



Thursday, March 30, 2017

Lesson Plan - Day 3

Activity: Spoken Word, Digital Storytelling & Social Justice

School/Grade: Highbridge Green Middle School, 6th- 8th grade

Group Leaders: Amy & Dylan

Teaching Artists: Martha O' Connell & Kym Boyce

Week: March 27 - March 31, 2017

Day 3: "Revision Rounds"

An experiential Universal Learning Design based activity, includes hands-on, active-learning games exploring *Synonyms*, *Spelling*, and *Semantics* (Organization, Relevance) through their own artistic *Creativity*, peer circles and one-on-one review.

Students will use *Creative Writing* to reflect on the inquiry question:

How can we use attention to detail to strengthen our poetry writing through revisions?

15m - Intro Activity

I. Word Study (5m)

Materials: flip chart, markers

Kym with chart paper and prompting students on words; Amy co-prompting and adding to chart paper as necessary

What does it mean to rewrite?

What does it mean to review?

What does it mean to revise?

- **re** - prefix, means *again*
- **write, view** - root/base word, discuss meanings
- **revise** means *to edit or change*

II. FreeWrite (10m)

Materials: loose leaf paper, pens

Kym will guide students through the last step of the Intro Activity, having students FreeWrite on the following questions:

1. What kind of noise does a river make when you run into it?

2. If you suck up the entire river what happens?
3. How can you build a road alone?

“Now we are going to work on revising your writing with a game called Revision Rounds!”

Kym gathers group into circle. Amy rotates around the circle giving a color to each student “red/yellow/green/blue”

Kym shows the circle the instructions sheet. “When you hear the bell, move to your station. When you get to the station, follow the instructions there. When you hear the bell, move again!”

Kym rings bell for groups to go to their assigned color.

35m - Main Activity - Revision Stations (10 minutes at each station, 1 minute transitions)

Materials: Red, Yellow, Green, Blue flash cards; (2) bells; Reading Pointers (colorful popsicle sticks with glued-on eyes); To Do signs per station (4); Multi-designed Scrapbook paper; (3) dictionaries and thesauruses; pens for editing

- We divide the class into 4 groups and have them rotate stations at the sound of the bell.
- Students read and respond to the prompts at each station, treating revision as a fun and active process.

Every 4 minutes Amy/Kym rings the bell and directs students clockwise around the stations. Amy and Kym together rotate through and around the class checking on the stations and answering questions.

Before class/during warm-up Amy and Kym set up and check with other Group Leader and Supervisors on their support:

- I. Set Up Stations
 - Green - Synonym Station - rewrite - independent writing
 - Yellow - Spelling Station - review - peer editing/ review
 - Red - Semantics Station - revise - 1on1 with adult - discuss concept of “meaning”
 - Blue - Rhythm & Blue Station - add pizzazz - make it unique and creative
- II. Outline Guidelines
 - Station To Do’s: (to be printed and posted at each station)
 - GREEN - Synonym
 - (a) Did you repeat any words?
 - Find a new word in the thesaurus to use in your poem.

- (b) What's your favorite word from your poem?
Find a synonym for that word.

YELLOW - Spelling

- (a) Swap poems with your partner.
(b) Use a Reading Pointer to look for and correct spelling mistakes.

RED - Semantics

- (a) "Words Mean Things" --- Is your writing *Cohesive*?
(b) Check-in with an adult to make sure it all makes sense.

BLUE - Pizazz and Creativity

- (a) Choose a Scrapbook paper design to use for your *Final Draft* rewrite
(b) Decorate one of your lines and/ or
(c) Change one of your lines to another language (i.e., Spanish, French, etc.)

*Final Bell: Ok, everyone let's circle up to reflect together as one.
Kym prompts questions, Amy takes notes on Chart paper.*

8m - Revisions Reflection

- Q1 - What were some of the synonyms you used?
Q2 - What were some of the spelling mistakes you corrected?
Q3 - What was some of the feedback you got in the Semantics Station?
Q4 - What were the 3 R's we learned today (rewrite, review, revise)?

5m - Closing Ritual - Shabooya Roll Call & "I Have A Voice..." Call & Response

- (*Facilitated by one of the students*): "I Have a Voice/ My Voice is Powerful/ My Voice Can Change the World"