Poetry Circles

Date Taught: 1 November 2010

Grade Level: Seventh

Number of Students: 90

Skills and Concepts Addressed: Cooperative discussion, literal comprehension, identifying main ideas, restating ideas, recognizing figurative language

Duration: one 45-minute class period

Alaska Standard: English/Language Arts B1, B2, D1, D4

Essential Question: How can I find meaning in literature?

Topic: Literature Circles

Methodology: Direct Instruction and Independent Practice

<table>
<thead>
<tr>
<th>Objective(s):</th>
<th>Student Assessment:</th>
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<tbody>
<tr>
<td>Students will practice discussing figurative language in literature in a small-group setting.</td>
<td>Students will successfully complete a discussion exercise and debriefing.</td>
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</table>

Materials: Student copies of: warm-up, poems, role sheets, rubric, debriefing sheet. White board and markers.

Activities:

Warm-Up

Have students complete the definition match-up sheet. Give them five minutes to work.

Introduction

Ask students if they know what the words on their Warm-Up have in common; explain that these are types of figurative language. Discuss each term on the sheet and have students provide examples from their warm-up work. Emphasize the difference between metaphor and simile.

Record terms on the board as they are discussed.

Learning Activities

Explain to students that they will have an opportunity to practice talking to texts by finding and discussing examples of figurative language in poetry, today. Preview the Role Sheets and discuss expectations for what a good poetry circle looks like. Explain to students that they will be responsible for choosing a role sheet and negotiating any conflicts over roles in
their groups. Explain that after the discussion, students will evaluate their work during the poetry circle using the Discussion Debriefing sheet.

Preview the poems, explaining that all three have rich imagery and figurative language which they can discuss. Explain that students will be assigned to groups and will have two minutes to decide on roles within the group. Tell students they will have fifteen minutes to read the poem and discuss the figurative language they find in it. It is up to the Discussion Director and Timekeeper to help the group manage its time wisely.

Assign students to groups. (High: “My Mistress' Eyes are Nothing Like the Sun” by William Shakespeare / Medium: “The Train” by Emily Dickinson / Low: “A Dream Deferred” by Langston Hughes).

Allow time for groups to read their poems and hold a short discussion of the piece. Monitor groups, providing redirection or clarification as necessary. Ask a group that is demonstrating excellent literature circle discussion techniques to participate in a “fish bowl” exercise in front of the whole group.

Remind students to complete their Debriefing Sheets after they have concluded their discussions.

**Closure**

Bring students back to whole-class grouping. Have model group complete a five-minute fishbowl discussion. Have students use Debriefing Sheets to conduct good/better/how analysis; set ground rules for respectful (blame-free) debrief before beginning. Collect Role Sheets and Debriefing sheets from students.

**Differentiation for special learners:**

Students work with progressively more difficult poems, according to student need and ability. All students are expected to read, analyze, and discuss a poem in a literature circle setting.

**How is this lesson sensitive to cultural and language issues?**

Students will be encouraged to explain ideas to in their own words, increasing opportunities for successful communication. Opportunities to share relevant cultural knowledge are inherent in the activity.

**References:**


Definition Match-Up

Match the literary terms to their proper definitions. Next, choose three words and write sentences to illustrate them in the blanks at the bottom of the page. Make sure you label your sentences! One example has been completed for you.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>A) Giving something human qualities</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>B) Repetition of the same sound or syllable</td>
</tr>
<tr>
<td>Idiom</td>
<td>C) Common phrase with a meaning different from the literal meaning of the words</td>
</tr>
<tr>
<td>Metaphor</td>
<td>D) Sound turned into words</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>E) A figure of speech comparing two things using like or as</td>
</tr>
<tr>
<td>Personification</td>
<td>F) Big exaggeration, usually with humor</td>
</tr>
<tr>
<td>Simile</td>
<td>G) Compares two different things without using like or as. One thing is another.</td>
</tr>
</tbody>
</table>

Example: **Idiom**: That assignment was a piece of cake!

