

Wayland Public Schools

June 6, 2016 School Committee Meeting

Curriculum Spotlight #15

Grade 6 Granny Torrelli Unit

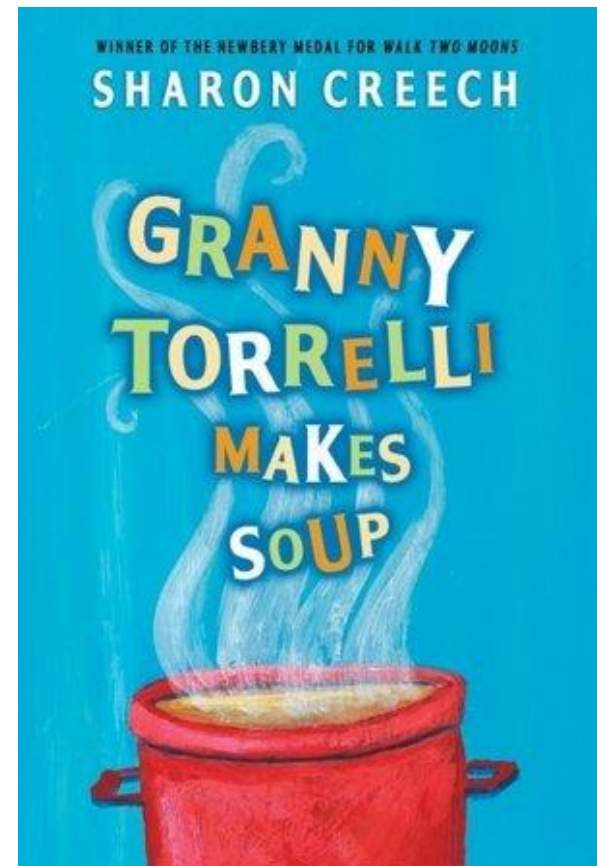
Grade 6 Granny Torrelli Unit

Teachings

Story Signposts

Flipped Classroom

Growing Talk



Grade 6 Granny Torrelli Unit

Notice and Note: Strategies for Close Reading (Excerpts)

by Kyleene Beers and Robert E. Probst

“Our concern was that we still saw too many readers who plow through a book giving it little thought; too many readers who finish the page or the chapter and then, rather than express a thought, ask a question, or leap into conversation, look up at the teacher and wait. They seem not to have noticed anything, responded to anything, been touched or troubled or amused by anything.”

“Some wait patiently—or passively—for the teacher to tell them what to do next and then do that, just that, and nothing more.

Grade 6 Granny Torrelli Unit

Notice and Note: Strategies for Close Reading (Excerpt)

“What we want are kids who are curious, who dive into a text and can’t begin to think of coming up for air until they know what happens ... We want them inside the text, noticing everything, questioning everything, weighing everything they are reading against their lives, the lives of others, and the world around them.”

Grade 6 Granny Torrelli Unit

Notice and Note: Strategies for Close Reading (Excerpts)

“We asked what it was we might do that we had not yet done to help students notice something about the text that would lead them deeper into it and, simultaneously, deeper into themselves. We believe it is the interaction, the transaction, between the reader and the text that not only creates meaning but creates the reason to read.”

“Eventually, all our questioning and thinking led us to wondering if we could identify something in the text that we could teach students to notice so that their responses might become more nuanced and more reasoned.”

Grade 6 Granny Torrelli Unit

Notice and Note: Strategies for Close Reading (Excerpts)

“We began to notice some elements—which we eventually called Signposts—that occurred in all the books across genres. For each signpost, we crafted a series of questions ... that students could ask themselves once they spotted a signpost.”

Grade 6 Granny Torrelli Unit

Story Signposts

Signposts help readers dive into the story and understand it better.

Aha Moment

- A character's realization of something that shifts his actions or understand of himself, others, or the world around him

Tough Questions

- Questions a character raises that reveal his or her inner struggles

Again and Again

- Events, images, or particular words that recur over a portion of the novel

Memory Moment

- A recollection by a character that interrupts the forward progress of the story.

Contrasts and Contradictions (Grade 7)

- A sharp contract between what we would expect and what we observe the character doing: behavior that contradicts previous behavior or well-established patterns

Words of the Wiser (Grade 7)

- The advice or insight a wiser character, who is usually older, offers about life to the main character.

