

Community Word Project - Lesson Plan 14-15



School/Grade/CT(s): 2nd grade

Date: January 23, 2015

Teaching Artists: Leonie Bell, Shereen Macklin

Lesson #: Three

Theme of Lesson: Exploring characters through physical work

Restating of Inquiry Question:

How can students gain understanding of their unique character traits as individuals and within a community through dramatic and visual arts?

Opening Ritual

Objective: To focus students' energy and to set the tone of the class

Activity Name:

1. "Ole, Ole" (call and response)
2. Student-led shake out and stretch

Brief Description:

"Ole, Ole:"

- Ole Ole...Olay Si Olay (clap hands)
 - Ay Vwana Ay Si Oh (running arms)
 - Ay Vwana Ay (arms wave side to side in the air)
 - Wana Wana...Wana Ay Si Oh (crazy arms)
- (Repeat 2X)

Intro Activity

Objective: Students explore different character traits based on their own prior knowledge and imagination through movement.

Activity Name: Animorphs!

Brief Description:

1. As a class, students brainstorm a list of animals.
2. After this brainstorming session, TAs split students up into four groups. Each group is assigned an animal and corner of the room. By group, the students are asked to enter the middle of the room (The Jungle/Wild Place) and move, eat, sound, and sleep like their animal (change in actions will commence with beat of the drum). Once the TA

plays musical break on djembe, the active group returns to their designated corner and the next group enters the center of the room (The Jungle/Wild Place). (5 minutes)

Main Exercise

Objective:

1. Refreshing students' memories by rereading *Where The Wild Things Are*
2. Developing students' personal and "Wild Thing" character traits

Activity Name:

Who am I?

Brief Description:

1. Reread *Where The Wild Things Are*
2. Worksheet:
 - a. Side 1: Me by Day- sentence starters:
 - i. My name is...
 - ii. My favorite food is...
 - iii. I like to ... (i.e. dance, play basketball)
 - iv. I have (i.e. brown hair, green eyes)
 - v. I live in...(i.e. an apartment)
 - b. Side 2: Me by Night - sentence starters:
 - i. My name is...
 - ii. My favorite food is...
 - iii. I like to ... (i.e. climb trees)
 - iv. I have (i.e. bear claws, a turtle shell)
 - v. I live in (i.e. a tree)

Closing Ritual

Objective: To refocus and prepare students for the next part of their day

Activity Name: Bye, Bye Blues

Brief Description:

1. Imagination/breathing exercise as focus and stress relief
2. Teacher collects negative feelings and throws them away

Multiple Intelligences Addressed:

Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role:

To manage students' behavior
To encourage participation

Creative Elements (skill and theme; i.e. ensemble and love)**Skill(s):**

-exploration of physical and vocal expressivity, brainstorming, call and respond, following instructions, reflection

Theme(s):

ensemble, imagination, collaboration

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

Maurice Sendak's *Where The Wild Things Are*

Reflective Anecdotes/Student Development: (optional)**Outcomes**

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative**Indications:****Leaders:**

1. Students exhibit leadership skills during opening and closing rituals
2. Students share own ideas and performance work
3. Students know how to create a safe space for exploration and learning

Emotionally Intelligent/ Expressive:

1. Students can articulate emotions, and read emotions of others

Literate:

1. Students are able to read with increased fluency and expression
2. *Where The Wild Things Are* is used to help students reimagine boundaries of self

Critical Thinkers:

1. Students can make "self-to-text" and "text-to-world" connections through *Animorphs!* and *Who Am I?* worksheet

2. Both the Intro Activity and the Main Exercise ask students to critically examine their own expression and the expression of others.

Citizenship:

1. Students collaborate to achieve common goal
2. Students collaborate in creating a safe space where they share a sense of community while celebrating and respecting each others' unique characteristics

Culturally Aware:

1. Students are able to identify and appreciate each others' similarities and differences within the classroom environment as well as globally

Creative Thinkers/ Imaginative:

1. Students have been exposed to Reading, Writing and Movement

Common Core Anchor Standards

See New York State Common Core Anchor Standards for ELA/Literacy one-pager attachment. Identify at least two anchor standards this lesson engages. Provide code for each anchor standard identified.

Examples:

R.CCR.3 (R = Reading; CCR = College & Career Readiness; anchor standard #)

L.CCR. 6 (L = Language; CCR = College & Career Readiness; anchor standard #)

Reading	R.CCR.
Writing	W.CCR.
Speaking & Listening	SL.CCR.
Language	L.CCR.

ELA.02-04.SP.01: Respond respectfully

ELA.02-04.SP.05: Use gestures appropriate to conveying meaning

ELA.02-04.SP.07: Speak loudly enough to be heard by the audience

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