

## Lesson Sequence for: Feathers & Fools Grades 6-8

**Timing:** Six lessons long, approximately 60 minutes each, End of September/early October

### Resources:

- **Learners in partners**

*A/B partner-talk helps students develop self-talk about their learning. With practice, the external conversations students have with a partner helps form pathways in the brain to carry on such conversations internally and helps them become self-aware, metacognitive learners (Berk, 1994).*

- This sequence is done over 6-7 days. It is important, however, to make sure that you re-connect on subsequent days before moving onto the next part of the sequence in order to preserve the integrity of the Connect-Process-Transform-Reflect Smart Learning Framework. This has been detailed out below.
- I always record the partner talk task on the board before sending them off. This helps learners who rely on written reminders, but it also serves as a classroom management strategy.
- I write the reporting-out prompt on the board regularly and challenge my students to think of their own prompt if they want to phrase their reporting out in a different way. Given that this sequence is done in the early days, I tend to not offer this option until later in the year. Another purpose the reporting out prompts serves is safety. For some students who feel anxiety with reporting out, this acts as a safety net that they can read and insert with their own thoughts.
- Pre-establish partnerships
- For deciding on who reports out for A/B partners:

### Coaching point:

To help determine which partner will share the teacher can predetermine A and B by rolling dice to assign even or odd to A and B. (Please note that this is done before the sequence begins and done with the students.) When it is time to report-out, the teacher rolls the dice and the odd or even of the number shows which partners reports-out: A = odd; B = even

Dice is rolled and it turns up a number 3, therefore, A will report out. If I only want a few students to report-out, I will draw names using popsicle sticks and A will report out (see scenario above).

The idea is to not let students know which partners will be reporting out prior to their partner-talk. This ensure engagement and accountability for partner conversations.

- Text typed out into 3 chunks and on 3 different colours of paper
- Have copies of **all of** the tools (**Image a time 1-2-3**, **Weaving with Clues INTO Prediction**, **Idea-Sketch-Tagline** (2 versions), **T-chart x2**)
- Tangible Clues: peacock feather, egg, vial of fake blood
- a sound you will use to bring the students into focus: a tone bell, a drum roll, a rain stick - a sound that reverberates for 3-5 seconds
- two different colour pens
- Sequence end-task (final task) recorded on chart paper
- Lesson 1 end task recorded on chart paper

### The thinking behind this sequence:

I chose this story for the beginning of the year because the big idea reinforces what the students and I have been working together on to help establish our safe classroom community. Through the story, practices within the *SmartLearning* process are gently introduced. The experiences create a low threat, 'everyone can', belief that encourages all students to feel and trust their own capabilities and their own successes. Everyone is included.

From an academic standpoint, this lesson sequence is heavily focused on the competencies of oral language development and the critical thinking skills of analysis and justification. The focus fits well with my September-early October objectives of introducing the most fundamental component of *SmartLearning*: sophisticated thinking expressed through oral language.

The chosen tools for the sequence, combined with a focus on the big idea, thoroughly prompts students to express their own personal connections to a topic – something students of this age like to do. For students of the middle years age, being able to talk about themselves and connections they have to a relevant topic in their lives, creates a straight line to their thoughts which yields a willingness to share with the class.

Students feel validated and in turn, connected. The stories we choose for *SmartLearning* sequences throughout the year continue to shape aspects of our classroom community. They are designed to guide conceptual understanding, skill and competency development -- depending on the results of the most current A•S•K reading assessment.

Upon first glance, *Feathers and Fools* may seem like too simple of a text for upper intermediate and middle years. The short text was chosen on purpose for its universal messages and to develop student’s comfort with:

- *SmartLearning* routines
- developing thinking around concepts
- capturing what’s important to develop and justify predictions
- determining important ideas or messages in text
- developing metacognitive awareness through noticing, goal-setting and reflecting -- critical ELA standards and critical literacy skills.

The concepts in the text are highly engaging and easily applied to students’ lives; the vocabulary and syntax are rich. *Feathers and Fools* works beautifully for oral language development because the messages and important ideas in the text evoke strong images; and invite students to connect the ideas more fully to their lives.

<p><b>End-task/s:</b> Open-ended task/s learners will demonstrate at the end of the sequence</p> <p><b>Role/s:</b></p>	<p><b>End-task/s:</b></p> <p><b>Lesson 1 end task:</b></p> <ul style="list-style-type: none"> <li>• What do you predict will be the big idea/message in this story?</li> </ul> <p><b>Sequence end task:</b></p> <ul style="list-style-type: none"> <li>• Write to show who you believe to be the fool in this story. Write in role as either a peacock or swan to show what you have learned from this terrible mistake and why you believe this foolish mistake happened. Remember to justify your thinking and feeling in order to show the lesson you have learned.</li> <li>• (students will write in role for the sequence end task)</li> </ul>
<p><b>Concept/s:</b> <b>Skills &amp; competencies</b> to be developed:</p>	<p><b>Communication:</b> oral language development -- speaking and listening to send and receiving images, sketching and writing; <b>ELA:</b> activating prior knowledge, predicting, justifying, reading/viewing, visually and in writing interpreting and expressing ideas and understanding, writing conventions;</p> <p><b>Thinking:</b> analyzing, justifying, predicting/hypothesizing, interpreting, summarizing, synthesizing, evaluating, generating and justifying - visually and in writing - an opinion, and applying an author’s message (big idea) or lesson-learned to their own lives.</p>
<p><b>Focus for assessment</b></p>	<p><b>A•S•K focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Oral language:</b> partner interaction: listening and speaking</li> <li>• activating prior knowledge, prediction, justification, idea-development, interpretation, connections, goal-setting and reflection</li> </ul> <p>Note: Depending on the developing skills of the students, their experience with Smart Learning, and the time of year, the teacher’s focus will change. Many other Language Arts standards, skills and core competencies will be developed and reinforced simply by following the Smart Learning framework of Connect-Process-Transform-Reflect.</p> <p><b>T-charts:</b> self-assessment for powerful predictions and final task</p>

<p><b>Talk structures:</b> to develop, distribute and refine thinking</p> <p>Tools: A/B reporting, ZIPPER, POPCORN</p>	<p><b>A/B-partners:</b> thinking way and connected to one of the themes (the theme you select will become a clue for the story)</p> <p><b>Frame/s for reporting:</b> Indicated throughout</p>
<p><b>Task/s:</b></p> <p><b>Talk structures:</b></p> <p><b>The Thinking behind the planning:</b></p> <p><b>Resources:</b></p>	<p style="text-align: center;"><b>Lesson 1</b></p> <p><b>The thinking behind today’s work:</b> This first lesson is planned to build community by reviewing criteria for speaking and listening, and through A/B partner interaction, as well as connecting to the story. Metacognitive awareness will be developed by setting a stretch goal to use clues to justify thinking when learners generate a prediction, and by inviting students to notice their learning as it unfolds. Students will use the tool, <i>Image-a-time 1•2•3</i> and <i>Weaving with Clues</i> to analyze and gather clues to use for predicting. This first lesson in the sequence may take up to 90 minutes depending on where you are with setting up A/B partners and establishing goals with students. This will be the longest lesson in this sequence. (If you do use the 90 minutes, it is important to time it so that students can break for recess in between.)</p> <p><b>Coaching point:</b> By listening to the ideas shared in A/B partners and with whole-class, students will talk through clues revealed in the prompts, refine and extend their own and their partner’s thinking, and use the clues from the prompts and the connections they are making to generate and justify a prediction for what might be an important idea or message in the text, <i>Feather and Fools</i>.</p> <p><b>Today’s lesson end-task:</b> What do you predict will be the big idea/message in this story?</p>
<p><b>Building Community</b></p> <p><b>Setting the purpose</b> Task... role/s</p> <p><b>Developing criteria</b> for the learning</p> <p><b>Using criteria</b> to set <i>s-t-r-e-t-c-h</i> goals</p> <p><b>Using Tool/s:</b> to activate prior knowledge &amp; make connections, generate questions; develop prediction/hypotheses...</p> <p><b>Reflecting on learning</b></p>	<p><b>Connecting:</b> <b>(Learners are in partners)</b></p> <p style="padding-left: 40px;">1. <b>Goal &amp; Community Building:</b></p> <p><b>Review criteria for Speaking and Listening</b> (created during first week of school)</p> <p><b>Coaching point:</b> You will have already developed criteria for powerful speaking and respectful listening; therefore, this interaction will be a quick re-view.</p> <p><b>An example of teacher-talk:</b> <i>“Today we have important work to do. We will be speaking and listening to each other. To do this, we need to re-view how to speak so people will listen to us, and to listen so that we learn and understand what people are trying to tell us. Let’s talk about what powerful speakers do. Talk as a whole class.”</i></p> <p><b>Shift the conversation to come to a close.</b></p> <p><b>Look at the chart we made. Did you think of anything new, or a way we might say things a little differently?</b></p> <p><b>Examples of criteria co-constructed with students:</b>  <u>CRITERIA for Powerful Speakers:</u> <ul style="list-style-type: none"> <li>• uses wait-time to command and demand respect</li> <li>• stands up to speak</li> <li>• speaks in complete sentences</li> <li>• speaks fluently and at a good pace</li> <li>• speaks clearly and loudly (loud and proud!)</li> <li>• faces the audience</li> <li>• speaks confidently, like they mean it</li> <li>• uses rehearsal time to gather thoughts</li> <li>• pauses to avoid “hockey talk” (er...um...uh”)</li> <li>• uses appropriate word choice (no MSN language or slang)</li> <li>• justifies their ideas with opinions, knowledge, &amp; examples</li> <li>• is not afraid to voice his/her opinion OR to hear the opinions of others</li> </ul> </p>