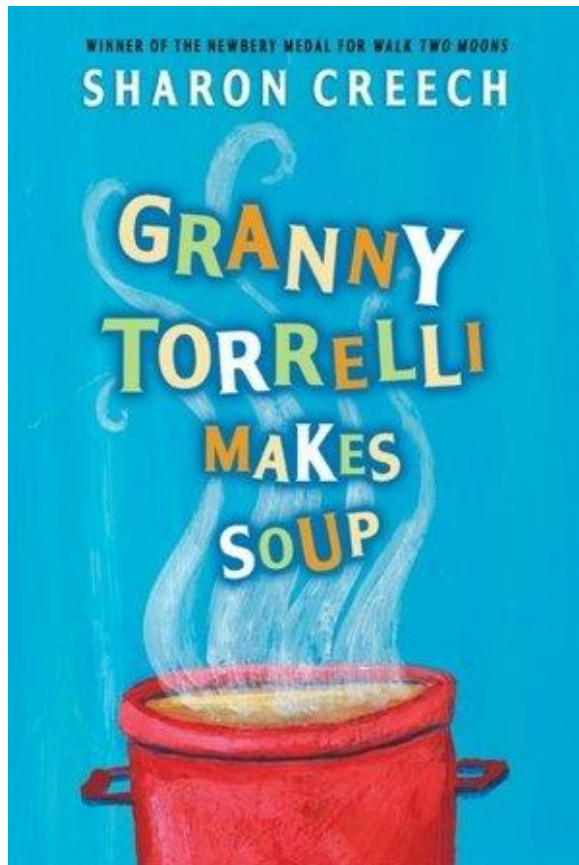
Grade 6 Granny Torrelli Unit

Flipped Classroom

Students log on to slide show, complete readings and answer questions at home.

In class, the teacher reads out loud. As this happens they are alert to the signpost they learned about the night before – and they raise their hands when they see them.

Grade 6 Granny Torrelli Unit



Okay, so you're reading *Granny Torrelli Makes Soup*! Yay! Or should I say, "Molto bene!?" Of course, there are lots of "ingredients" that make this tale the fantastic story that it is (sorry...I couldn't resist the recipe metaphor!).

[Note: This slide, along with the next four, illustrate student assignments from Leonor Daley's classroom.]

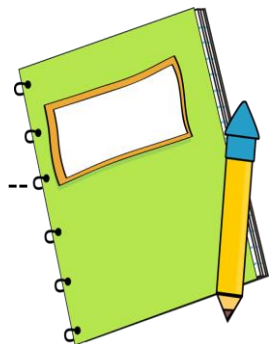
Everyday, I will share a slideshow with you. This will serve as a place for us to think together about how to be a “wide-awake reader”--a reader who notices what is most important in a story and commits to thinking about it.

Can't wait to think about parallel story structure?! On the edge of your seat, desperately hoping to uncover memory moments?! Anxious to see how readers take note of role reversals and metaphors? You've definitely come to the right place! We will talk about all of this and more!

Good. Alright. All joking aside, here are the steps you'll need to follow every night:

1. Finish any reading that you weren't able to finish in class/school.
2. Read the slides for that night.
3. Use what you learn to write careful and beautiful responses in your notebook!

(Every time you see this icon -- it's time to get writing... :))



Alright, so you are getting to know Granny Torrelli. And, you are probably starting to get the sense that she has some unique ways of helping Rosie think through her problem with Bailey... :)

One of those ways is to tell a story about Pardo, perhaps hoping that Rosie will draw some connection between that story and hers with Bailey.

A second way that Granny tries to help is by giving Rosie private moments to reflect on the past. When Rosie thinks about a story from the past, we call it a

“memory moment!”

A memory moment is when you're reading and the author interrupts the action to tell you a memory. When this happens, we should ask ourselves,

Why might this memory be important?

It helps to be aware of certain phrases that authors use to signal that a **memory moment** is coming our way.

Sometimes, the clue is obvious. The character will say something like “I remembered the first time I met him” or “In that moment the memory came flooding back.”

Other times, the clue is more subtle (that means hidden ;)). The character might say,

“My dad liked to tell a story about...” or “This picture always reminded me of...”

