

Our prototype we are bringing to ARCC for our third visit with the 5th grade incorporates similar concepts we brought last time, but updated and more defined. We are still focused on teaching ELA. However, we have abandoned the idea of using similes and metaphors because the students seemed to have no understanding of what we were trying to teach them in our last visit. We have moved on to teaching word types. Our prototype teaches about nouns, adjectives, verbs, conjunctions, and prepositions. We kept our concept of trying to teach the children through rap music. Last time, we found that they related positively to the rap music but instead of writing their own raps, we decided to choose already existing raps and having them pick out the word types from the raps. We show the rap on the screen with certain highlighted words and the kids have a corresponding board in front of them where they can place a number on one of the word types based on what the answer is.

My hypothesis going into this third visit is that the material we are covering will be right on track with what they are going to be learning this year in class. Since the last visit we have looked more at the New York state curriculum and word types like these are ones they are covering. I think that some of the words, like conjunctions and prepositions, will be harder for them to understand than nouns, adjectives, and verbs. I believe they will be excited about the rap music and that they can learn better if they are being taught with something they are actually interested in. We chose popular songs with appropriate lyrics to teach them the words. We also made two boards so they can work on teams to figure out what word matches up with what word type. I think they will enjoy having some sort of competition and that it will encourage them to work harder.

For the most part, my hypothesis about what will happen in class was mostly correct. I think that the reactions from our prototype were very positive and that the kids generally enjoyed working with it. We began each group by going over what each of the word types mean. We first asked them what they meant and most of them jumped right in to tell us what nouns, verbs, and adjectives were. Some knew what conjunctions were but none of them knew what prepositions were because they haven't covered them in class yet. After that we explained how the game worked and they seemed to understand right away what we were trying to have them do. We split them up into two teams, and with the exception of one group they had no problem with how we split them up, showing us they were willing to work with all their classmates. One group wanted to switch members of their team and after we let them, everything was fine.

The groups got really excited when they realized we were going to be playing popular songs for them and using the lyrics to teach the types of words. They were all singing along while the song was playing and talking about how much they liked these songs or whether or not they knew who was singing it. When the song was over, they were focused on figuring out the types of words. They gave us suggestions

on some music we could add next time. They want more Lil' Wayne, surprisingly more Michael Jackson, Drake, and Nicki Minaj. One boy said that "the songs make it fun", which is what our goal of this prototype was.

We got mixed feedback on the implementation of different teams and competitiveness. One team was really into the competition and they set up a folder to hide their answers from the other team in their group. In another group, a girl was trying to help the other team try and figure out that one word was a conjunction. Other teams tried cheating off their opposing team when they couldn't figure it out right away instead of trying on their own first.

I believe that the material we were trying to teach was definitely appropriate for this age group. They knew what most of the words were and could figure out most of them on their own. However, I think that we helped them out a lot when trying to figure out if a word was a person, place, action, or describing word. They often just needed to be asked, "Is that something you can do?" and then they would figure out that the word was a verb. They just needed a little extra for them to be able to figure it out on their own. For one group, Ms. Erica was observing and one girl asked her where the word went. She responded with, "Is it a person? Does it describe a noun? Is it something you can do?" Etc., until the student could figure it out. I believe that the kids could really learn from our prototype.

Overall, I think that today went really well. All of the groups we had seemed to really enjoy what we were trying to do with them. One thing that I hope we can incorporate in the final prototype is for them to be able to move around a little more. Other than that, I think it was really crucial for all the members of the group to participate at once and not just pull them aside one by one in front of a computer screen. I think that we observed enough information today to help us with our final prototype.