CRITERIA for Respectful Listeners:

- faces the speaker – eyes and ears to the speaker (knees, nose, & eyes)
- does not interrupt
- acknowledges the speaker by nodding head, eye contact, “*uh huh, mmmm..., oh right!*”, appears interested
- may add to partner’s ideas when he/she is finished speaking e.g.: asks questions, provides something more to think about
- is accountable for what he/she has heard

Following the review of respectful listening and powerful speaking, this would be a good time to determine A/B partners:

**Establish A/B partners:**

By this point in the year, students will be familiar with establishing A/B partners. Remind them that they will need to use a **thinking-way** to determine who is A and who is B.

**Coaching points:**

In a few tricky situations we have been hesitant to invite learners to collaboratively decide who will be A and who will be B. If you have concerns about social interaction, you might assign a **geographic-way** to decide A/B partners: A partner might be closest to the window; B might be closest to the door. We’ve also used ‘a coaching card-way’ as way to deepen connections to the brain activity icons.

**When deciding on how you are going to establish A/B partners**, sometimes teachers tie the way students decide their A/B partners to a concept or important idea being developed in the sequence. Some of the big ideas in this text are **intolerance, prejudice, accepting differences, ignorance, gossip, living in fear**. You might challenge the students to think of a creative way to decide who will be A and who will be B by linking it to **living in fear**. Think of a ‘*living-in-fear way*’ to decide who will be A and who will be B.

Move partners to sit with each other now and invite them to decide on who will be A and who will be B.

**An example of teacher-talk:**

*“We are going to do some important thinking today. I would like you to use a **thinking-way** to decide who will be A and who will be B. You need to create a thinking-way that does not include touching<sup>1</sup>. We will know you have a thinking-way if no one else in the class has the same idea. If you think you might use the alphabet or rock-paper-scissors to make your decision, you will have to use those ideas in a different way, a way that shows you are using a new way of thinking. Your brain likes a challenge, and it likes the surprise of a new or novel idea. Thinking of new or innovative ways is an important skill to develop. To get you started you might talk to each other about your family, your hobbies, and your likes and dislikes. Notice similarities and differences. Together think of a way to decide who will be A and who will be B. We can hardly wait to hear what you and your partner will come up with.”*

<sup>1</sup>Some students go right for arm wrestling; putting the ‘touching limit’ on the process eliminates physical ways of deciding.

**Coaching points:**

Before sending students to work with their partners, you might model a **thinking-way** with one of the students. For example, describe your family to your partner. Then invite the student to describe his/her family. Ask the class to notice similarities and differences while coming up with ways to decide who will be A and who will be B. This initial work will prompt thinking. Some teams might struggle a bit to generate ideas. After you have done this once, ideas will begin to flow.

**Invite A/B partners to create a thinking-way to decide who will be A and who will be B.**

Following their discussions and negotiations (2-3 minutes) invite the pairs to share how they determined the A/B, and to share their reasoning. I always give the students a countdown signal (E.g.: 3-5 seconds) to help pace them. Hearing a range of thinking gives everyone examples of creative or insightful ideas and shows that ‘*none of us is as smart as all of us together*’ (Bennis, 1997). Give the signal to bring the talking to a close. Model using a frame to report-out ideas:

**Frame:** \_\_\_ and I decided who would be A and who would be B in a thinking-way by \_\_\_; therefore, I am \_\_\_ because \_\_\_.

**Invite learners to work together to rehearse what they will say when they report-out their thinking.** Since the skill focus is on justification, emphasize that when they report-out they will be including a justification, rather than just retelling what and how they decided.

**Coaching Point:**

When students don't know who will be reporting-out, both are invested in the rehearsal. In *SmartLearning* we never select a student without to share without giving students a chance to rehearse. If students volunteer a response, rehearsal is not necessary. *Rehearsal is one of eight cognitive strategies* (Wolf, Farmer & West, 1991).

**Coaching point:** we usually invite partners to talk and then use the sound to catch their attention. We tell them the brain takes 3-5 seconds to shift from talking to listening; when they hear the sound, finish their talking then turn their attention to the teacher. We call it coming into full focus. This gives everyone time to respectfully bring their conversation to a close. At that point we introduce the reporting frame. We invite them to use the frame to rehearse what they are going to report-out. The teacher flips a coin to see who will report-out, partner A or partner B. Both students talk through what they will report-out with one partner using the frame to coach the other.

**Invite either A or B students to stand -- all of them;** hear their thinking and thank each one for his or her contribution. *Thanking students acknowledges the thinking without making a value judgement; the trust built through the process increases engagement* (Covey, 2012).

**Coaching point:**

Tell the students that standing resets the brain and helps to integrate thinking; movement increases oxygen to the brain (Mercola, 2015). As students report-out, invite the class to notice unique ways of thinking. Invite them to silently use their kinesthetic actions to show their learning. The only time a student can report-out if they have not rehearsed, is if they volunteer their own idea. We are working to create a trusting, low threat, and comfortable classroom climate. We want students to know that we appreciate that it takes a lot of confidence to report-out ideas, and that we respect their need to practice and be prepared.

**As students report-out, invite the class to notice unique or new ways of thinking.** Usually nods, smiles and even laughter accompanies the recognition of a new or innovative idea. Thinking of new, innovative or original ways is an important skill to develop. As students are encouraged and supported to generate innovative ideas, they will notice that their brains become very good at generating new and original ideas.

You might remind students to use the kinesthetic actions you have established, to silently indicate learning as the learning unfolds. Physically indicating learning builds metacognitive awareness (Bergen, 2015).

**Coaching points:**

*SmartLearning* teachers use different actions to guide learners to silently indicate they have a new idea, are making a connection, or have a question:

- **new idea** -- touch alternate elbows, or flick your index finger the air to show a light bulb turning on
- **connection** -- flash or blink hands open and closed hands or interlock thumbs to show you have a spark or are making a connection to someone else's thinking
- **question** – raise your hand, or raise palms above your shoulders, to show you have a question or are wondering about something. During whole-class sharing, students use two hands up to show they would like to share an idea or question that was sparked from the ideas of another student.

