



TATIP – Lesson Plan 2014-15, T. Nesbit & K. Gayle

School/Grade/CT(s): PS132, Grade 2, Ms. Estades, Ms. Castillo, Ms. Kessler, Ms. Amaro, Mr. Sosa, Mr. Taraves

Date: 4/30/15

Teaching Artists: Maria & Elizabeth

Lesson #: 19

Theme of Lesson: Onomatopoeia

Restating of Inquiry Question: How do we use poetry and theater to enhance students' emotional and cultural awareness while considering their roles as good global citizens/peace builders?

Opening Ritual

Objective: Marking the transition from their last class into CWP time. Energizing or calming the students (depending on the need of the group) to help them be present in their bodies.

Activity Name: Creative Movement Warm Up

Brief Description: TATIP Intern 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, Open your heart, open your ears, open your eyes, have a seat."

Intro Activity:

Objective: Defining **Onomatopoeia** (Words that copy sounds)

Activity Name: Acting Onomatopoeia

Brief Description: TA will read "Push Buttons" one through fully, then ask students what they noticed about it –shooting for a response of words that copy sounds. Next, TATIP Intern will define Onomatopoeia and add it to our Poetry toolkit. Students will be asked to identify sound words they heard in the poem, and then they will brainstorm some sound words they hear around NYC- TA will write on board. Last, students will be asked to stand and act out the lines of the poem, emphasizing the words that act like sounds. Activity will end with the understanding that words that copy sound are called onomatopoeia.

Main Exercise:

Objective: Students will write lines of Onomatopoeia

Activity Name: NYC Sounds



Brief Description: TATIP Interns will ask students to write lines of poetry using NYC sounds- from board or otherwise- on coloring sheet. Time permitting, students will either be allowed to color in worksheets or share their lines of poetry with the class.

Closing Ritual

Objective: Leaving the class on a high note

Activity Name: “ I Have a Voice...”

Brief Description: Together students will repeat the call and response chant, “I have a voice, my voice is powerful, my voice can change the world.”

Multiple Intelligences Addressed:

Musical; Visual-Spatial; Verbal-Linguistic; Bodily-Kinesthetic; Interpersonal

Classroom Teacher Role: Helping students with the worksheet.

Creative Elements:

Skill(s): The body (students will use their bodies during our warm up and while acting out poem), literary devices (Students will learn onomatopoeia.)

Artists/ Authors/ Works of Art:

Push Button, by Shel Silverstein

I push the light switch button and **click** the light goes on.
I push the lawn mower button and **voom** it mows the lawn.
I push the root beer button and **whoosh** it fills my cup.
I push the glove compartment button **clack** it opens up.
I push the TV button and **zap** there's Wyatt Earp/
I push my belly button...**BURP!**

Reflective Anecdotes/Student Development:

Indications:

Literate: Students will learn a new literary device.

Creative Thinkers/Imaginative: Students will turn sounds into poetry lines.

Leaders: Students will be chosen to lead our closing ritual.

Common Core Anchor Standards:

Reading R.CCR.

Writing W.CCR.

Speaking & Listening SL.CCR.

Language L.CCR.

- L.CCR.1
- L.CCR.4
- L.CCR.5
- R.CCR.4
- W.CCR.5