

Community-Word Project – Lesson Plan 2016-17



School/Grade/CT(s):

Date: 4/20/2017

Teaching Artists: Meghan and Kate

Lesson: #

Theme of Lesson: Depicting emotions and story through movement

Restating of Guiding Question:

1. How can we use storytelling and process drama to strengthen students' understanding of community, and reinforce literacy skills in early readers;
2. How can students draw from their family values and traditions to become co-creators of stories?

Opening Ritual

Objective: Signal the beginning of CWP time

Activity Name: Peace, Power, Chill

Brief Description: Call and response – ‘You got to think something good, say something good, do something good. Peace, power, chill’

Intro Activity

Objective: To introduce the idea of using our bodies to depict emotions and stories

Activity Name: “And it was...”

Brief Description: Introduces a scenario/setting — e.g., “It was so windy!” “It was so hot!” “I was so tired!” etc and students do freeze frames. Go table by table, giving each table a chance to participate.

Main Exercise

Objective: To use movement to deepen our understanding of poetry, to come together as a class community

Activity Name: Poetry + free writing

Brief Description:

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- Give out handout of Shel Silverstein’s poem “[Mr. Grumpledump’s Song](#)” together
- Meghan reads aloud first, and then we read it together as a class
- Ask the students what they think the poem is about — what kind of mood is Mr. Grumpledump in? Discuss.
- Go table by table, reading one line aloud for each table and instructing the students to do a freeze frame to match the emotion of the poem (e.g., “Everything is wrong!”).
- When each table has gone, introduce writing assignment. Ask students to write in response to the question “Why do you think Mr. Grumpledump is so cranky?”
 - Write “He is mad because…” on the board for them to work off. Discuss a few ideas and then have them write their own ideas and draw a picture to correspond.

Closing Ritual

Objective: To close the lesson

Activity Name: I have a voice

Brief Description: CWP call and response.

Multiple Intelligences Addressed:

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

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

Classroom Teacher Role: To support and uphold classroom culture, and to support the students in the writing exercises.

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

Skills): Problem solving, reading, listening, speaking, storytelling, role-playing, writing, group work, individual work

Theme(s): Collective decision making, empathy,

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

Shel Silverstein

Reflective Anecdotes/Student Development: *(optional)*

Outcomes

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

Literacy, Critical Thinking, Creative Thinking, Emotional Intelligence, Community

Indications:

- **Literacy: Students interpret and understand it more fully through movement**
 - **Critical Thinking: Students think critically about the emotions expressed in the poem**
 - **Creative Thinking: Students use their bodies to creatively express emotions**
 - **Emotional Intelligence: Students relate with other students and work together**
 - **Community: Students come together to perform the emotions/narrative of the poem**
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