Often moments are highlighted with words such as *remember* or *memory* or *reminded*.

We want to be on the alert for times when a character shares a moment from the past because it's likely to tell us something important, either about the character or about the plot. Woo!!!

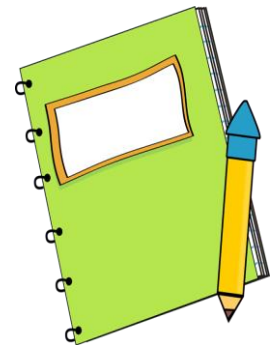
Please answer the following questions in your notebook:

What is a “memory moment”

What question do we need to ask ourselves when we see one?

What are some words that might clue us in that a “memory moment”
is happening?

Name that pasta:



Grade 6 Granny Torrelli Unit

Other Teachings

Parallel Story Structure

- Parallel story structure is when there are at least two stories in a book or movie (or play) that run along next to each other. Both storylines move forward at the same time, and readers often need to flip back and forth between the two (or more).

Metaphors

- A metaphor is a word or phrase that is used to make a comparison between two people, things, animals, or places.

Making Personal Connections

- Does anything in this story remind you of anything in your own life? Can you relate to the characters in the story?

Grade 6 Granny Torrelli Unit

Growing Talk

Within the context of Literature Circles, students learn how to engage in a good discussion.

- Basics:
 - Eye Contact
 - Taking Turns
 - Open books
 - Addressing Group Members by Name
- Deluxe:
 - I agree with idea and I'd like to add...
 - I think this is important because...
 - Going back to what you just said...
 - I don't really agree with you about that. I think that...

Grade 6 Granny Torrelli Unit



Grade 6 Granny Torrelli Unit



Wayland Public Schools

June 20, 2016 School Committee Meeting

Curriculum Spotlight #16

Classical Literature Play Project

Classical Literature Play Project

■ **The Assignment**

- Students were asked to select, stage, and perform an ancient play entirely at their own direction.
- The Play Project would culminate in a public performance.

■ **The Goals**

- To deepen students' understanding and interpretation of the play through performance.
- To heighten student engagement through a project based, cooperative learning experience.

Classical Literature Play Project

<http://whsipadpilot.wordpress.com/>

Teacher Ed DeHoratius' Blog

[Home](#) [About](#) [Engrade Tutorial](#) [Mac Training](#) [Presentations](#)

[◀ An iPad \(Pro\) Typing Question? PBL – Classical Play Project – Table Read ▶](#)

April 27, 2016

Project Based Learning – Classical Lit Play Project

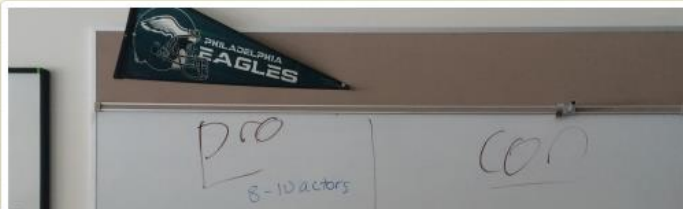
[edehoratius](#) [Assessment, Engagement, PBL](#) [Leave a comment](#)

(This will be a long one. I was hoping to write this more piecemeal but didn't get to it, so this is about three or four entries in one.)

The Genesis

I'd entertained last year the idea of producing a play as a culminating project of my Classical Literature class. But the group wasn't right from both a size (12) and a chemistry standpoint. I'd not thought much about it this year until our superintendent showed us a movie on High Tech High in San Diego. One of the featured projects of the movie was a staged Classical Play: Euripides' Trojan Women, produced both in an ancient version played by all males (as it would have been in the ancient world) and in a modern / updated version, focusing on the Middle East, played by all females. I brought the idea to the class and they liked it (more on that below), so we decided to go for it.

Convincing the Class



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- Project Based Learning - Classical Lit Play Project
- Samsung's New Ad Pokes Fun at Apple's Battery Life
- PBL - Classical Lit Play - Performances

Archives

Classical Literature Play Project

Origins (All quotations are from Mr. DeHoratius' Blog)



“I’d entertained last year the idea of producing a play as a culminating project of my Classical Literature class. ... I’d not thought much about it this year until our superintendent showed us a movie on High Tech High ... One of the featured projects of the movie was a staged Classical Play: Euripides’ Trojan Women, produced both in an ancient version played by all males (as it would have been in the ancient world) and in a modern/updated version, focusing on the Middle East, played by all females.”

