Great reading!!

This is not a relaxing poem.

"Oh this is a game, yeah." - Joseph

I loved your sound activity & you had very good control of the room.

Alexandra Katechis
Round Sheet
April 10, 2015

Questions

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

"onomatopoeia"  "prose"  "stanza"  "line"  "alliteration"

"I'm going to see if there's any alliteration."

"I keep hearing tick-tack & listen to the rain." - repetition

2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

"All those sounds make it interesting."  "on-the-nug"

"It won't have details. No surprising things."  "o"  "j"

"It would be less interesting" (w/out onom)

3. Did the activity sufficiently help to achieve my learning goals?

1. Can students identify the device in others’ work?

Yes - some are confused w/sound words & words that make a sound.

2. Can students employ onomatopoeia in their own work?

Can make the noise & identify onomatopoeia. Most groups seem to get confused by words that make a sound - laugh, drill.

-_____ killed it,
Questions

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

   onomatopoeia, prose, stanza, line, alliteration

   [used these all in his discussion with me about preserving their poem]

2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

   Yes - [was very clear about how much more fun the poem was because of the sounds.]
   We also talked about how one could imagine the place (city) as full of sounds.

3. Did the activity sufficiently help to achieve my learning goals?
   1. Can students identify the device in others’ work?
      - I saw a lot of responsiveness in the audience e.g. smile, oooh's as they recognized their classmates’ use of the device.
   2. Can students employ onomatopoeia in their own work?
      - Yes! Most of them did a great job.
Questions

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

   "onomatopoeia" "prose" "stanza" "line" "alliteration"

   group discussion
   "love the idea of there being "no surprising things"

   They definitely loved having poems with onomatopoeia! Saw it as very valuable to enjoyment.

2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

   Confusion about it. Just a phrase that you can make noise with as a real onomatopoeia

3. Did the activity sufficiently help to achieve my learning goals?
   1. Can students identify the device in others’ work?

   2. Can students employ onomatopoeia in their own work?
Questions

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

   “onomatopoeia” “prose” “stanza” “line” “alliteration”

   When prompted, they could work with these terms.

2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

   “It would just be a sentence...” “A story...”

   “It would be lame...” “It won’t have details, no surprising things...”

   Clear application of understanding in final presentations

3. Did the activity sufficiently help to achieve my learning goals?

   1. Can students identify the device in others’ work?

     Stu “That is not snazzy. (While not nice, the stu. could tell that it wasn’t a perfect fit.)

   2. Can students employ onomatopoeia in their own work?

     Stu who had “The Game”

     Me: “What is this poem about?” Stu: “A game”

     Me: “What kind of game?” Stu gave guesses

     Me: “There is one word that tells us what kind of game it is.”


     Stu: “Swish” (makes motion) we discuss
"Write to the moon... whisper of the breeze" (percussion)

T: "What do you notice?"
- lot of nouns
- about those higher
- repeating some - 
- rhyming

T: C: (letter)

Questions

Learning - abstract

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

- onomatopoeia
- "prose"
- "stanza"
- "line"
- "alliteration"

- starts rhyming in forms of nouns + letters...
- starts rhyming in forms of nouns + letters...

-T: re-read poem; student describes
- only sound

T: how does onomatopoeia make the poem more interesting?

- put sounds in poem

1: sound words

2: (pause)

2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

3. Did the activity sufficiently help to achieve my learning goals?

1. Can students identify the device in others’ work?

- shush

2. Can students employ onomatopoeia in their own work?

- "fly by" - is?
- "whir" - is?
- "whistle - whistle"
such cuties! may have included a glossary with some of the poems?

Alexandra Katechis
Round Sheet
April 10, 2015

Questions

1. Did you encounter students using vocabulary words orally or in writing? Please circle and provide context.

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“onomatopoeia” “prose” “stanza” “line” “alliteration”

They certainly get this idea!
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2. Do the students demonstrate an understanding of how the sounds influence the poem? You might prompt the students with the following: How do these onomatopoeic words change the poem? or Would the poem be the same without these sounds? Why or why not?

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"without, it's boring; with, yeah, this is so awesome"
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3. Did the activity sufficiently help to achieve my learning goals?

1. Can students identify the device in others’ work?

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Yes but sometimes they seem to ID things that are not onomatopoeia
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2. Can students employ onomatopoeia in their own work?

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I think there was some confusion between sound words and words of things that make sound

Some of the sounds were hard to make on the table/floor; the sounds sometimes were best shown just as the word itself (ex. "chirp chirp")
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