



## LESSON PLAN

School Year: 2019-2020

Residency/Workshop Title: Homer2HipHop

School: PS-69

Grade: 3

Time length: 4 weeks

Lesson # (i.e. 1 of 10): 14 of 16

### **Lesson Title: Shout Out Poems**

*Brief description of the lesson:* The students write a poem on gratefulness using Sekou Sundiata's "Shout Out" poem as a template

**OBJECTIVE:** *What is the purpose of learning this? How does it connect to a Big Idea?*

Students are using this template to write about who and what they're grateful for, especially during these trying times.

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

Students will need access to our instructional video. Students will only need a method of writing, whether it's pencil and paper, or typing on their computers. They will be shown a video of Sekou Sundiata's poem via YouTube using screen-sharing.

**ENGAGEMENT:** *How will you initially engage students' attention?*

Our lesson will begin with an opening meditation that involves verbal call & response: I am here. I have a voice. My voice is important. My voice is powerful. My voice is here with me. My voice will change the world.

Then we will read back to students our favorite lines from the "I Know/I wonder" poems they submitted the previous week:

I wonder what sugar is made of  
I wonder if you can go around the world just by walking  
I wonder why birds don't get electrocuted when they go on electric lines  
I wonder if I could have the four elements, earth, air, fire & water  
I wonder if we can see our friends soon  
I wonder how all of you are doing?  
I wonder if my art could go in a museum  
I wonder how I would do in a dance contest  
I would what will happen in 2026  
I wonder what I would do if a storm comes.  
I wonder how my baby sister is going to look when she gets older  
I wonder if doctors get any sleep  
I wonder if I'm a good person.  
I wonder who taught the bird how to build nest and told  
the trees to take a rest.  
I wonder when I'm going to get a dog.  
I wonder when I'll go to Ecuador.

I wonder if summer will be fun.  
I wonder if the pandemic will last as long as my birthday.  
I wonder what my job will be when I grow up.

I know that we have to wash our hands with soap.  
I know ghosts are real.  
I know that African wild beasts migrate four times a year  
I know that you can't walk on water.  
I know how to read out loud.  
I know thousands of species have been extinct in the rainforest.  
I know my sister ate 12 pieces of chicken on Wednesday.  
I know the splash at the end of the waterfall.  
I know I am strong.  
I know I am one of a kind.  
I know I am blessed by God.  
I know the blue sky is blue.  
I know that the moon follows you, wherever you are.  
I know that the stars are far.  
I know some birds can sing songs.  
I know that rainbows appear after a storm.  
I know that the world is getting cleaner, while we are all inside.  
I know that by the end of the day, the sun goes down and the moon goes up.

I wonder if things will ever go back to normal.  
I know one day this virus will be defeated.

**MODEL/DEMONSTRATION:** *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

We will introduce Sekou Sundiata's work and poetry. After showing a video recording of his "Shout Out" poem via screen sharing, we will discuss the details in the poem - who he chooses to give a shout out to, the rhythms in the poems, the colors, the colors, numbers he points out that make the poem real and relatable to us.

Co-teachers Samira and Libby will be sharing examples they write with each prompt.

**GUIDED PRACTICE:** *How will students practice the new learning? How will they be guided?*

Students will be taught about different people and things they can express their gratitude for. We will explain that it can be a person, a thing, a memory.

Then we will give them four different prompts to brainstorm with:

**1. Workers (different types of professions) who deserve a shout out (give a few examples, especially focusing on COVID times.)**

E.g. Shout out to the postman who delivered letters from my friend.

Shout out to the grocery store workers, who are stocking groceries for us so that we can eat and stay nourished.

Students will be asked to notice that we're not just thanking the person, but also adding a clause on what they do, or how they're helping.

**2. People in your families who deserve a shoutout (think about a reason why they deserve one).**

E.g. Shout out to my cousin, who is a paramedic and is helping people stay safe.  
Shout out to my Baba who made me laugh on the phone yesterday.

E.g. My cousin who is a paramedic and is helping people.

Students will be asked to notice that you can use a family member's name in your language, and that you can do shout out to family that is not necessarily with you right here

**3. Things that have made you happy or comfortable recently that deserve a shoutout (a favorite meal or favorite show) - For this one, I want you to add a color in the line**

E.g. Shout out to the poetry book I received in a yellow package  
Shout out to my new garden, six milk crates full of brown soil that sit on my roof and will soon grow delicious vegetables

**4. A special memory that deserves a shout out -- add a color in the line**

E.g. Shout out to the pink bedsheet in my mother's room in Bangladesh  
Shout out to the memory of summer adventure in Amsterdam, biking the streets with friends, under the wide blue sky

Students will be asked to notice that the memory can be very specific, or something broad

**INDEPENDENT EXPLORATION:** *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

Students will be doing this as individuals but their work will be read together in the next class as a community poem

**SHARE/CLOSURE:**

*How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?*

Students will be instructed to write one line for 11 lines of the Shout Out, using the template provided in the lesson plan

Here's to the \_\_\_\_\_

To the \_\_\_\_\_

To the \_\_\_\_\_

Shout out to the \_\_\_\_\_

To the \_\_\_\_\_

To the \_\_\_\_\_

To the \_\_\_\_\_

Shout out to the \_\_\_\_\_

To the \_\_\_\_\_

To the \_\_\_\_\_

And to the \_\_\_\_\_

Co-teachers Libby & Samira will close out the instructional video by wishing students the best of luck on their writing, and reminding them to email over their poems when complete. Students will be encouraged to share their poems in videos and audio recordings, and asked to let us know if we have the permission to add them to our future video lessons for other students to see.