Once partners are set, it's time to set the oral language goal for today. Set goal for students based on skill of justification.

We will not be reading the story today, so the goal will be an oral language focus, rather than a goal to help them process the story. Write on board for students to refer to throughout lesson 1.

**Today's goal:**

*My goal for today is to justify my ideas with evidence from the clues I am given and any connections I may have.*

**An example of teacher-talk:**

*"Today we will be noticing what makes powerful justifying. Every time someone uses the word, 'because...' we will be listening to notice what kind of evidence works to support or justify thinking."*

**Activating Prior Knowledge:**

**Tool: *Image a Time 1•2•3***

**Coaching Point:**

With this tool learners are guided to analyze a story that reveals aspects of a concept. To model personal experience with the concept, we usually have the students first listen to a teacher's story to capture what is important. By analyzing a teacher's real-life experience, learners feel more comfortable when they reach into their own reservoir of thinking to find a story that fits with the concept. We used to do the process orally; now we add idea-sketching, so each learner has an opportunity to visually develop his or her thinking about the concept, before explaining orally. Through the research we've found that sketching develops thinking that gives learners language to express their thinking (Bell, 2009; Steele, 2018). We've also noticed that the visual-verbal balancing of activities empowers learners to engage for longer periods of time. Movement during the process increases engagement.

**An example of teacher-talk:**

*Before we read the story, we are going to use a tool called **Image-a-time 1•2•3** to help us gather clues to make a prediction. As we use the tool, you will notice important ideas and connections coming into your thinking... clues that will give you information to create a prediction. When you predict you will need to justify your thinking with evidence from the clues. To show you how **Image-a-time1•2•3** works, I will share a story with you from my own life. Your job is to listen to my story to notice what was important to me. When I finish talking, you will idea-sketch to show what was important in my story. An idea-sketch is more than a drawing. An idea-sketch gives you an opportunity to generate ideas to show what was important in the story before talking. The coaching card icons at the top of your page will help you to expand your thinking.*

Hand out the **Image-a-time** response sheet (or invite learners to fold a paper into three). Let students know that they will connect with the story today by activating their prior knowledge and making connections before reading. They will do this through the tool: **Image a Time 1•2•3**

**An example of teacher-talk:**

*"We are going to think of three times in our lives in order to help us connect to the story.*

**The first one is:**

*Think of a **time you felt anxious or nervous....** Take a moment to record down your thoughts in pictures and words. If you are having troubles remembering a time, then think of a time that might cause you to feel anxious or nervous."*

**Coaching point:**

We call drawing, idea-sketches to focus on the capturing of important ideas and details. Through our research we noticed many learners resisted drawing as a way to develop and show their understandings. Bob Steele a UBC professor Emeritus, and other researchers have shown that drawing is its own form of thinking. Drawing gives learners time to develop their ideas, and language to express ideas follows (Bell, 2009).

	<p>After students have had enough time to record their thoughts, Signal to bring the idea-sketching to a close. Invite students to meet with their A/B partner to share their ideas. Invite partner B to share their story, and partner A to listen for similarities and differences. Reverse roles.</p> <p>After a few minutes, invite students to share orally about a time their partner felt paranoid or nervous. Provide time to rehearse with their partner before reporting out. Write and review the sentence prompt on the board to help support the structure around developing oral speaking skills:</p> <p>“A time my partner, ____, felt anxious or nervous was ____. ____ felt this way because ____. One similarity and one difference I have is ____.”</p> <p>Note: This would be a good opportunity to draw attention to and remind students of the goal of <b>justification</b>.</p> <p>Repeat for the remaining two:</p> <ul style="list-style-type: none"> <li>• <b>Think of a time</b> when you witnessed someone planning or plotting to do something wrong</li> <li>• <b>Think of a time</b> when you helped someone to feel accepted OR when someone helped you to feel accepted</li> </ul> <p>Note: You may decide that you do not need to report out each think of a time item, one at a time. Instead, you could randomly select equal numbers of representatives for each sentence (for example, 3-4 from each think of a time sentence) and report out in this manner instead. You could also offer for students to choose which one they would like to report out.</p>
<p><b>Text/s:</b> processed in chunks</p> <p><b>Tools:</b> <i>With a task &amp; goals in mind, learners think with text &amp; use tools to analyze information &amp; develop skills &amp; competencies</i></p> <p><b>Reflecting:</b> <i>noticing learning in relation to goals</i></p>	<p><b>Processing:</b></p> <p><b>Predicting/Generating Hypotheses:</b></p> <p><b>Tool: <i>Weaving with Clues</i></b></p> <p><b>An example of teacher talk:</b> “<i>Today we will be using a tool called <b>Weaving with Clues</b> to help us generate a prediction on what we hypothesize the story will be about. You will be given one clue at a time and after each clue you will be asked to generate a prediction with your partner.</i>”</p> <p>Before beginning <b>Weaving with Clues</b>, co-create the CRITERIA for a Powerful Prediction and record on a t-chart that will remain visible for all students:</p> <p><b>An example of a list developed with a group of students:</b></p> <ul style="list-style-type: none"> <li>• logical</li> <li>• justified</li> <li>• uses clues from the story to justify their prediction</li> <li>• uses connections and personal experiences to justify their prediction</li> <li>• uses language that is descriptive enough to create a convincing image</li> </ul> <p>Hand out the <b>Weaving with Clues</b> response sheet.</p> <p>Before revealing the first clue, review the clues that have been revealed so far: Think of a Time sentence prompts and the Big Idea clue that was given to them when they decided on their A/B partners.</p> <p>Reveal the first clue: <b>peacock feather</b>. Students then work with their partners to discuss their predictions. This is very exciting for students and you will notice that the classroom will get very loud with the back and forth of their predictions. It is easy for them to go off on a tangent, so it is important to remind them of the criteria for powerful predictions. Once students are ready, task them to record their predictions (they can negotiate one prediction or can record down a personal prediction).</p> <p>Students will need to be guided and paced to move from conversation to a written prediction. After a few minutes, move students into deciding on their written prediction and recording ideas in box 1.</p>

When ready, signal to students to bring their conversations and writing to a close. Give partners time to rehearse how they are going to report out using the prompt, as well as which prediction they are going to share. Write prompt on the board and reveal.

*“My partner, \_\_\_\_, and I predict \_\_\_\_. We think this because \_\_\_\_.”*

*Or,*

*“My partner, \_\_\_\_, predicts \_\_\_\_. The prediction is different from my prediction because \_\_\_\_.”*

Note: This would be a good opportunity to draw attention to and remind students of the goal of **justification**. I often explain to my students that the reason why we work on how to speak is because it is a learned skill. The ultimate goal is for students to speak with their own complete sentences. As well, I explain to my students that the more we speak in complete sentences, the more likely that this will transfer to their written work.

After students have had 2-3 minutes to rehearse, signal for them to bring their conversation to a close. Role dice to determine if A or B will report-out, then draw popsicle sticks to determine which partners will share.

**Students report-out.**

Reveal the second clue: **blood**. Again, students work with their partners to discuss their predictions. At this point, remind students that a logical prediction uses the clues and if they do not generate a prediction that includes both the first and second clue, then it is not logical. Remember, students will need to be guided and paced to move from conversation to a written prediction in box 2.

When they are ready, signal to students to bring their conversations and writing to a close.

Once again, give partners time to rehearse how they are going to report out using the prompt:

*“My partner, \_\_\_\_, and I predict \_\_\_\_. We predict this because \_\_\_\_. This is different from our first prediction because \_\_\_\_.”*

*Or*

*“My partner, \_\_\_\_, predicts \_\_\_\_. \_\_\_\_ predicts this because \_\_\_\_. This is different from their first prediction because \_\_\_\_. This is different from my prediction because \_\_\_\_.”*

After students have had 2-3 minutes to rehearse, signal for them to bring their conversation to a close. Roll the dice to determine if A or B will report-out, then draw popsicle sticks to determine which partners will share.