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________
A Dream Deferred
by Langston Hughes

What happens to a dream deferred?

   Does it dry up
   like a raisin in the sun?
   Or fester like a sore--
      And then run?
Does it stink like rotten meat?
   Or crust and sugar over--
      like a syrupy sweet?

   Maybe it just sags
   like a heavy load.

   Or does it explode?
The Train
by Emily Dickinson

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between, Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a start its own,
Stop-docile and omnipotent-  
A stable door.
My Mistress' Eyes are Nothing Like the Sun (Sonnet CXXX)
by William Shakespeare

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red:
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.

I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know
That music hath a far more pleasing sound.
I grant I never saw a goddess go:
My mistress, when she walks, treads on the ground.

And yet, by heaven, I think my love as rare
As any she belied with false compare.
Wordsmith: Your job is to locate a few special sections of the text that you think your group would like to read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth hearing, and then jot plans for how they should be shared. You can read the passages aloud yourself, or ask someone else to read them, then discuss them as a group.
Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, general idea and essence of today's reading assignment.
**Connector:** Your job is to connect the contents of the reading selection to current or past real world events and experiences. You will also connect the reading to other forms of literature, music, art and/or media.
Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book and direct the discussion by asking each member for their input based on their current role. Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can make notes about during or after your reading.
Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay - you can even label things with words if that helps.
**Historian:** Your job is to summarize the discussion. You’ll take notes during the discussion and prepare a brief summary of what your group did. Your group discussion will end with your 1-2 minute statement that covers the key points, main highlights, general idea and **essence** of today’s discussion.
**Time Keeper:** Your job is to keep track of the time left for discussion. You will announce the ten-minute mark, the twelve-minute mark, and one minute later, call for the Historian (“It’s time to summarize.”)

Please announce “time is up” at the fifteen-minute mark, if need be.
<table>
<thead>
<tr>
<th>Literature Circles Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td><strong>Attention</strong></td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
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<tr>
<td><strong>Cooperation</strong></td>
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<td><strong>Role</strong></td>
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<tr>
<td><strong>Focus</strong></td>
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Literature Circle

Discussion Debriefing

Name_________________________________________ Date_________________________________

Title of Text____________________________________ Author________________________________

Today’s discussion was______________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

My job was________________________________________________________.

I participated by______________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

I could improve by______________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Reread
- Responded to others comments
- Took a risk
- Compared the text to my own experiences
- Compared the text to another text
- Praised someone else’s ideas
- Had a new thought
This plan was a little like the little girl with the little curl from the nursery rhyme. Unfortunately, it took me a full class period to find a delivery method that worked well, so the students in the first class period did not get as much out of the exercise as the later classes did. The first group missed the post-discussion good/better/how analysis which really engaged the students and allowed them to reflect on their learning while setting the entire group up for further work in the future. As a result, the first class will need some sort of reteaching and possibly a debrief prior to the next small-group discussion project.

The first class period, I followed the plan as written and found that students were confused about what I expected them to do and wasted a great deal of time arguing over who got to do which role in the groups. Due to externals factors that shortened our time, the time available for student discussion was short and we were unable to do a post-discussion debrief because I did not double-check the time the class ended and was caught mid-transition by the bell.

After consulting with my host teacher, I revised the lesson and reordered it. For the remaining class periods, I began the class with the same warm-up, but gave the students less time to work on it, since it is to serve as a reference for later work, rather than a pre-test. I guided the students through a short discussion of the terms, definitions, and student-generated examples and discussed the differences between metaphor and simile and between literal and figurative language.

I then coached three volunteers through a mock discussion in front of the class and used that demonstration as an opportunity to explain the small-group discussion task and the roles for each group member. At my host teacher's suggestion, I assigned students roles in each group to eliminate the arguments over role. This is a fairly authoritarian approach, but allowed students to focus any anger over roles on me, rather than their peers and eliminated the wasted-time problem of the first block.

