

Community-Word Project – Lesson Plan 2015-16



School/Grade/CT(s): PS 132 3rd Grade

Date: 3/31/2016

Teaching Artists: Alan Bounville, Elizabeth Leonard, Eli Pauley (Intern/TATIP)

Lesson #: # 17

Theme of Lesson: Revise our poems for student anthology using the poetic devices personification, sensory detail, and imagery.

Restating of Guiding Question: What elements do we need to fuel our creative fires in order to tell our stories as individuals and as a collective community? How can we use poetry and theater and our inherent need for storytelling, to celebrate our students' individual heritages, cultures and experiences, while also creating a space to build and foster empathy for others?

Opening Ritual

Objective: Objective: To initiate each class by coming together as a community. To energize and/or calm the students so that they are focused and open to the work ahead of them.

Activity Name: Creative Movement Warm-up

Brief Description: TA will lead the students in the following brief movement exercise. "Hands up, touch the sky. Hands down, touch the ground. Spread your hands wide, move side to side to side. Open your heart, open your ears, open your eyes, have a seat."

Intro Activity

Objective: To introduce how to revise a line using the literary elements we have scaffolded in since the beginning of the year.

Activity Name: From Boring to Brilliant

Brief Description: Introduce students to the idea of what an anthology is. Couch it in the idea that they will soon be published authors!

- Introduce "boring" line on the board without setting or details, etc. Ask for ideas from students of ways to incorporate each of the two elements. Example: The ball is on the ground.
- Setting and details to be volunteered by students. With line written on the board, TA will ask for suggestions from class for ways to add in setting and details. We will compare the two lines. Afterwards, students will have a few minutes to choose which poem they would like to revise for the anthology.

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Main Exercise

Objective: The students' imaginations will be activated by being pushed to think of different ways to think about their line / poem.

Activity Name: Adding More Logs to the Fire

Brief Description: One student will be chosen to revise their line of poetry modelled for the class. They will choose one line to work on and will come up to the front and draw from a bowl with options for settings, emotions, sensory questions, and adjectives.

The student is to create a tableau of their line using whatever prompts they pull.

- A setting card will have a suggestion for where to set their line
- A voice card will have a suggestion for emotions / point of view
- A sensory detail card will ask, "What did it sound like? What did it feel like? What did it look like?" etc.
- An action card will ask the student to re-create the action physically, exactly as it happened
- A detail card will ask "What color is it? How big is it? How close is it?" etc. Prompting extra details

Whichever prompt the student draws will then be incorporated into their tableau. The student will be joined by three classmates to participate in the tableau. They will compare the original line with the revised line.

Afterwards, the students will have a chance to work on revising their poem for about 10 – 15 minutes.

They will be instructed to make at least three changes:

- One additional adjective
- One setting word
- One emotion
- Everyone should end with at least 5 lines / sentences

Closing Ritual

Objective: Closing the lesson on a positive and empowering note

Activity Name: I Have a Voice

Brief Description: Students will follow the call and response chant: I have a voice; my voice is powerful; my voice can change the world.

Multiple Intelligences Addressed: Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; musical

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Multiple Intelligences

Linguistic; Spatial; Bodily-kinesthetic; Interpersonal; Intrapersonal;

Classroom Teacher Role: Participate in opening and closing rituals. To provide sounding board for students as someone who is more familiar with their work / culture / potentials

Creative Elements Ensemble, musicality, movement.

Skill(s): Literary devices, voice, imagery, story/storytelling, tableaux, gesture, body, sensory details, settings, emotion

Theme(s): voice, story, shared stories, community, empathy, curiosity, imagination, asking questions

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:

Literate: Students will incorporate literary devices more deeply into their individual poems.

Leaders: Students will direct classmates in tableaux. Will make decisions in front of a large group of people.**Creative Thinkers/Imaginative:** They will be forced to come up with new details, ideas, imagine how things look / feel / sound / move in their imaginative poem.

Critical Thinkers: Students will work on incorporating intellectual concepts into real-time writing. They will work to build on what they see as part of the main activity

Citizenship: Students will work together to create tableaux and support each other's work.

Leaders: Students will volunteer to share lines from their poetry, direct others in tableaux, make decisions

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.

Reading R.CCR.

Writing W.CCR.

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Speaking & Listening SL.CCR.

Language L.CCR.R.CCR.2