Students report-out.

Reveal the third clue: **egg**. Again, students work with their partners to discuss their predictions.

Remember, students will need to be guided and paced to move from conversation to a written prediction.

Note: **Metacognition:**

At this point, it is important to acknowledge that as each new clue is introduced their predictions will become more sophisticated. This is a good time to encourage students to notice how their predictions have changed since the first clue. As well, it is important to encourage students to notice that their justifications will become more sophisticated because they have more language and ideas to apply to their predictions. In addition, the ideas shared by their peers may also help to reshape their predictions.

Again, students work with their partners to discuss their predictions. This time, partners will discuss a prediction based on all 3 clues. Together, they decide which prediction they will report out. Continue to remind students about the criteria for powerful predictions. Students record their predictions (they can negotiate on one or can record down a personal prediction).

Remember, students will need to be guided and paced to move from conversation to a written prediction.

When they are ready, signal to students to bring their conversations and writing to a close.

Give students time to rehearse how they are going to report out using the prompt:

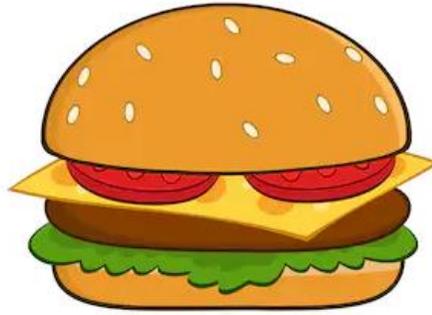
	<p><i>“My partner, ____, and I predict ____. We predict this because ____. We believe the story line is going to be about ____ because ____.”</i></p> <p style="text-align: center;">Or</p> <p><i>“My partner, ____, predicts ____. They predict this because ____. They believe the story line is going to be about ____ because ____ . This is different from my prediction because ____.”</i></p> <p><b>Questioning Before Reading:</b></p> <p>Before inviting students to collaboratively generate questions, introduce one last clue: <b>The cover of the book.</b> Ask students to think back to their predictions so far and notice what they are wondering about the story now. Again, in their AB partner, students generate questions they are wondering now. This can be written on the back of their Weaving with Clues tool sheet.</p> <p><b>An example of teacher-talk:</b></p> <p><i>“Questioning is a wonderful way to deepen and extend our thinking. You know several clues to the story now and you have heard many different predictions from your peers. What are you wondering right now? What would you like to the author? Talk with your partner for a few minutes before we hear questions from everyone.”</i></p> <p>When you feel students have had ample time, bring their conversations to a close. This is a good time to deviate from the structured conversation and offer for any volunteers to share their questions. When I take volunteers, I do not bother with rehearsal time as students who volunteer are usually quite comfortable with reporting out.</p> <p>After hearing a sampling of the class’ questions invite students to jot down any new questions they may have received from their peers. Some teachers use this as an opportunity to work on the layering of questions. You could also use the <b>POPCORN</b> method and have students ‘pop up’ as soon as someone shares a question that sparks a new question for them.</p> <p>They would say:  <i>“I would like to add to (name of student). ____’s question. The question made me wonder ____.”</i>          Now that students have predicted and generated questions, they will then take their ideas to a write.</p>
<p><b>Task analysis:</b> <i>What is this task asking us to do?</i></p> <p><b>Setting/reviewing criteria for the task</b></p> <p><b>Setting s-t-r-e-t-c-h goals</b> for the task...</p> <p><b>Setting the image...</b></p>	<p><b>Task:</b> What do you predict the big idea/message will be in this story?</p> <p>Let students know that in a moment they will do <b>walk-to-talk</b> to generate a final prediction that will be collected today. Remind them of the <b>T-chart</b> you co-created with them about a powerful prediction. They may use this to refer to as they write their predictions to ensure that they are meeting all the criteria for a powerful prediction.</p> <p>Invite students to put themselves into a comfortable thinking position. Guide them through an image to re-view the clues and connections they made during <b>Image-a-time 1-2-3</b> and <b>Weaving with Clues:</b></p> <ul style="list-style-type: none"> <li>• <i>notice the title of the story... <u>Feathers and Fools</u>...</i></li> <li>• <i>notice clues and connections from exploring stories about what is important about feeling nervous or a little paranoid...</i></li> <li>• <i>notice clues and connections from the stories about someone plotting or planning to do something wrong... what do you see... hear... feel</i></li> <li>• <i>notice clues and connections from the stories about someone being accepted... or welcomed... what do you see... hear... feel</i></li> <li>• <i>let your brain play with everything you now know... information from the clues, from your idea-sketching... talking to your partner... listening to ideas reported out in the class</i></li> <li>• <i>notice what you think will be important in <u>Feathers and Fools</u>...and why...</i></li> <li>• <i>notice lessons that might be learned... or messages the author Mem Fox might want you to understand... what might happen in a story with these clues...</i></li> <li>• <i>the ideas you want to write first</i></li> <li>• <i>notice the ideas you want to write next</i></li> <li>• <i>image the ideas you want to write at the end of your prediction...</i></li> </ul>

	<ul style="list-style-type: none"> <li>when I count to three begin writing to predict what you think will be an important idea, lesson or message in the story, <i>Feathers and Fools</i>. Use clues and connections you made to justify your thinking...1•2•3.</li> </ul> <p><b>An example of teacher-talk:</b>  <i>"In a moment you and your partner will stand and talk to generate ONE final prediction based on the clues you have been given. You may walk and talk if that helps your thinking. You will have three or four minutes to create a prediction, your best guess of what you think will happen in Feathers and Fools. One of you will explain your prediction and the other partner will explain why you think this will happen. You will need to use evidence from the clues you have been given."</i></p> <p><i>Once writing begins to emerge, walk around and invite students to volunteer to read what they have written so far. Tell them that hearing each other's' writing will encourage more ideas for everyone. As students begin to finish, have them do a <b>Writer's Mumble</b>, reading their writing to themselves in a voice just above a whisper, crossing out words they don't want, and adding others... to make the writing say what they want it to say.</i></p> <p>Note: At the end of day one, collect and read through the students' predictions and highlight any criteria that was met according to the established criteria in the powerful predictions T-chart. You could select quotes from students work and write them up on the board for students to work with at the beginning of day two.</p>
	<p><b>Reflecting on learning</b></p>
<p><b>On goals &amp; strengths</b></p>	<p><b>Finding evidence</b> of meeting <i>s-t-r-e-t-c-h</i> goals... noticing strengths  <b>Invite learners to look at their goals and put a checkmark in their work that shows they met their goals.</b></p>
<p><b>New thinking...</b></p>	<p><b>A/B-talk:</b> Discussing new ideas•connections•questions... emerging in the learning          The new ideas, questions and connections will be in relation to the today's work.</p>
<p><b>Setting/discussing &amp; justifying goals</b></p>	<p><b>Next steps...</b>          Reflect on whether they met their goal for today and what they might do differently in the next lesson.</p>

<sup>1</sup>Text includes oral interactions, images, print, media, experiments, drama, presentations, hands-on experiences, fieldtrips...

