

Community-Word Project – Lesson Plan 2014-15



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

Date: 12/27/15

Teaching Artists: Simone Johnson, Chaya Babu

Lesson #: 3 (R=Revision)

Theme of Lesson: Memory and Emotion

Restating of Inquiry Question: How can we use memory, emotion and movement to help students express themselves and connect with each other?

Purple = part 1 (add movement/dance element that will be repeated throughout?)

Opening Ritual

Objective: To warm the students up to writing and get them comfortable with using memory as a tool for creativity

Activity Name: ‘What happened today?’ writing exercise

Brief Description: Ask students to write about an event, large or small, that they experienced that day. While students write, we also write. Then we model by elaborating on why we chose the event from the day that we did -- illustrating that it made us feel a certain way -- and then ask a few students to share the same.

Intro Activity

Objective: Introduce the class to the concept of writing about ourselves in a memoir style through verses/stanzas and to using movement as self-expression

Activity Name: “Mrs. Hughes’s House” in Motion

Brief Description: (R: Write the poem on the board and hand out the poem for this age group instead of asking them to pass it around. Before we continue with this activity we number stanzas of the poem together). Ask a few students to read a stanza each aloud from “Mrs. Hughes’s House.” After the reading, through discussion, have them point out words and phrases that indicate an emotion or the expression of an emotion that the writer was trying to communicate. Ask them to underline these as well while we underline on the board. We continue with Simone moving into the middle of the circle and modeling a single gesture to symbolize one of the feelings in the poem. Then standing in their places, we ask the students to do the same

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thing. Take time to do guided noticing which includes pointing out different gestures in the group and asking students to expand on why they chose a certain feeling and/or moved a certain way.

Blue = part 2 (add movement element?)

Main Exercise

Objective: Students write their own first-person poems about memories of their own and use movement inspired by the poem to express themselves and connect with their peers.

Activity Name: Sharing and Connecting Through Memory, Emotion and Movement

Brief Description:

Step 1: Students fill out worksheet that will help them write their poem.

Step 2: They then use the words and concepts from their worksheet to write a poem about any memory and how it made them feel (maybe begin poem since this hard)

Green = part 3

Keep working on poems

Step 3: Ask students to get into pairs. Explain that each student will first read their poem to the other person and then interpret their memory through movement. Their partner will mirror their movement.

Closing Ritual (to use with multiple lessons)

Objective: Encourage self-expression through movement

Activity Name: One Silent Motion

Brief Description: In a circle, each person, including teachers, will silently perform/act out a single movement that reflects how they feel after the activity.

Multiple Intelligences Addressed:

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal

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Classroom Teacher Role:

Remind students of basics of writing a poem, such as line breaks, thoughts don't have to be full sentences, etc.

Model gestures as a way to guide students in expressing themselves through movement.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): Memoir through poetry, Simple movements, Mirroring

Theme(s): Memory, Emotion

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

“Mrs. Hughes’s House,” from Jacqueline Woodson’s *Brown Girl Dreaming*

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

- Students learn to express their own original ideas through their writing, learn to be the determiners of the narrative of their lives

Emotionally Intelligent/Expressive

- Students identify emotions being expressed by someone else in a text, and then express their own emotions through both writing and movement; additionally, through mirroring their partner's' movements, they're engaging in another person's emotions more actively and practicing empathy

Literacy

- In doing a close reading of the example text to pick out and interpret words and phrases that indicate emotions and memory, students deepen their literacy

Citizenship

- Students work together in pairs to understand the emotions expressed through each other's movements

Creative Thinkers/Imaginative

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- Students exhibit an increase in ability to perceive themselves as creative and expressive beings who can communicate and create across art forms

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.4
Writing	W.CCR.3
Speaking & Listening	SL.CCR.
Language	L.CCR.1