Students appeared to be consistently on task, although post-discussion feedback indicated that not all students participated equally. Students engaged well with the task and students at all three "levels" discussed their insights about the poems with me when I checked in with them. As a group, the students assigned the Langston Hughes poem tended to have more substantive discussions about the meaning of the text and the poet's purpose in using figurative language than did the other groups. I'm not sure if this is because the Hughes poem is necessarily richer or if its brevity made finding the examples of figurative language simpler, freeing up time for higher-level discussion.

The mid-level groups seemed to be the most focused on (and tripped up by) unfamiliar language, particularly those who worked with the Dickinson poem. Those who worked with "The Glory of the Day Was in Her Face" by James Weldon Johnson had a slightly easier time finding the figurative language, but got so bogged down in ensuring they'd found all possible examples that they ran out of time before they could spend much time discussing how the metaphors in the poem work or fail to do so.

Those groups that got over the presence of the word "breast" in the Shakespeare poem did an excellent job of moving back and forth between addressing the language and addressing
meaning. A few of the groups kept coming back to the idea of sarcastic praise, but seemed to stall out as they tried to decide what to do with a sarcastic Shakespeare.

I expected students to perform the task of discussing the use of figurative language in poetry and they did so. I was surprised by the number of students who got stuck on defining words rather than moving on and coming back to them later, particularly since we'd discussed *and used* that strategy in a prior lesson. I believe that all students in these classes will improve in their ability to discuss literature in a small-group setting as they practice Poetry Circles, but it seems that the students in the Hughes groups got the most benefit out of this lesson. The students post-discussion evaluation of the lesson was largely positive and focused entirely on how they could improve the process (and in a few cases, their engagement with the task) next time. I have compiled the students’ suggestions for improving Poetry Circles into a How To document, which follows.
How To Do
Literature Circles

by Ms. Heinle’s Seventh Grade Language Arts Students

ABOUT LITERATURE CIRCLES

Literature circles are small groups where we talk about literature during class time.

LITERATURE CIRCLE PROCEDURES

1) Read the poem or story
2) Underline or circle any words you don’t know
3) Underline or circle the figurative language in the poem
4) Ask your group what they think
5) Talk about the ideas
6) Talk about the words – look them up
7) Talk about why the author did what he or she did
8) Talk about what the poem means
9) Summarize the discussion
10) Debrief

ROLES

Everyone in the literature circle reads the poem, asks questions, and discusses the assignment. There are some special roles, too. We take turns performing each of these roles on different days.

The Discussion Director tells the group to look for the big ideas and asks what they think about the poem and what it means. The Discussion Director should ask everyone’s opinions and go over their ideas. The Discussion Director should ask questions of his or her fellow students and help everyone come up with questions to ask if they get stuck. He or she can also give examples if the team gets stuck. The Discussion Director could make a list of questions to discuss the story. The Discussion Director should be dominant over the group if they aren’t working very hard.

The Time Keeper keeps track of the time on the clock. The Time Keeper should make sure he or she looks at the clock often. The Time Keeper should keep accurate time and say how much time is left. The Time Keeper tells the Summarizer to stop when time is up.
The **Summarizer** provides a brief summary of the day’s reading and makes sure the team understands the poem. The Summarizer should make the summary detailed so everyone understands. The Summarizer should give the team a general idea of the poem and an idea about why he wrote it so people will get the point in the story. The Summarize also prepares a brief summary of the day’s discussion and figures out what the team thinks about the poem.