Classical Literature Play Project

Steps Along the Way

Convincing the Class

“And it was the first lesson that I learned about this process: the potentially hard truth is that a lot of buy-in to the project will involve an elaborate calculus about whether it (the project) or more traditional work will introduce more work for them to do ... the work they are doing now is far more than they would have done in a traditional setting, but it is perceived as less work.”

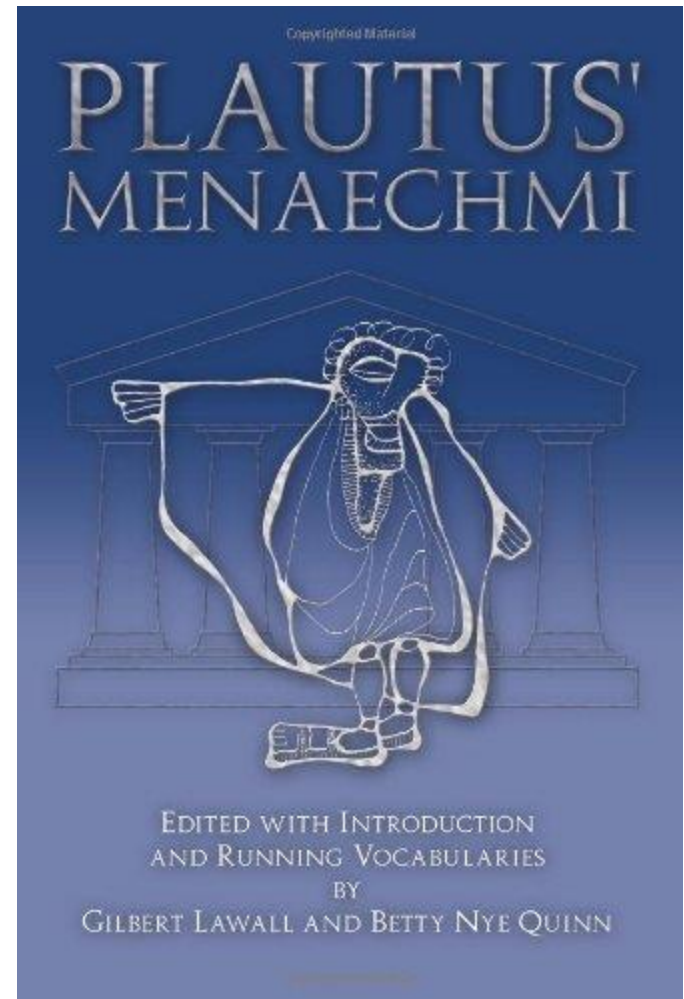
Choosing a Play

“Performing a tragedy half-heartedly is pretty painful (and can border on the comic). On the other hand, comedy is difficult in its own right because of the nuance often involved...”

Classical Literature Play Project

Students chose a comedy,
Menaechmi – an ancient Roman
play written by Plautus.

It is the story of two brothers
separated, due to a mishap, as
young boys. Years later when one
brother goes in search of the other,
mistaken identities lead to both
comedy and calamity. Ultimately,
the brothers are reunited.



Classical Literature Play Project

Steps Along the Way

Assigning Jobs (Roles)

“I had them take a survey about which job, or at least what kind of job, they wanted.”

- Primary Acting Role
- Secondary/Choral Acting Role
- Rewrite the play in a more modern/different context using modern language and references.
- Research interpretations, themes, etc. of the play
- Set Design, including any needed building/construction
- Stage/House Manager
- Directing the play/editing the play through the rehearsal period.
- Marketing

Classical Literature Play Project

Steps Along the Way

Getting Down to Work (Directing, Acting, Staging, Using Props, Blocking, Building Sets...)



“Our school’s drama teacher came and gave an overview of and some insights into the writing and production process.”

“The writing group divided the play into scenes to rewrite and assigned ‘modern’ names to the characters. The character Cylindrus became Squirrel, a portmanteau of square and circle, one I particularly enjoyed.”

Classical Literature Play Project

Steps Along the Way

Getting Down to Work (Directing, Acting, Staging, Using Props, Blocking, Building Sets...)



