

## Community-Word Project – TATIP Lesson Plan Template 2016-17



**T**eaching **A**rtist **T**raining & **I**nternship **P**rogram since 2000

**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?

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### **Opening Ritual**

**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 and pass the 'moon' around 'clockwise, as each person gets the ball, they have to call out something that's round. Take a moment to reflect on the exercise by asking (What did we just do? How does the moon move? How did it feel to move the moon around the earth together?) and ask students to call out answers. We present the fact that the moon moves around the earth in a circle, like our ball.

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### **Intro Activity**

**Objective:** Talk about setting and place, begin to think about literature/poems "taking us" somewhere, think about where we are.

**Activity Name and Brief Description:** Prep for the moon reading circle.

-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 to them out loud.

-We say that the poems we're reading come from different parts of the world.

-Ask students to use popcorn to call out quick answers and we ask 'what part of the world are we in?' 'where were we when we were passing the moon around?'

-We define setting (Can anybody guess what the word setting means?)

-Ask the students to pay attention to the setting in the poems, first by reading "New York, NY" and "Sahara Desert Morocco", and pointing them in classroom map/ our world drawing prop.

-then by asking them to read each poem once and 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?

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### **Main Exercise**

**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.

-Still sitting on a circle, we say that we are going to 'perform' these poems by reading them together.

-We ask them to look at the first poem, and to call out an especially 'tricky word' (word they find difficult to pronounce or don't understand).

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-We define the word/ model the pronunciation. We then ask them to rehearse our choral voice by saying the word together on the count of three. We do it again with a quiet voice.

-We do the same for the second poem.

-The circle is split into two, and each group take 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.

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### **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 choral reading we just performed, we bring back a question about place.

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

-Do you think that a full moon looks the same to different people in the world? Why?

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### **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"

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**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**

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### **Classroom Teacher Role:**

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**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.

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**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

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

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\*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.

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

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