**What is love? (Baby don’t hurt me; don’t hurt me…no more)**

First, open the twitter machine and read tweets aggregated at #fosterh9. Then, during our kinesthetic chat about love, live tweet your thoughts at #fosterh9.

1. I know what love is; I will know when it happens to me; it is obvious when love happens.
2. Men and women should marry persons of a similar social and economic status as themselves.
3. People choose with whom they fall in love.
4. Men are attracted to women who are assertive and bold.
5. Women are attracted to men who are assertive and bold.
6. Another statement suggested by a learner.

Here is a song about love, which is sung in *Much Ado About Nothing*. See if you can identify the author’s craft techniques that are underlined and construct a universal statement about the author’s message that depicts the theme of the song. <https://www.youtube.com/watch?v=479TkEj0UAA>

|  |  |
| --- | --- |
| **"Sigh No More, Ladies...“**Sigh no more, ladies,sigh nor more;Men were deceivers ever;One foot in sea and one on shore,To one thing constant never;Then sigh not so,But let them go,And be you blithe and bonny;Converting all your sounds of woeInto. Hey nonny, nonny.Sing no more ditties, sing no mo,Or dumps so dull and heavy;The fraud of men was ever so,Since summer first was leavy.Then sigh not so,But let them go,And be you blithe and bonny,Converting all your sounds of woeInto. Hey, nonny, nonny. | Ever, never, all: |
| Foot sea shore: |
| Blithe & bonny: |
| Theme: |

**After discussing the “right” answers, circle feedback that reflects your performance (and suggests “next steps”) on the back of this page. Then, confirm this feedback with your face partner. Then, add this feedback to Feedforward.**

**Author’s craft = Reading Micro; Theme = Reading Macro.**

Learner Name:

Learner’s Rock Star Name:

School appropriate question about Mr. Foster’s life and the answer to that question in learner’s life:

Example: How many siblings do you have? I have three younger brothers.

**Reading Micro** (Feedback code: R◼)

Reading Comprehension: I literally understand what the words on the page are saying and what the author literally meant.

I can find helpful, accurate text evidence to justify a claim about a text.

I can understand how one piece of text evidence relates to the text as a whole.

Vocabulary: I can use word parts, parts of speech, and context clues to determine the meaning of temporarily unknown words while I am reading.

Infer: I can assume what the author meant by “predicting in present tense.”

I can use my prior knowledge and clues from the text to take a logical guess about what is happening in the text.

**Reading Macro** (Feedback code: R🞏)

Text Type: I can use text structures to evaluate “chunks” (cause/effect, background, rebuttal, etc.) of text.

Text features: I can see and evaluate figurative or rhetorical choices that the author made and appreciate these choices impact the text as a whole.

I can analyze figurative language: metaphor, allusion, etc. I can analyze rhetorical strategies: logos, pathos, ethos, rhetorical questions, etc.

Theme/Claim: I can understand the life lesson (fiction) or thesis (nonfiction) that the author is trying to “teach” the reader.