“They brought a tape measure, took some measurements, and sketched out a rough sense of the size and basic appearance of their backdrop (which, by the way, follows the basic approach of Roman sets, which had three doors facing the audience, one each for a relevant location ...).”

Classical Literature Play Project

Rehearsals



Classical Literature Play Project

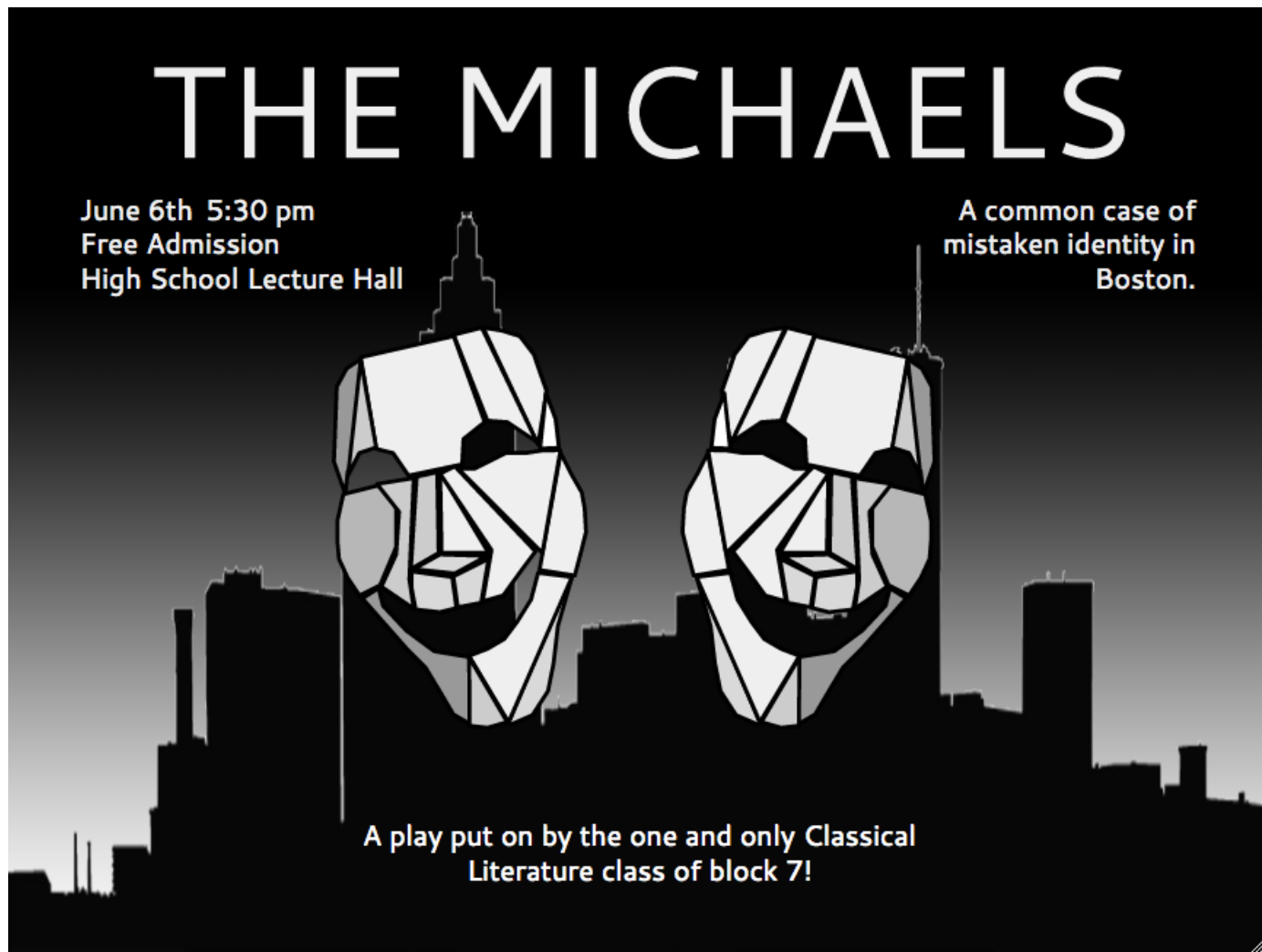
Steps Along the Way

Engagement

“As for the work they’re doing, they are in many ways working harder now than they would be in a more traditional class, i.e. in a more traditional class there are more and easier ways to check out: I talk too much, they zone; we do group work, they wander on their computer. Little to none of that happened today or yesterday; there was a much higher rate of engagement, as far as I could tell.”

