



Gold Seal Lesson

Author(s): Linda Flugel			Lesson Title: Analytical Writing Response to "My Shadow"			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B	C XX	D

Instructional Focus:

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Basic Concepts and Knowledge

Students develop an understanding of scientific concepts using facts, theories, principles, and models

Performance Task

Note to teachers: This lesson is based on Robert Louis Stevenson's poem, "My Shadow", which is widely available in compilations of poetry for young children.

Students will demonstrate the ability to chorally read a piece of classical poetry, My Shadow, by Robert Louis Stevenson, and then work as a class or in groups to discuss, analyze, and interpret the incidents described in the poem. Students will individually convey their understanding of specific lines of the poem in writing. Questions to be answered in writing include:

1. What does the phrase, "And what can be the use of him is more than I can see," mean?
2. Give a scientific explanation for the shadow's behavior in each of these lines:
 - " I see him jump before me when I jump into my bed."
 - " He sometimes shoots up taller than an India rubber ball."
 - " He sometimes gets so little that there's none of him at all."
 - " I'd be ashamed to stick to nursie as that shadow sticks to me."
3. Write a brief story (with a beginning, middle and end) about a young child playing a game with his or her shadow. Be sure to include attention to voice (the personality of the speaker of the poem).

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)
Understand rules of grammar, usage, punctuation, paragraphing and spelling. (ela 7)
Present information in well-organized fashion that will be clear to the target audience. (ela11)
Apply, extend, and expand on information while reading. (ela 46)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48)
Read for main idea first and then read for detail (ela 49)
Apply personal criteria for evaluating literary materials (ela 53)
Understand and relate to situations, events and characters in a reading selection (ela 57)
Interpret in writing a literary work's meaning and significance. (ela 79)
Engage a reader's interest in an analytical or interpretive piece of writing. (ela 93)

Scoring Guide:

My Shadow, by Robert Louis Stevenson

Total score equals sum of values for participation in discussion, five analytical written responses, and a brief narrative.

DISCUSSION:

5 Points = The student engaged in, and occasionally lead the discussion in a manner which contributed overall to the insights gained.

3 Points = The student tended to respond to what others said, but didn't initiate new ideas or offer original interpretations.

1 Point = The student had little or nothing to say during the discussion

WRITTEN RESPONSES TO ANALYTICAL QUESTIONS:

5 Points = The written responses are well thought out, accurate, smoothly composed and exhibit a high standard of mechanics. The student has echoed the question and answered all aspects of the inquiry.

3 Points = The written responses are mediocre and not as complete as they could be. There are few mechanical errors.

1 Point = The written response shows little attention to detail, does not reflect an understanding of the question, is incomplete and poorly composed. There may be many mechanical errors, and little care taken with neatness.

BRIEF NARRATIVE:

5 Points = Clear story structure with beginning, middle and end is evident. The beginning has the setting with time and place, middle has a description of the game played as well as dialogue for voice, and the ending has sentiment and conclusion. It is written with almost no mechanical errors.

3 Points = The story is understandable and makes sense with perhaps a rereading, all elements of a narrative are present, story structure is a bit fuzzy, but would improve with revision for organization and work on sentence structure. The voice of the speaker of the poem is not clear. The piece has few mechanical errors.

1 Point = The story is poorly developed. There are many mechanical errors and problems with structure.

Keywords

English Language Arts	Mathematics	Science
Reading: Comprehension Construction Meaning Vocabulary	Algebra	Earth Science: Light
Writing: Expository Narrative Six Traits Organization	Geometry	Life Science
Communications: Discussion	Statistics	Chemistry
Literature: Poetry	Calculus	Physics
Other	Trigonometry	Other
	Other	