**TIPS FOR SUCCESS**

- Use your time wisely
- Listen to your team
- Make your group listen to you
- Don’t laugh about the poem
- Help each other define words
- Focus on the “big ideas,” not the small, useless ideas
- Don’t forget to look at the clock
- Participate more
- Ask good questions
- Ask lots of questions
- Ask the teacher for help if you don’t understand
- Compare your poem to other poems or stories
- Everyone on the team has different talents
- Read the poem more than once
- Pay attention to what’s going on
- Use examples
- Make summaries clear
- Don’t try to work independently
- Circle words
- Follow directions
- Give your teammates ideas
- Stay on task
- Think about key points, main highlights, and general ideas
- Define the main idea in the poem
- Encourage your team
- Be brave about speaking up
- Keep trying after you’ve found things in the poem
- Read the poem more times
- Look stuff up in the dictionary
- Talk more
- Put your opinions in
- Think positively about other people’s thoughts
- Give new ideas
- Talk about the poem more
**Evaluation Results**

**Author:** Cindy Fitch  
**Date Evaluated:** 11/01/2010 01:00:01 PM (ADT)  
**DRF template:** Elementary Distance Credential/MAT  
**Program:** Distance Elementary Graduate Certificate/MAT  
**Evaluation Method:** Using Form

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### Evaluation Summary for Lesson Observation Forms: Lesson Observation Form ED 619-1

**Final Score:** Meets Requirement

**Detailed Results (Form used: Lesson Observation Form)**

- **Response is required**
- **Teacher Candidate Name**
  - Cindy Fitch
- **School**
  - Romig Middle School
- **Students**
  - **Grade Level:** 7th  
  - **Number of Students:** 90
- **Lesson Observed**
  - **Lesson Topic**
    - Poetry Circles--differentiated lesson
  - **Summary of Lesson**
    - Students learn and practice skills necessary for Literature Circles by discussing figurative language in teacher-selected poems.
- **Content/Subject Area**
  - Reading  
  - Writing  
  - Other: Differentiated Lesson
- **Lesson Observation**
  - Please use this form to observe and give feedback to the teacher candidate. This is a formative assessment, and scoring is used only for feedback and to encourage improvement
  
  **Response Legend:**
  
  1 = In progress; needs development  
  2 = Meets expectations for a beginning teacher  
  3 = Exceeds expectations for a beginning teacher; professional

<table>
<thead>
<tr>
<th>The lesson plan was complete</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate was prepared</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The teacher candidate communicates effectively
The lesson was developmentally appropriate
Activities were differentiated for individuals and groups
Content knowledge was accurate and current
The teacher candidate demonstrated understanding of the context of the lesson in the curriculum
The students were interested and engaged in active learning

1 2 3 N/A

The teacher candidate focused on student learning
Assessment was appropriate for the learning objectives
The lesson promoted higher order thinking, problem solving, and/or creativity
Classroom management promoted student engagement
The students met the learning objectives
The teacher candidate reflected on student learning, lesson design and other issues

Lesson planning and preparation
Please describe observations of the lesson planning: knowledge of content, structure of lesson, materials, preparation, etc.

Observations: Lesson Design
- Warm-up: reviewed concepts covered in the lesson.
  - Groups: distributed the cards
  - Put kids into groups and chose roles.
  - Read poems and summarize them. Identify and discuss similes and metaphors. Discuss meaning and write a reflection.
  - Poems included: A Dream Deferred, My Mistress' Eyes are Nothing like the Sun, and The Glory of the Day was in Her.

Instruction; how the lesson went
Please take notes on what happened during the lesson: communication, questions and discussion, feedback, flexibility and responsiveness, etc.

Observations: Instruction
- Great warm-up--students shared examples and definitions.
- Cindy introduced the student roles for their groups. She used formatted role sheets that explained the "job" of each member. Left it to kids to assign roles in their groups.
- Whose role is it to fill out the debrief form? How long do they have to complete the discussion?
- The model discussion group presented during 5th and 6th periods was very helpful. Kids had a better idea what to do and how to do it. Kids were on task and much quieter than the previous class. Kids even got to the reflection component.

Instruction and suggestions
- Ensured that kids understood the difference between simile and metaphor.
- Not sure kids understood the purpose behind the roles in their groups. Since this is their first experience with Literature Circles, I would probably assign their roles the first time through.
- Not sure the main goal in the lesson is clear: find examples of similes and metaphors.
- In periods 5 and 6, students modeled a discussion forum where they accomplished their goal: identify and explain the similes and metaphors they find in an assigned poem. This was effective. Kids were more on task and focused. Conversations were focused.

