

## 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, Jacqueline Raymond (Intern/TATIP)

**Lesson #: # 15**

**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?

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### 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."

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### Intro Activity

**Objective:** Students will gain a full understanding of imagery, sensory detail, and action which will aid in revision.

**Activity Name:** 'Natural Disaster'

**Brief Description:** Students will gather in a circle with TA leading the group on a sensory journey. The students will use their bodies and imagination to physicalize a sunny day that turns into a rainstorm, which turns into a tornado, and finally back to a clear sky. The TA will lead group posing questions such as: "How does the sun feel on your face, feel the sun, raindrops, a slight breeze, etc..." TA will be leading students with movement and sound using our bodies as instruments creating a rhythm for the rainstorm.

### **Main Exercise**

**Objective:** To use poetic elements: personification, sensory detail, and imagery as a tool to revise their chosen poem in an effort to make the lines more poetic and the action clearer.

**Activity Name:** How do we use physical gesture and our bodies for sound to explore and thus gain a fuller understanding of poetic elements?

**Brief Description:** TA will remind students about the anthology and let them know they will be choosing a poem. TA will ask a student to share her selected poem; along with 3 other volunteers to help aid her in exploration using their bodies and voices for gesture and sound. TA will then lead a brief class brainstorm discussion (10 minutes) documenting descriptive words this 'poet' could use to enhance the poetic elements in her poem, as discovered through the student's physicalization exercise.

Students will then be given time to revise the poem of their choosing (15-20 minutes). TA's will assist students as they work to ensure they are incorporating these elements keeping in mind some students may need more help than others in revision. R.CCR., W.CCR., SL.CCR., L.CCR.

### **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.

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

### **Multiple Intelligences**

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

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**Classroom Teacher Role:** Participate in opening and closing rituals, group brainstorm discussion, assist with student's revision.

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**Creative Elements** Ensemble, musicality, movement.

**Skill(s):** Literary devices, voice, imagery, story/storytelling, tableaux, gesture, body, sensory details, personification, poetic phrasing, musical rhythm.

**Theme(s):**

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

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**Reflective Anecdotes/Student Development:** *(optional)*

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**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:**

**Leaders:** The students sharing their poems and acting out in front of the class are gaining leadership skills

**Emotionally Intelligent/Expressive:** The ‘actors’ are imagining themselves as a character and learning to empathize; students watching are gaining skills in being cathartic.

**Literate:** Writing and revising their own poetry

**Critical Thinkers:** Understanding how poetic devices add to poetry

**Citizenship/Culturally Aware:** Being part of the classroom community, and respectful of each other’s creative voices

**Creative Thinkers/Imaginative:** Using their creative license to write a poem, imagining all the possibilities of plot and character.

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**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 #)

<b>Reading</b>	R.CCR.
<b>Writing</b>	W.CCR.
<b>Speaking &amp; Listening</b>	SL.CCR.
<b>Language</b>	L.CCR.