“Students were arguing passionately without anger or rancor; they were disagreeing in a respectful and purposeful way. Students were forced to make a decision as a group of 22, each (or most) presenting their rationale and opinions on why their decision was the right or better one. And students were working towards something very tangible that they could not avoid; they had to make this choice.”

Classical Literature Play Project



Classical Literature Play Project

The Michaels (A Contemporary Interpretation)

Synopsis (from the program):

Simon has traveled around the United States looking for his lost twin, Michael. Our play is based in Boston where Michael now lives with his wife Janet and near his lover Roxxi. Pat and Michael go to Roxxi's house with Janet's dress in search of a meal and good time. Simon and Martin arrive in Boston, and due to Simon's identical appearance he is mistaken for Michael. Hilarity ensues.

Classical Literature Play Project

Steps Along the Way

The Performance

“We performed the play; no more rehearsals, retakes, rewrites, descension into giggles (ok, maybe one or two of those), squabbling, painting, etc.”



Classical Literature Play Project

Steps Along the Way

Teacher Reflections

“I see, especially recently, frequent exhortations to ‘go outside of your comfort zone’ or ‘get uncomfortable’, and I’m pretty sure I checked that one off my list today.”

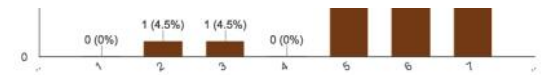
“The play was a success from an engagement standpoint; the students bought in more than I expected them to. But does engagement alone equal success or pedagogical value? There is a yes argument to be made, that engaged students approach what they do with a primed engine, and that they will absorb whatever they are learning, even if it is more intangible, more deeply and more easily than content that is presented to them in a way with which they are not (as) engaged. But...”

Classical Literature Play Project

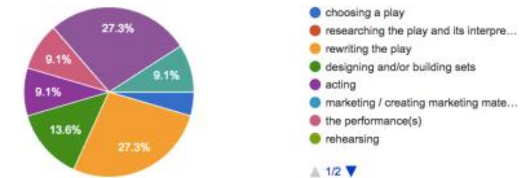
Steps Along the Way

Reflections

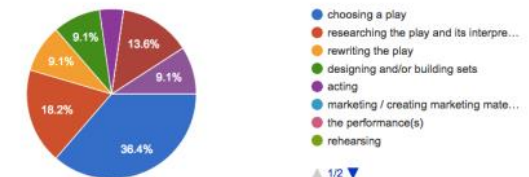
Student Surveys



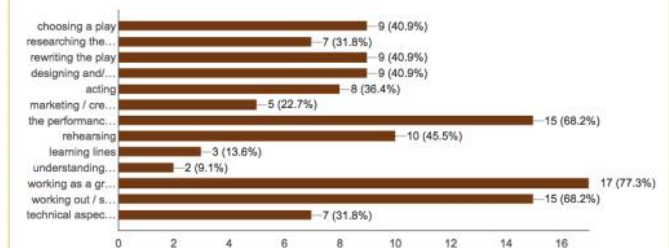
What was your favorite part of the project? (22 responses)



What was your least favorite part of the project? (22 responses)



Which aspects of the project did you like? (22 responses)



Classical Literature Play Project



2015-2016 Curriculum Spotlights

1. Survivor Europe: The Entangling Alliances, 1900
2. Grade 8 Memorial Project
3. Grade 4 Immigration and Culture Museum (Happy Hollow)
4. Grade 10 Proficiency Based Learning
5. OWL - Organic World Language
6. Technology and The World Language Classroom
7. Anatomy of an Elementary Music Unit
8. Music Production Studio (WHS)
9. Grade 7 Art Invention Project
10. Grade 8 New York Geology Trip
11. Kindergarten Bird Feeder STEAM Project
12. Grade 2 Sand Dune STEM Project
13. Words Their Way - Elementary Spelling Program
14. Freshman Read Aloud Project
15. Grade 6 Granny Torelli Unit
16. Classical Literature Play Project