

**Example:
Mr. Johnson's Remote Classroom**

Mr. Johnson shares his screen to display the poem. He begins the lesson by saying “Our goal by the end of this lesson is to summarize this poem. When we summarize, we are using our own words to describe the most important ideas, not retelling every single detail. Listen and follow along as I read the poem aloud. As I read, try to visualize what is happening in each stanza. Remember that a stanza is a group of lines, or verse, in poetry. Take a look at the poem and count how many stanzas there are.” Students count the stanzas and then hold up their fingers to show that they counted four stanzas. Mr. Johnson reads the poem aloud. For his beginning language learners, Mr. Johnson first clarifies the meaning of the word “woods”:

Would	Wood	Woods
I <u>would</u> like to go to the store.	This desk is made of <u>wood</u> . 	We went for a walk in the <u>woods</u> . 

“Now, let’s break this poem down and focus on one stanza at a time.” He puts a box around the first stanza and re-reads it, pausing to briefly define the word village as he goes:

*Whose woods these are I think I know.
His house is in the **village** though (a village is like a town, or a group of houses);
He will not see me stopping here
To watch his woods fill up with snow.*

Then he has students draw a visual to represent what’s happening in the stanza. After a few minutes, he has students hold up their visuals for everyone to see. He calls on a student who draws their woods far away from the village and asks him to explain why he drew it that way. Michael says, “When I think of woods I think like nature and far away so I think he’s in the woods and it’s far away from where the village is.” Mr. Johnson then asks students: “What is the narrator doing? How do we know (what does the text tell us)?” “Why does he say, “he will not see me stopping here?”

He repeats a similar process for the next two stanzas, pausing to define the word “queer” in the moment and also to clarify who the “he” is in stanza 3. Mr. Johnson anticipates that students may think “he” is referring to the same “he” that the narrator is describing in stanza 1 (he, who lives in the village), so he supports students in going back to the text to understand that the “he” in stanza 3 is actually referring to the narrator’s horse that was the subject of stanza 2.

*My little horse must think it **queer** ("or strange")
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.*

*He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.*

After giving students a moment to draw their visuals, he uses the Breakout Room feature of Zoom to send students into groups of 3 to share and explain their representations. He gives students a sentence frame ("I drew _____ because in the text it says _____") and reminds them of their discussion norms to ensure each student has the opportunity to share.

Finally, Mr. Johnson has students re-read the 4th stanza:

*The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.*

He previews for students a set of questions they will discuss in their breakout rooms:

1. What words does the narrator use to describe the woods? What does this tell us about how he feels about the woods?
2. What do you notice about the last two lines? Why do you think the writer did this?

He then brings students back together to share their ideas with the class before supporting students to think about how this stanza helps them understand the whole message of the poem.

**Non-Example:
Mrs. Carole's Remote Classroom**

Mrs. Carole shares her screen to display the poem. She begins the lesson by saying "Our goal by the end of this lesson is to retell this poem in our own words. Listen and follow along as I read the poem aloud." After she reads the poem aloud, she asks "what is happening in this poem?" She calls on a student with her hand raised (Leslie), who shares "the narrator is riding his horse and stops in the woods for a moment before continuing his journey." Mrs. Carole says, "That's exactly right! Now let's think about why the narrator may be stopping in the woods. What do you all think of when you think of "woods?" Imagine yourselves standing in a "snowy woods." What kind of words come to mind? Take a moment and write them into the chat box. Most, but not all, students respond. Mrs. Carole starts reading off some of the words students share in the chat: "quiet, peaceful, relaxing, birds chirping, trees." She then asks students, "why do you think the narrator decides to stop in the snowy woods?" Mrs. Carole asks for a volunteer to share what they think. Brian says, "I think he stops there because like we said, woods are pretty and quiet, so it's probably a nice place for him to stop and relax." Then Mrs. Carole draws students' attention to the last two lines of the poem. "These lines tell us that he doesn't stay in the woods. The writer repeats the lines to make a point that he has a long way to travel back home. What does that tell us about the writer's message? What is the writer trying to tell us about enjoying nature?" When a few students try, but don't really get the message, Mrs. Carole reads the poem aloud again and repeats the question. She calls on a student with their hand raised, who says "even if you're busy and you have places to go you should stop and enjoy nature." "Finally, Mrs. Carole breaks the class into groups to write a summary of the poem. While most students go off to write their summary, Mrs. Carole invites her lowest-performing students and her ELs to stay and write one summary together. She shares a pre-made summary with several blanks and walks students through filling in the blanks to complete the summary:

"This poem is about a man riding _____. He stops in _____. The woods are filling up with _____. He thinks the woods are _____. At the end, he leaves because he has _____ to go before he _____.