<p><b>Task/s:</b></p> <p><b>Talk structures:</b></p> <p><b>The Thinking behind the planning:</b></p> <p><b>Preparation:</b></p>	<p style="text-align: center;"><b>Lesson 2</b></p> <p>The thinking behind today's lesson is that students will begin to gather what they need to respond to the sequence end task as they read through chunk 1. They will do a task analysis of the final task to help them determine what it is they need to focus on. I often describe this as visiting a friend's house to cook dinner with them. As they walk to their friend's house (or read through the story) they will have a basket with them to pick up what they need for the dinner menu. There will be things they come across on their walk that they might like but won't need for dinner. They must only gather what they need so they can make dinner with their friend. This is what it is like to read a story with purpose. They will read the story with their end-task in mind and collect what they need along the way. Setting their <i>s-t-r-e-t-c-h goal</i> with a focus and using the <i>Idea-sketch Tagline</i> response sheet will help them do this and gather what they need. The idea is that by the time they get to their friend's house (or finished reading the story), they will have what they need to cook dinner (in this case, respond to the final task). We will use the same A/B partners as lesson 1. They will continue to use the reporting out frames to share their ideas.</p> <p>Their transforming task will be a synthesis of the chunk by creating a tagline.</p>
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<p><b>Building Community</b></p> <p><b>Setting the purpose</b> Task... role/s</p> <p><b>Developing criteria</b> for the learning</p> <p><b>Using criteria</b> to set <i>s-t-r-e-t-c-h</i> goals</p> <p><b>Using Tool/s:</b> to activate prior knowledge &amp; make connections, generate questions; develop prediction/hypotheses...</p> <p><b>Reflecting on learning</b></p>	<p><b>Connecting:</b></p> <p><b>1. Reconnecting with the Story</b></p> <p>To begin day 2, share the highlighted predictions you worked on after lesson 1. This can be done by distributing their tool sheets back to them or projecting volunteers. Be sure that everyone has a copy of the co-created T-chart created yesterday for powerful predictions.</p> <p>Review the criteria for powerful predictions.</p> <p>With their A/B partners, side by side, they review what was highlighted on their prediction and will decide on which criteria the highlighted quotes have met. They will record them under 'Evidence' on the T-chart. Some students will notice that they have not met all of the criteria. This is ok. Give students 10 minutes to work through this task.</p> <p>Signal for students to bring their conversations to a close.</p> <p>Invite students to share the evidence that was highlighted and facilitate the conversations by drawing their attention to powerful predictions. This activity serves as a means of re-connecting with lesson 1. The more students who share, the more the re-connect with the story and rebuild an excitement of what's to come in the story today.</p> <p>Before processing the story on day two, reconnect further with the story by reviewing what they did with <b>Image-a-time</b> and <b>Weaving with Clues</b> from the day before. This can be done orally and used to build excitement of what's to come in the story today.</p> <p>Finally, offer the opportunity for students to volunteer any outstanding questions that came to mind after hearing each other's predictions.</p> <p><b>2. Setting Goals for Reading</b></p> <p>We are almost ready to begin reading today. The students will set a personal stretch goal for reading today to help them achieve their final task.</p> <p><b>Research underpinning the setting <i>s-t-r-e-t-c-h</i> goals:</b>  <i>Deliberate practice is an important term. This is the type of practice that is consciously devoted to the improvement of a skill, as distinct from the exercise of that skill (Hattie &amp; Yates, 2013).</i></p> <p><i>There are several doorways to flow... when we tackle a task that challenges our abilities to the maximum – a 'just-manageable' demand on our skills... a keen focus... jump-starts flow. This optimal brain state for getting work done is marked by a greater neural harmony (Esterman et al, 2012).</i></p> <p><i>Expert learners... deliberately construct and seek out training in which the set goal exceeds their current level of performance... the more time expert performers are able to invest in deliberate practice with full concentration, the further developed and refined their performance (Ericsson, 2003).</i></p> <p><i>An attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding works best for inspiring learning... Learning is enhanced through conceptual processing: the more complex the task the greater the learning (Hattie, 2012).</i></p> <p>To set their goal, I reveal their final task. I use the analogy of a hamburger where the <b>top</b> bun is the <b>final task</b>, the <b>bottom</b> bun is the <b>goal</b>, and everything in the <b>middle</b> is what they will <b>read and process</b> from the story today.</p>
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**An example of teacher-talk:**

*“Goal setting is a very important skill for readers to develop. Good readers do this automatically. They do this to help them understand the story better. They also look at the final task and decide on what they need to focus on in order to respond to the end task. So, before we set our goal for today, we will need to look at what the final task is asking us to do. Once we know what we have to do at the end of our reading today, we can decide on what we need to focus on as we read. Here is your final task:*

**Write to show who you believe to be the fool in this story. Write in role as either a peacock or swan to show what you have learned from this terrible mistake and why you believe this foolish mistake happened.**

**Remember to justify your thinking and feeling in order to show the lesson you have learned.**

*“What is our final task asking us to do?”*

At this point students point out details such as: **write in role**, **what you have learned**, **show who you believe**, and **why this foolish mistake happened**. Together, we highlight those details to help us then look at our icon strip to identify our focus.

Now....

**Write to show who you believe to be the fool in this story. Write in role as either a peacock or swan to show what you have learned from this terrible mistake and why you believe this foolish mistake happened.**

**Remember to justify your thinking and feeling in order to show the lesson you have learned.**

**An example of teacher-talk:**

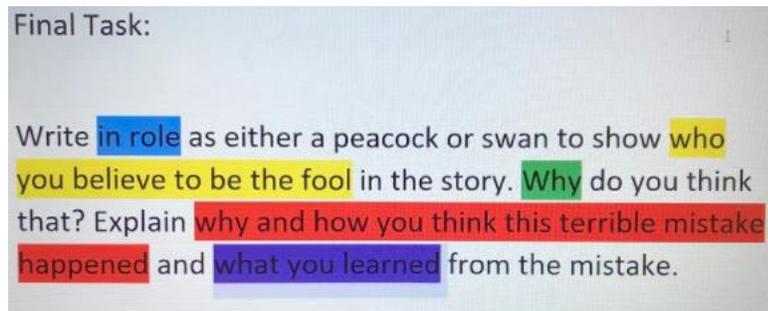
*(Task analysis) Look at the s-t-r-e-t-c-h goal for today’s lesson. Talk to your partner about what that goal is asking us to do. (After a few moments of talk... hear ideas from volunteers) ... Everyone had some experience justifying their thinking when we decided A/B partners in a thinking-way today. Today I set the stretch goal for you to justify your ideas with evidence; at the end of the lesson you will reflect to find evidence of meeting that goal. Tomorrow when we build criteria together you will use the criteria to set your own personal stretch goals. Stretch goals are what athletes, dancers, musicians, experts... set to reach new levels of skill. We are doing the same work to develop more powerful skill sets.*

*We will be building our brainpower today. As we work together, your job will be to notice when your brain gets a new idea, or when you make a connection to something you already know. When your brain pauses to notice things, it causes the information to stick in your brain. The part of your brain that notices things gets stronger and smarter.*

Look at the brain activity icons at the top of the page. Now let's look at our icon strips, which icons will help us gather what we need? Let's do this together and circle the ones we think should be the focus."

Students typically circle:

- Who?
- Message
- What's important? Or What's happening? (to help them figure out who the fool is)
- Problems, issues, actions (to help them figure out the terrible mistake)



Sample task analysis from a former sequence

"So now, your stretch goal as you read today is to capture what's important by focusing on who, message, what's happening, and problems/issues/actions. To help you read and understand the story better, you will gather those ideas in pictures and in words. As you read, notice the kinds of images that come to your mind. When we reflect on our learning today, we will come back to your goal and try to find evidence of it in your reading."

Teacher writes the goal on board:

**My goal is to capture what's important by focusing on who, message, what's happening, and problems/issues/actions to help me decide on who I believe is the fool in this story.**

\*\* Note: Depending on your students, you may want to focus on only two icons. The idea, however, is to give purpose to our reading. This will be for you and your students to decide together on what is best for them. What we don't want is for students to read and gather random ideas that make it difficult to focus on the important details they will need for their final task. For example, you might want to focus on only: **who** and **problems/issues/actions**. \*\*\*

Keep this goal visible for the duration of the sequence.

**Text/s:** processed in chunks

**Tools:**  
*With a task & goals in mind, learners think with text & use tools to analyze information & develop skills & competencies*

**Processing:**

**Tool: Idea-sketch-Tagline**

The idea behind this tool is that students will sketch/write ideas they hear and read about, with their goal focus in mind. They will then synthesize their ideas down to one Tagline once they've met with their A/B partner.