Classroom Management
Please observe the behavior and engagement of the students, noting in particular what the teacher candidate might not be aware of.
Observations: Management

Class differentiated using three leveled poems. Groups were set up beforehand based on maturity levels and comprehension strengths and weaknesses.

During the 5th period, time was managed much more efficiently by assigning roles and telling kids to read the poems to themselves first and then together as a group. This age group needs pretty specific instructions and although they love group work, must have very clear guidelines and expectations.

Had time at the end of the period to debrief and have kids provide feedback. Went very well. Kids pointed out activities they did that helped them better understand their poems.

Cindy managed the groups by visiting with each multiple times to ensure kids understood what they were doing and were on task.

All kids practiced finding/identifying similes and metaphors even though they were reading considerably different poems.

6th period went just as well as 5th period.

Interpretation and Suggestions

Assign roles in groups rather than let the kids choose them. Roles not clear for kids who have not been assigned roles like this before.

Would have kids read the poem by themselves first and then aloud the second time and then discuss. Need to give guidance that way.

Too much focus on time keepers. Some groups just sat there unless a teacher was sitting directly with them.

Not sure goal was accomplished.

During the 5th and 6th periods, kids were assigned roles, which was helpful. Conversations were focused and kids were on task. Loved the debrief at the end. Kids had an opportunity to reflect on the activity and how it went. Kids recognized the importance of working together and the roles. Even made suggestions on how to do this activity better next time.

I think the most important suggestion I can give is to make sure kids fully understand what their task is. Directions must be crystal clear.

Reflection

Notes on reflection after the lesson, for example:

How did the lesson go?

Did the students meet the objective? How do you know?

Were there any unexpected events? How did you respond?

Comment on one student who did particularly well and one who did not meet your expectations. Why did this happen? What can you do to follow up with the student who did not do well?

Are there any changes you would make in this lesson if you could do it again? Why?

No answer specified
A Dream Deferred
by Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

We think - when you postpone your dream it would dry up like a raisin. The author used more similes so he can ask other than saying.
Discussion Debriefing

Name: [redacted]                Date: 11-1-10
Title of Text: A Dream Deferred  Author: Langston Hughes
Today's discussion was: Metaphors were ill the poem, it was cool. A simile has like and as.

My job was: Nothing.
I participated by: Reading and gave good ideas and thought positively about other people's thoughts.

I could improve by: Reading more and giving new ideas.

Circle the thing(s) you did today:
- Asked good questions
- Listened actively
- Reread
- Responded to others comments
- Took a risk
- Compared the text to another text
- Praised someone else's ideas
- Had a new thought
Discussion Debriefing

Name: Margaret

Title of Text: My Mistress' eyes are Nothing Like the Sun

Author: William Shakespeare

Today's discussion was:
The discussion was about, "If snow be white, why then her breasts be dun." This line is a simile.

My job was: To just help and do every job.

I participated by: putting my opinions in about the fact that it is or isn't a simile/metaphor.

I could improve by: comparing texts to others, & compared the text to my own.

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Reread

- Responded to others' comments
- Took a risk
- Compared the text to my own experiences

- Compared the text to another text
- Praised someone else's ideas
- Had a new thought
Discussion Debriefing

Name: Jessica, Karl, Kyane, Tyler, Autumn  Date: 11-1-10

Title of Text: My mistress' eyes are nothing like the sun

Today's discussion was that Shakespeare is saying how different his mistress is from other girls he is telling us all the defects but when it all comes down I think he said in the poem that he still loves her even though she's rare.

My job was Discussion director.

I participated by discussing summarizing the poem with my group.

I could improve by doing more jobs participating more and reading the story a few more times.

