with not wanting to lie to his aunt.

Student 4: It would help me if you gave an example of what you are saying.

(to 2)

Student 2: I feel there is evidence that supports that Robert is really trying not to lie when he refers to the Polka Hall of Fame poster. He says, “I’m putting it right under my World Wrestling Federation poster.”



“The Thank-You Letter”

Discussion Script

(to #2)

Student 3: So, do I understand that you think this shows an example of how Robert is writing something in his thank-you letter that could be true because putting it “right under” could be interpreted two different ways? For example, putting it below the other poster, or putting it underneath the poster on his wall. Then, because Robert chose these words, he technically would not be lying. So, choosing these words provide Robert with an option.

Student 2: Yes, I agree with you. This could be an example of how to write his letter. His words are nice but also truthful.

(to 2, 3)

Student 1: I agree with both of you that it is important to feel like you are telling the truth when writing a thank-you letter. I’m wondering if either of you have considered, though, what would happen if Aunt Hildegard visited Robert and wanted to see how the poster looked hanging up in his room?

Student 3: I understand this could pose a problem, especially if Aunt Hildegard visited unannounced.

Student 2: You have brought up something to consider.

(to all)

Student 4: After listening to this discussion, I agree with many thoughts. It is important to thank people for their gifts, it is important to be sincere and truthful, and it is important to care about other people’s feelings.



President Ronald Reagan's Thank-You Letter

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President Reagan's Thank-You Letter Discussion Questions

- What is this letter mostly about?
- What is the theme or challenge presented in this letter and what evidence supports this theme?
- How did President Reagan reach his decision to share his voice of adversity?
- Is it important to share the challenges we face?
- Does it make a difference to share our voice?



Speaking and Listening Criteria
Discussion Tracker/Assessment Questions

.....
Name:

.....
Date:

Criteria	Stars	Steps
Paraphrases ideas and questions		
Asks clarifying questions		
Asks probing questions		
Clearly explains own ideas		
Responds to questions with details		
Seeks out different peer perspectives and backgrounds		
Acknowledges different peer perspectives and backgrounds		
Respectfully compares own perspective with someone else's		

Star:

Next Step:



Speaking and Listening Criteria
Discussion Tracker/Assessment Questions

Discussion Questions for the Mid-Unit Assessment

1. What is the most important theme John Grandits addresses in his poetry?
2. What's a theme of growing up that you connected with when reading J. G.'s poetry?
3. How is communicating through poetry similar and different from other genres?
4. Is it more impactful to see or to hear a poem?
5. Do John Grandits's concrete poems connect with the medieval voices from *Good Masters! Sweet Ladies!?*