**Idea-Sketch-Tagline**

The teacher reads the first chunk of the story as the students follow along with their eyes on text.

<p><b>Reflecting:</b> <i>noticing learning in relation to goals</i></p>	<p>The teacher reads the chunk for a second time and the students begin thinking about and drawing/writing the important ideas and images from the text.</p> <p>The teacher may choose to read the text a third time to give the students more time to gather any ideas they may have missed.</p> <p>Read the story a fourth time, but this time have the students <b>Radio-read</b> with you. Bring special attention to the conventions in the story, pausing at commas, resting at periods, showing intonation when there is an exclamation mark or question, portraying the mood of the story with a change in intonation. This is an important point to make with the students because they will be writing in role for their final task.</p> <p>Students leave the tagline blank for now.</p> <p>Note: It is important to remind students that what they are gathering are the items they circled on their icon strip (their goal). This is their focus for reading. The tool sheet includes these prompts and can be altered depending on how many items you and your students have decided to focus on.</p> <p>When ready, students meet with their A/B partners. Invite partners to explain their important ideas and images, paying special attention to the icons on which they were supposed to focus. Some students will notice right away that they missed some of the items identified in their goal. This is something they can do together with their partner. As their partner listens, ask them to notice differences and similarities to what they captured.</p>
<p><b>Task analysis:</b>  <i>What is this task asking us to do?</i></p> <p><b>Setting/reviewing criteria for the task</b></p> <p><b>Setting s-t-r-e-t-c-h goals</b> for the task...</p> <p><b>Setting the image...</b></p>	<p><b>Transforming:</b> personalizing &amp; demonstrating understanding</p> <p><b>Tool: Adding a Tagline to summarize or synthesize what is important in the idea-sketch</b></p> <p><i>When the processing includes summarizing – orally and/or in writing – or the generating of a keyword gist, learners clear their working memories and develop metacognitive control... before moving on to learn new information. Reading comprehension increased by 50% when learners created 5-7word keyword gists following the reading of a passage (OECD, 2010).</i></p> <p><b>An example of teacher-talk:</b>  <i>Now, look at your pictures and ideas you captured and think about what is really important in the passage/s I read. I want you to think of some words – 5 to 7 – that will capture what’s important in your picture. We call this a putting a tagline on a picture. Your words need to send a clear image and a feeling of what is important. Think of it like a newspaper headline. If I had read you a news story about flooding, my picture might be about people leaving. A tagline might be: Floodwaters rising people race to leave. Do you get a picture from those words? Do you get a feeling? Look at your picture. Come up with 5-7 words that send an image and a feeling.</i></p> <p><i>As learners venture into generating taglines, read samples of the words emerging. Invite learners to notice if the words send an image and a feeling. This is such important work, work that has the power to deepen and magnify comprehension. At first the work will feel like walking through molasses. After some experience, the task of generating taglines will come naturally. You can use moments during the day to tagline moments.</i></p> <p>Once students have shared their ideas, together with their partner, they write a tagline that synthesizes the big idea for this chunk.</p> <p>They will need to be paced for this, so it is appropriate to give them a separate chunk of time to do their tagline together.</p> <p>After meeting for about 5 minutes, provide students with rehearsal time to practice the prompt:          “The tagline my partner, ____, and I decided on is _____. We feel this is important because____. Right now, we believe the fool in the story is ____ because _____.”</p> <p>Students report-out.</p>
	<p><b>Reflecting on learning</b></p>

<b>On goals &amp; strengths</b>	<b>Finding evidence</b> of meeting <i>s-t-r-e-t-c-h</i> goals... noticing strengths <b>Invite learners to look at their goals and put a checkmark in their work that shows they met their goals.</b>
<b>New thinking...</b>	<b>A/B-talk:</b> Discussing new ideas•connections•questions... emerging in the learning The ideas, questions and connections may be in relation to the work they've done today.
<b>Setting/discussing &amp; justifying goals</b>	<b>Next steps...</b> Reflect on whether they met their goal for today and what they might do differently in the next lesson.

<sup>1</sup>Text includes oral interactions, images, print, media, experiments, drama, presentations, hands-on experiences, fieldtrips...

	<b>Lesson 3 &amp; 4 (repeat day 3 in the same manner as day 4)</b>
<b>Task/s:</b> <b>Talk structures:</b> <b>The Thinking behind the planning:</b> <b>Preparation:</b>	<p>The thinking behind lessons 3 and 4 are much the same as the thinking for lesson 2. Students will continue to gather what they need for their end-task. They will re-connect to their story by re-reading chunk 1 and reviewing what they gathered on their <b>Idea-Sketch-Tagline</b>. They will be offered the opportunity to reflect on how successful they were with their goal-setting from lesson 2. This is an important metacognitive strategy as it honours the agency of our students. Students are given the opportunity to re-calibrate with the story and determine if they are gathering what they need. If they discover that they are not gathering what they set out for in their goal, they will be able to try again today (and in lesson 4).</p> <p>The students will continue with their A/B partners</p> <p>Their end tasks for lessons 3 and 4 will be the co-created tagline once again.</p>
<b>Building Community</b> <b>Setting the purpose</b> Task... role/s <b>Developing criteria</b> for the learning <b>Using criteria</b> to set <i>s-t-r-e-t-c-h</i> goals <b>Using Tool/s:</b> to activate prior knowledge & make connections, generate questions; develop prediction/hypotheses... <b>Reflecting on learning</b>	<p><b>Connecting:</b></p> <p>Students will re-connect with lesson 2 by re-reading chunk 1.</p> <p>Distribute <b>Idea-Sketch-Tagline</b> from lesson 2.</p> <p>Invite students to use a different colour pen to record any new questions, connections, or new predictions. They will do this independently. They record these new ideas in chunk 1 of <b>Idea-Sketch-Tagline</b>.</p> <p>Draw students' attention to the ideas they sketched and gathered for lesson 2. As you re-read, invite them to add any new ideas or a new tagline.</p> <p><b>An example of teacher-talk:</b> <i>Yesterday you did a lot of smart thinking on the story, Feathers and Fools. You have learned a lot about the story already and are smarter because of it. Before we move into chunk 2, we are going to re-connect with where we left off so that we can get our brains warmed up. It is also a really great way to remind us of things we may have forgotten from chunk 1. This happens to me too! To help us remember and jump back into the story, you are going to re-read everything you and your partner captured yesterday. Look at the images you captured, read your words, read your tagline. As you read, you might find that new ideas, questions, or connections come to mind. Feel free to use your different colour pen to add it to chunk 1. Don't worry about not having enough room. You can squeeze it in, use arrows, even write on top of something. Thinking is sometimes messy and that's ok! Go ahead and begin re-connecting now."</i></p> <p>Once students have had enough time to add any new ideas, questions, or connections to chunk 1, invite students to volunteer and popcorn any new questions they have about chunk 2. Remind students that they may add onto each other's questions.</p> <p>At this time, students may also volunteer any predictions they have about what is to come next.</p> <p>Once you see that students have re-connected with chunk one, pause to discuss and remind students of their stretch goals and what they are focusing on as they read today.</p> <p><b>An example of teacher-talk:</b> <i>Yesterday I revealed the final task to you (refer to final task on board/chart paper). Let's look at it again. Today our hunt for what we need for the final task will continue. (Have students recall and point out the focus for their stretch goal) You will continue to gather this in your Idea-Sketch-Tagline for the next chunk of the story.</i></p>

