



School/Grade/CT(s): 3rd grade PS 84

Date: 11/8/2016

Teaching Artists: Mary Chang Emmanuela Soria Ruiz

Lesson #: 1

Theme of Lesson: One Moon Connects Us All

Inquiry Question: How can we think about the moon in order to find commonalities between different perspectives?

How can we use facts about the moon to see ourselves as part of a global community?

Opening Ritual

Affirmation: "I love myself, my love can change the world". We will repeat together (led by Mary).

Opening Activity

Objective: Learn how the moon revolves around the earth by embodying its movement as a group.

Activity Name and Brief Description: Moon circle.

We stand in a circle around the 'Earth prop' and pass the 'Moon prop' in a circle. As each student gets the ball, they call out something that is round (For example tangerine, soccer ball, etc.)

We take a moment to reflect on the exercise by asking 'what did we just do? How does the moon move? Ask students to call out answers. We note the fact that the moon revolves around the earth, like our ball.

Intro Activity

Objective: Perform the poems together, reflect on what choral reading does to the experience of reading a poem, reflect on how speaking with one voice might affect the sense of community in the classroom.

Activity Name and Brief Description: Moon reading circle. We split into two groups, each group takes a turn standing on the 'earth' and reading one of the two poems, while the other half of the group holds the 'moon ball' and listens.

-We ask the students to sit down (still in a circle) and hand out a copy of both poems.

-Mary or I read the poets' bio.

-Still sitting on a circle, we say that we are going to 'perform' these poems by reading them together; we divide the group into two.

-Each group takes a turn to come to the 'earth' and stand together reading one of the poems while the other group stands as an audience holding the moon. They switch.

-How did reading together feel? Did it feel like one voice? Why?

Main Exercise

Objective: Talk about setting and place, begin to think about literature/poems “taking us” somewhere, think about where we are. Write a poem based on an observation.

Activity Name and Brief Description:

-We sit down on the rug.

-We notice how the poems reading come from different parts of the world.

-We define “setting” and ask the students to pay attention to the setting in the poems.

- First by pointing out where the poems are set “New York, NY” and “Sahara Desert Morocco”, and pointing them in classroom map/our world drawing prop.

-Then by asking them to point out words that describe that setting (skyscraper, desert). How are the two settings similar? How are they different? How do the words of the poem tell us where we are? How we feel there? (For this last part, while one person directs discussion, another person is taking notes on board).

-We ask them to write a short poem about the moon in a setting (beach, window, a lake..). They can also draw if they like.

-We ask them to share if there is time.

Reflection (woven throughout but important to share and notice creative choices)

Objective: Make connections between the concept of place, different places, and different perspectives. Reflect on what choral reading does to the experience of reading a poem, reflect on how speaking with one voice might affect the sense of community in the classroom.

Brief Description: We reflect on the coral reading we just performed

-How did reading together feel? Did it feel like one voice? Why?

Closing Ritual

Objective: To affirm a sense of community and self-care.

Activity Name and Brief Description: Affirmation.

We repeat together the affirmation “I love myself, my love will change the world”

Multiple Intelligences Addressed: Intrapersonal, Visual spatial, Kinesthetic, Linguistic, Existential.

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Logical-Mathematical; Visual/Spatial; Linguistic; Bodily-Kinesthetic; Musical, Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role:

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

Skill(s): Embodiment, Choral reading, group discussion, personal reflection, enquiry questions.

Theme(s): Movement of the moon, establishing community, articulating a personal perspective.

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

Marilyn Singer, two poems from her book A Full Moon is Rising

Reflective Anecdotes/Student Development: *(optional)*

*We made some props for this class, an earth drawing-prop, and a moon ball, ideally if this lesson had been part of a series, the students would have made those in previous classes.

Please be mindful of allowing time before class begins to setup the classroom.

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A full Moon Is Rising Poems by Marilyn Singer

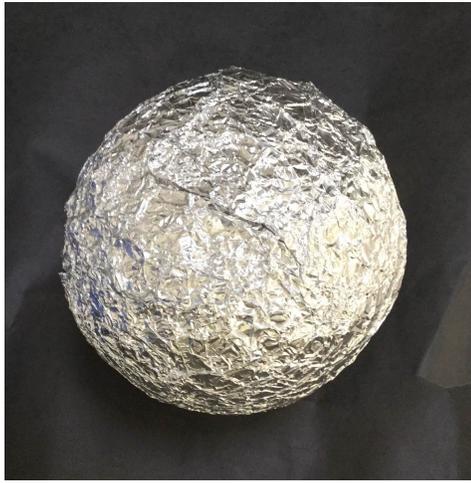
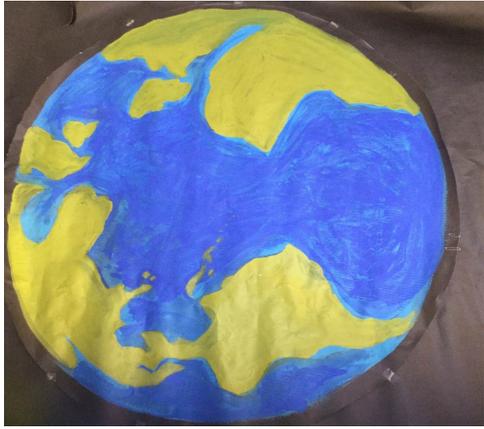


Marilyn Singer is an author of children's books and poetry .

She was born in 1948 in the Bronx, New York City. After teaching English in New York City high schools for several years, Marilyn began to write. One day, when she was sitting in the Brooklyn Botanic Garden, Marilyn wrote a story about talking insect characters she'd made up when she was eight. Encouraged by the responses she got, Marilyn wrote more stories and in 1976 her first book was published.

Since then, Marilyn has continued to publish books for children and young adults.

<p>Broadway Moon <i>New York City, USA</i></p> <p>It waits behind skyscrapers, a brilliant actor in the wings, ready for its monthly debut. On the sidewalk, an audience of one watches and silently applauds when it grandly appears.</p>	<p>Desert Moon <i>The Sahara, Morocco</i></p> <p>In this tent a boy dreams of traveling But it is not the familiar desert he is crossing it is the moon. Astronauts less familiar with heat and dust have walked there. Why not one day him?</p>
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←--props