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Listened actively
- Listened actively
- Listened actively
- Listened actively
- Listened actively
- Listened actively
- Listened actively
- Reread
- Reread
- Reread
- Reread
- Compared the text to my own experiences
- Compared the text to my own experiences
- Had a new thought
- Had a new thought
- Had a new thought
Discussion Debriefing

Name: Autumn, Jessica, Kyung, Karl, Tyler Date: 11/11/10

Title of Text: My Mistress' eyes are... Author: William Shakespeare

Today's discussion was about similes in the poem about Shakespeare's wife's mistress' eyes. Shakespeare explains that his wife is not beautiful, but their love is still rare, every thing in the story were similes.

My job was to help and read.

I participated by looking stuff up in the dictionary.

I could improve by reading the poem more times.

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Reread
- Responded to others comments
- Took a risk
- Compared the text to my own experiences
- Compared the text to another text
- Praised someone else's ideas
- Had a new thought
Discussion Debriefing

Name: Skylar  Date: 1/11/10

Title of Text: A Dream Deferred  Author: Langston Hughes

Today’s discussion was about us talking about text and finding similes and metaphors inside of the text. The author used more similes than metaphors so he can ask them say.

My job was summarizer.

I participated by figuring out what we thought happened to a postponed dream. Why the author did what he did. Then making sure we all agreed on it.

I could improve by being more brief in what we needed to agree on.

Circle the thing(s) you did today:

- Asked good questions
- Responded to others' comments
- Compared the text to another text
- Listened actively
- Took a risk
- Praised someone else’s ideas
- Reread
- Compared the text to my own experiences
- Had a new thought
Discussion Debriefing

Name: Jizelle

Date: 11-1-10

Title of Text: My Mistress' Eyes Nothing Like The Sun

Author: William Shakespeare

Today's discussion was about a mistress, and her lover is describing how great she is.

My job was to be the Discussion Director.

I participated by making a list of questions that my group might ask about the discussion.

I could improve by making more questions and discussing the story more and improving on how to read and discuss the story.

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Compared the text to another text
- Reread
- Took a risk
- Praised someone else's idea
- Compared the text to my own experiences
- Had a new thought

Writing the discussion paper went well.
Discussion Debriefing

Name: Jenny                      Date: 10/10

Title of Text: My Mistress' Eyes are Nothing Like the Sun. Author: William Shakespeare

Today's discussion was about the poem. The poem was about William Shakespeare hateing about everytih about this Mistress woman. It's very rude what he is saying but he must of hated alot about her.

My job was Summarizer.

I participated by giving them the general idea of the poem and probably why he wrote it. We were communicating and re-reading the poem.

I could improve by talking more about it and giving more ideas to them.

Circle the thing(s) you did today:
- Asked good questions
- Listened actively
- Responded to others comments
- Took a risk
- Compared the text to another text
- Praised someone else's ideas
- Reread
- Compared the text to my own experiences
- Had a new thought
Discussion Debriefing

Name: Cody
Date: 11/1/10

Title of Text: A Dream Deferred
Author: Langston Hughes

Today's discussion was to look for similes, comparing two different words using like or as, in the poem.

My job was to come up with questions that my group want to ask the teacher.

I participated by writing a summary about the poem.

I could improve by asking the teachers to help me understand more.

Circle the thing(s) you did today:
- Asked good questions
- Responded to others comments
- Listened actively
- Took a risk
- Compared the text to another text
- Praised someone else's ideas
- Reread
- Compared the text to my own experiences
- Had a new thought
Discussion Debriefing

Name: Samuel

Title of Text: My Mistress' Eyes are Sun

Nothing like the breasts. We talked about how William described the breasts as if snow be white, why then her breasts are dun. And dun means yellow with gray.

Today's discussion was:

My job was: Discussion Director.

I participated by telling the group to look for the big ideas and what they thought about them, what did the poem mean.

I could improve by: making my group listen to me and nod laugh at breasts.

Circle the thing(s) you did today:

- Asked good questions
- Listened actively
- Take a risk
- Praised someone else's ideas
- Reread
- Compared the text to my own experiences
- Had a new thought