	<p><i>At the end of the chunk 1, we reflected on our goal and looked for evidence that we met it. Did you meet your goal? Did you gather everything you circled on your icon strip? If not, you will need to focus hard today to make sure that you gather everything you need. Remember that I will read the story with you 4 times or more if you need it. You will have all the time you need.</i></p> <p>Move into chunk 2.</p>
<p><b>1<sup>st</sup>Text/s:</b> processed in chunks</p> <p><b>Tools:</b> <i>With a task &amp; goals in mind, learners think with text &amp; use tools to analyze information &amp; develop skills &amp; competencies</i></p> <p><b>Reflecting:</b> <i>noticing learning in relation to goals</i></p>	<p><b>Processing:</b></p> <p><b>Tool: Idea-sketch·Tagline</b> (follow same process for from chunk 1 for chunks 2 &amp; 3). In the same manner as lesson 2, students will sketch/write ideas they hear and read about, with their goal focus in mind.</p> <p>They will then synthesize their ideas down to one Tagline after they've met with their A/B partner.</p> <p><b>Idea-sketch·tagline;</b></p> <ul style="list-style-type: none"> <li>• The teacher reads the second chunk of the story as the students follow along with their eyes on text</li> <li>• The teacher reads the chunk for a second time and the students begin thinking about and drawing/writing the important ideas and images from the text.</li> <li>• The teacher may choose to read the text a third time to give the students more time to gather any ideas they may have missed, and invite learners to be thinking of places in the text where sounds or gestures might be added to animate the story.</li> <li>• Read the story a fourth time, but this time have the students <b>radio read</b> with you, adding sounds or movement suggested by the students. Bring special attention to the conventions in the story, pausing at commas, resting at periods, showing intonation when there is an exclamation mark or question, portraying the mood of the story with a change in intonation. This is an important point to make with the students because they will be writing in role for their final task.</li> <li>• Students leave the tagline blank for now.</li> </ul> <p>Note: It is important to remind students that what they are gathering are the items they circled on their icon strip (their goal). This is their focus for reading. The tool sheet includes these prompts and can be altered depending on how many items you and your students have decided to focus on.</p> <p>When ready, students meet with their A/B partners. Invite partners to explain their important ideas and images, paying special attention to the icons on which they were supposed to focus. Some students will notice right away that they missed some of the items identified in their goal. This is something they can do together with their partner. As their partner listens, ask them to notice differences and similarities to what they captured.</p>
<p><b>Task analysis:</b> <i>What is this task asking us to do?</i></p> <p><b>Setting/reviewing criteria for the task</b></p> <p><b>Setting s-t-r-e-t-c-h goals</b> for the task...</p> <p><b>Setting the image...</b></p>	<p><b>Transforming:</b> personalizing &amp; demonstrating understanding (same process as chunk 1)</p> <p><b>Tool: Adding a Tagline to summarize or synthesize what is important in the Idea-sketch</b></p> <p><i>When the processing includes summarizing – orally and/or in writing – or the generating of a keyword gist, learners clear their working memories and develop metacognitive control... before moving on to learn new information. Reading comprehension increased by 50% when learners created 5-7word keyword gists following the reading of a passage (OECD, 2010).</i></p> <p><b>An example of teacher-talk:</b> <i>Now, look at your pictures and ideas you captured and think about what is really important in the passage/s I read. I want you to think of some words – 5 to 7 – that will capture what's important in your picture. We call this a putting a tagline on a picture. Your words need to send a clear image and a feeling of what is important. Think of it like a newspaper headline. If I had read you a news story about flooding, my picture might be about people leaving. A tagline might be: Floodwaters rising people race to leave. Do you get a picture from those words? Do you get a feeling? Look at your picture. Come up with 5-7 words that send an image and a feeling.</i></p>

	<p><i>As learners venture into generating taglines, read samples of the words emerging. Invite learners to notice if the words send an image and a feeling. This is such important work, work that has the power to deepen and magnify comprehension. At first the work will feel like walking through molasses. After some experience, the task of generating taglines will come naturally. You can use moments during the day to tagline moments.</i></p> <p>Once students have shared their ideas, together with their partner, they write a tagline that synthesizes the big idea for this chunk.</p> <p><b>Pace the time.</b> Hear examples that are emerging in the class. After meeting for about 5 minutes, provide students with rehearsal time to practice the prompt: “The tagline my partner, ____, and I decided on is _____. We feel this is important because _____. Right now, we believe the fool in the story is ____ because _____.” <b>Students report-out.</b></p>
	<b>Reflecting on learning</b>
<b>On goals &amp; strengths</b>	<p><b>Finding evidence</b> of meeting <i>s-t-r-e-t-c-h</i> goals... noticing strengths <b>Invite learners to look at their goals and put a checkmark in their work on evidence that shows they met their goals.</b></p>
<b>New thinking...</b>	<p><b>A/B-talk:</b> Discussing new ideas•connections•questions... emerging in the learning The ideas, questions and connections may be in relation to the work they’ve done today.</p>
<b>Setting/discussing &amp; justifying goals</b>	<p><b>Next steps...</b> Reflect on whether they met their goal for today and what they might do differently in the next lesson.</p>

<sup>1</sup>Text includes oral interactions, images, print, media, experiments, drama, presentations, hands-on experiences, fieldtrips...

	<b>Lesson 5</b>
<p><b>Task/s:</b></p> <p><b>Talk structures:</b></p> <p><b>The Thinking behind the planning:</b></p> <p><b>Preparation:</b></p>	<p>The thinking behind today’s lesson is that students will be able to use all that they have been gathering as they read through the story. It is especially important that we work our students to the point of feeling equipped and ready to respond to the task today. They will be set up with another task analysis, a review of criteria with a t-chart, and we will set the image for them. This will be their first write and will have the chance to polish their writing before submission in lesson 6.</p> <p>Students will continue with their A/B partner.</p>
<p><b>Building Community</b></p> <p><b>Setting the purpose</b> Task... role/s</p> <p><b>Developing criteria</b> for the learning</p> <p><b>Using criteria</b> to set <i>s-t-r-e-t-c-h</i> goals</p> <p><b>Using Tool/s:</b> to activate prior knowledge &amp; make connections, generate questions; develop prediction/hypotheses...</p> <p><b>Reflecting on learning</b></p>	<p><b>Connecting:</b></p> <p>Students will re-connect with lesson 2, 3, and 4 by re-reading the entire story. Distribute <b>Idea-sketch-Tagline</b> sheets from lessons 2, 3, &amp; 4.</p> <p>Draw students’ attention to what they gathered for all 3 chunks of the story. Invite them to independently add any new ideas, questions, connections in a different colour pen.</p> <p><b>An example of teacher-talk:</b> <i>Over the last few days, you did a lot of smart thinking on the story, <u>Feathers and Fools</u>. You have been gathering all that you need to help you respond to the final task where you will write in role as either a peacock or swan. You will also need to explain who you believe to be the fool and why this terrible mistake happened. Before we move into our final task, we are going to re-connect with the story. Look at the images you captured, read your words, read your Taglines. As you read, you might find that new ideas, questions, or connections come to mind. Feel free to use your different colour pen to add it to chunk 1. Go ahead and begin re-connecting now.</i></p> <p>Once students have had enough time to add any new ideas, questions, or connections, invite students to volunteer and popcorn any new questions they have about the story. Remind students that they may add onto each other’s questions.</p>

