Our TV Is Broken!

**Domain:**
Appreciation of language, literature, and culture

**Benchmark:**
Communicate a personal response, in writing, to a literary text

**Description:**
In this task, pupils engage in guided reading of the poem “Our TV Is Broken.” They then answer questions to demonstrate their understanding of the poem. The main part of the task requires pupils to write a letter to the narrator in which they express their personal responses to the poem.

**Rationale for choice of topic:**
The poem offers a humorous look at the dominant role of television in people’s lives. The subject matter is relevant to children and should thus elicit personal responses with ease.

**Suggestions for implementation (prior to and/or during):**
Introduce pupils to the genre of poems. Acquaint them with the structure of poems and related conventions, such as “the narrator.” Ask them how much television they watch and brainstorm their associations with this issue. Discuss other ways they could spend their time. List all relevant vocabulary on the board.

During implementation of the task, encourage pupils to put forward their own ideas and write as much as they can.

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

**Suggested time allotment:**
One lesson

**Prerequisites:**
- Familiarity with age-appropriate poems and the genre of poetry
- Familiarity with the conventions of letter writing
## Our TV Is Broken!

<table>
<thead>
<tr>
<th>Points</th>
<th>Part One* Reading Comprehension</th>
<th>Part Two Performance</th>
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| 5      | ♦ Demonstrated understanding of the poem by answering all the questions correctly | ♦ Wrote at least 5 sentences  
♦ Letter includes all required elements (items 3-4 of the checklist)  
♦ Writing is well organized  
♦ Vocabulary is varied  
♦ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 4      | ♦ Demonstrated partial understanding of the poem by answering some of the questions correctly | ♦ Wrote 3 sentences  
♦ Letter includes most of the required elements (items 3-4 of the checklist)  
♦ Writing is fairly organized  
♦ Vocabulary is basic  
♦ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 3      | ♦ Demonstrated limited understanding of the poem by answering few of the questions correctly | ♦ Wrote 1 sentence  
♦ Letter includes few of the required elements (items 3-4 of the checklist)  
♦ Writing is not well organized  
♦ Vocabulary is limited  
♦ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |

* Do not take off points for spelling and grammar in Part One.
Our TV Is Broken!

<table>
<thead>
<tr>
<th>Score</th>
<th>Part One:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Good start</td>
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<td>Well done!</td>
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<td>Part Two:</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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Dear Narrator,

I like the poem you write because you have what to do when the TV is broken. You don't grumble. I like your parents. But I don't like to watch TV because I have many things to do instead of the TV. I play football with my friends and play computer games and have fun with my friends.

Sincerely,
Score

<table>
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<tbody>
<tr>
<td>Good start</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Well done!</td>
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Dear Narrator,

I like the poem because the TV is broken. I love watching TV.

I play with my friends and play on a computer.

Sincerely,

From
Our TV Is Broken!

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<td>1 2 3 4 5</td>
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Dear Narrator,

I'm so sad and I'm not happy. I love my TV. I'm so gloomy.

Sincerely,