	<p>You may also invite them to share any reactions they have to the story. They will be anxious to share who they believe to be the fool in the story!</p>
<p><b>Text/s:</b> processed in chunks</p> <p><b>Tools:</b> <i>With a task &amp; goals in mind, learners think with text &amp; use tools to analyze information &amp; develop skills &amp; competencies</i></p> <p><b>Reflecting:</b> <i>noticing learning in relation to goals</i></p>	<p>It is almost time to transform their understanding of the story. Before moving into the writing portion, we will need to do a <b>task analysis</b> and <b>Set the image</b>. You will have already done a task analysis together when the students set their goal. Review this with them.</p> <p><b>Write to show who you believe to be the fool in this story. Write in role as either a peacock or swan to show what you have learned from this terrible mistake and why you believe this foolish mistake happened.</b></p> <p><b>Remember to justify your thinking and feeling in order to show the lesson you have learned.</b></p> <div data-bbox="570 678 1365 997" data-label="Image"> </div> <p>Once you have re-analyzed the task together, take their focus to a master T-chart. There, you will co-create and record the criteria they must include in their final task. At this time, you can also include criteria for powerful writing for your grade level. Your T-chart might include:</p> <ul style="list-style-type: none"> <li>• Written in role</li> <li>• The fool is stated</li> <li>• Explain the terrible mistake</li> <li>• Word choice</li> <li>• Perhaps what the characters learned</li> </ul> <p>Givens:</p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Suitable punctuation</li> <li>• Spelling</li> </ul>
<p><b>Task analysis:</b> <i>What is this task asking us to do?</i></p> <p><b>Setting/reviewing criteria for the task</b></p> <p><b>Setting s-t-r-e-t-c-h goals</b> for the task...</p> <p><b>Setting the image...</b></p>	<p><b>Transforming:</b> personalizing &amp; demonstrating understanding</p> <p><b>Tool: Setting the Image</b> It is time to move into the writing portion. Your students have been working their way towards this. Before sending them off, help to set the image for them so they see themselves as the character in the story.</p> <p><b>An example of teacher-talk:</b> “You are about to begin your response to your final task. Now, you are about to write in role as either a peacock or a swan. See yourself as _____. What are you thinking? What are you feeling? What is causing you to feel this way? What happened? Notice where you are in the story. Notice the smells around you. Notice the emotions. Notice the sounds. Notice the voices. Take me into your life as _____ and show me who you believe to be the fool in this story and why. Remember that you have been gathering everything that you need for this write. Don’t forget that you can look back at what you gathered in your chunks to help you. You may begin.”</p>

	<p><b>Coaching Point:</b> Task analysis is a very important skill. With each task we give the learners, we always get them to work together to unpack what they are expected to do. The payoff has been immense. We are now seeing much more sophisticated achievement, in far less time (Close, 2009/2010).</p> <p><b>Writing and Responding</b> I usually give my students as much time as they need to write when completing a picture book sequence. I try to follow their lead. As students write, I walk around inviting students to share what they have written so far. This inspires others and helps to keep others on track. I point out the criteria they are hitting from the t-chart. This serves as a reminder to others as well.</p> <p><b>An example of teacher-talk:</b> <i>“Make sure that you use this checklist so that you meet the expectations of this task. Remember to refer to the T-square as well to make sure that you are meeting the requirements of writing at the grade 6/7 level.”</i></p> <p><b>An example of teacher talk:</b> “As I move about, I am going to tap you on the shoulder and invite you to read your beginning. Hearing ideas is like a fuel pump for thinking. As you are writing feel free to cross out words and add new words. If you don’t like your beginning, put an X and start again. Writers start, stop and then start again. Each time they get closer to what they really want to say. Continue to have students read their writing. Encourage students to bring their writing to a close after students begin to indicate that they are ready. When they are done, I collect their final tasks. Note: The final task can be done on the <i>‘Idea-sketch-Tagline’</i> sheet or on lined paper if students prefer. Also, ensure that each student has a copy of the <b>T-chart</b> and co-created criteria for powerful writing. Overnight: Teacher highlights powerful passages, phrases or words in the students’ writing to use for the class analysis of what works, and what is powerful in the writing.</p>
	<p><b>Reflecting on learning</b></p>
<p><b>On goals &amp; strengths</b></p>	<p><b>Finding evidence</b> of meeting <i>s-t-r-e-t-c-h</i> goals... noticing strengths <b>Invite learners to look at their goals and put a checkmark in their work that shows evidence they met their goals.</b></p>
<p><b>New thinking...</b></p>	<p><b>A/B-talk:</b> Discussing new ideas•connections•questions... emerging in the learning The ideas, questions and connections may be in relation to the work they’ve done today.</p>
<p><b>Setting/discussing &amp; justifying goals</b></p>	<p><b>Next steps...</b> Reflect on whether they met their goal for today and what they might do differently in the next lesson.</p>

<p><b>Task/s:</b></p> <p><b>Talk structures:</b></p> <p><b>The Thinking behind the planning:</b></p> <p><b>Preparation:</b></p>	<p style="text-align: center;"><b>Lesson 6</b></p> <p>The thinking behind today’s lesson is the chance for students to have multiple opportunities to succeed. This will be the day students will polish their writing and will decide which piece of writing they would like to submit.</p>
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<p><b>Building Community</b></p> <p><b>Setting the purpose</b> Task... role/s</p> <p><b>Developing criteria</b> for the learning</p> <p><b>Using criteria</b> to set <i>s-t-r-e-t-c-h</i> goals</p> <p><b>Using Tool/s:</b> to activate prior knowledge &amp; make connections, generate questions; develop prediction/hypotheses...</p> <p><b>Reflecting on learning</b></p>	<p><b>Today is about polishing their writing! Pass out writing from lesson 5.</b></p> <p>In A/B partners invite the students to talk about why they think the teacher highlighted the particular parts in the writing. What criteria did they meet?</p> <p>Invite students to listen to a sampling of highlighted passages. Revisit the criteria for the High Inference Task and the criteria for conventions, included in the T-chart.</p>
<p><b><sup>1</sup>Text/s:</b> processed in chunks</p> <p><b>Tools:</b> <i>With a task &amp; goals in mind, learners think with text &amp; use tools to analyze information &amp; develop skills &amp; competencies</i></p> <p><b>Reflecting:</b> <i>noticing learning in relation to goals</i></p>	<ul style="list-style-type: none"> <li>Have students record evidence that matches the criteria in the <b>T-chart</b>.</li> </ul> <p>They might the <i>Editing without Agony</i> sheet or fold a paper to match the number of criteria on the <b>T-chart</b>. They search through their writing to find evidence of meeting the criteria.</p> <p style="text-align: center;"><b><i>Where there is a hole, there is a goal for refining.</i></b></p>
<p><b>Task analysis:</b> <i>What is this task asking us to do?</i></p> <p><b>Setting/reviewing criteria for the task</b></p> <p><b>Setting <i>s-t-r-e-t-c-h</i> goals</b> for the task...</p> <p><b>Setting the image...</b></p>	<ul style="list-style-type: none"> <li>Students use this time to polish and rewrite their final task once more before submitting the final assessment.</li> </ul> <p>The samples below show how students can use the colour coding from the task analysis, to match it with their writing before recording their evidence in the T-chart.</p> <div data-bbox="532 1381 1404 1732" style="border: 1px solid gray; padding: 10px;"> <p>Final Task:</p> <p>Write <b>in role</b> as either a peacock or swan to show <b>who</b> you believe to be the fool in the story. <b>Why</b> do you think that? Explain <b>why and how you think this terrible mistake happened</b> and <b>what you learned</b> from the mistake.</p> </div>

I am a swan and I think that the peacocks are the fools. I think that because the peacocks are the first one who started all of this because the first peacock said how strange swans swim. If we swim we should surely drown that's what the peacocks said.

Then the peacocks made arrows made out of peaco and we sharpened our feathers. The peacocks are such fools because they mistook my feet for a arrow, but I was just making a nest then he threw a arrow it was just making like a jet. It hit me and it felt like fast act hit by a tank. I think that the peacocks will say sorry to us from this book I learned that you could not be mean this was a fearful and grateful won THE EVIL.

I am a swan and I have just demand a bloody war. One day me and my swan buddy were just chilling in our lake and the peacocks thoughts that how we fly and swim was strange. Don't think there could be feathers are strange. The peacocks are fools because they completely assume that we would be force them to be sorry. Even though we are muscular we would never force any one to do anything.

I don't understand why anyone would start a war based off of a theory. I understand that they felt threatened but they

**Reflecting on learning**

<b>On goals &amp; strengths</b>	Learners do a final reflection on their learning, explaining what they are noticing about their thinking and learning.
<b>New thinking...</b>	They reflect on what they learned through the process and how they might use what they learned from the story in their own lives.
<b>Setting/discussing &amp; justifying goals</b>	They set personal s-t-r-e-t-c-h goals for reading and writing.