



LESSON PLAN

School Year: 2019

Residency/Workshop Title: Homer2Hiphop

School: P.S. 11

Grade: 3

Time length: 45

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

Lesson Title: I am an observer.

Brief description of the lesson: Encourage students to explore their five senses to observe their environment.

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

Create a word bank from the five senses. The purpose is to step into the mindset of a poet. A poet observes their surroundings and describes them through language.

- **Introductions (10 min):**

- Introduce ourselves
 - Ask the students to make name tents (if they don't have them already), go around the room and state their name and their favorite animal
- Introduce the H2HH program
 - Do not narrow the definition of a poem
 - Inform that poetry can take so many forms and everyone can write poetry
 - We will write poems together and on our own, and by the end of the program, maybe you'll even be writing at home!

- **Activity (30 min):**

- Allow the students to transport themselves outside of their current classroom environment through imagination and memory. Encourage the students to tap into their five senses to collect the materials to create poems.

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

Index cards, tape, writing utensils

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

We will hand out index cards with the following questions (we will divide these amongst the classroom evenly):

- What do you see at home?
- What do you smell at home?
- What do you feel at home?
- What do you hear at home?
- What do you taste at home?

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?*

- **(5 min)** We will model how a word bank is made by using our senses. We will make a list on the board of what we see/hear/taste/smell/feel in the classroom.
- **(1 min)** We will ask the classroom to be quiet for one whole minute and listen to the sounds they hear.

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

- **(10 min)** Have them create word banks individually depending on their index card.
- **(5 min)** At the end of class, have each student say one word aloud from their word bank.
- **(5 min)** At the end of class, we will instruct them to tape their index cards in their notebook.

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

Instruct the students to continue to grow their word bank at home. We will ask them to write five words for each sense in their classroom journal.

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?

(4 min) Invite them to hone in and focus on the senses when they are home or on their way home. Remind them to pull out their notebooks the next time they feel like “recording” something at home using their senses.

Describe what we'll be doing next week and how we will use these word banks toward making a poem.



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Lesson # (i.e. 1 of 10): 2 of 16

Lesson Title: I am a participator.

Brief description of the lesson: Understand the parts of speech so students know how to use language in their poems.

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

- Help the students grasp the difference between a noun, an adjective, a verb and an adverb.
- Using the word banks they created at home, determine what parts of speech each word is.
- Write a poem using a “Mad Libs” template and your word banks.
- Lead the students to understand that words are the building blocks to create poetry.

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

MadLibs template, writing utensil

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

(10 min) As an activity to get everyone awake and excited, we will start the class by having everyone stand up next to their chairs. We will define the parts of speech and write the following word associations on the board:

- Verb - jump
- Adjective - big
- Noun - nose
- Adverb - quietly

For each of the parts of speech, we will ask the kids to demonstrate. At first, we will say the word associated with each of the parts of speech (i.e. jump, big, nose, quietly). For jump, they jump. For big, they stretch their arms really wide like they’re about to give someone a big hug. For nose, they point to their nose. For quietly, they say “Ssh!” and put their index finger over their mouth.

Then, we will say just the parts of speech (i.e. verb, adjective, noun, adverb) but they still have to perform the same gestures.

Finally, we will erase the words off the board and just say the parts of speech!

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?*

(10 min) Next, we will apply our learning. We will write a very short example “MadLibs” poem on the board and fill in the blanks together as a class.

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

(12 min) The students will then receive their own “MadLibs” poem to fill out on their own, quietly.

(While the students are working on their poems, we will go around and collect their words that they wrote in their journals)

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

We will also give the students a take home “MadLibs” which they can fill out on their own for fun!

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?

(13 min) Review the definitions of the parts of speech, as a class. If time allows, give the students an opportunity to share their favorite line from their poem.

(We will work on this while the students are writing their MadLibs poems by going around the room and ask each student for the words they wrote at home) Create community “buckets” of words from the words the students wrote at home on large pieces of paper that we can place on the board at the next class. One bucket (page) for each of the parts of speech. Before leaving each student should write one word they like from the community buckets in their own journal.

Drive home the concept that words are the building blocks to poetry and writing a poem is simply the act of combining words to create meaning.



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Lesson # (i.e. 1 of 10): 3 of 16

Lesson Title: I am a poet.

Brief description of the lesson: Students will write their first poem! They will use the words from the class word banks.

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

- Make an original poem by using the word bank as source material
- One word from the word banks will be used as the first word of each line
- Students will be able to apply the idea that words are the building blocks to poetry and that just one word can inspire a line of a poem

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

Index cards, markers, large construction paper, tape/glue

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

(5 min) Sometimes we are a “poet and we don’t know it.” If we listen/look/observe the world around us through language, we can find poems around us. We will say the following phrase **poems can rhyme but they don’t have to all the time.** We will ask the class to repeat the phrase together three times.

We will then write this on the board twice: first as a line and second as a short “poem” broken down into three lines with 4 syllables each:

**poems can rhyme
but they don’t have
to all the time**

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 each pull from the community bucket and write a five line poem on the board. Each line of the poem will start with a word from the community word bank. If time allows, we will show different approaches to rhyme, pattern, etc. We will say that it’s okay if something sounds silly or “doesn’t make sense.” Emphasize that they should not worry about spelling and it’s okay to use a language other than English!

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

(15 min) We will have them choose one word from each of their word banks as the first word of each line. Each line will be written on a separate strip of paper. Then, they can arrange/rearrange the strips in any order until they have a poem.

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

Have them read the entire poem to themselves and/or out loud. Invite them to re-arrange the lines in a different order when they go home. See how it changes the meaning of the 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?

(10 min) How did you decide on the final order of your poem? What did you think as you were re-arranging your poem?

The students will give their finished poems to us (or we can take a photo of each?) and we will take them home to print and return to them next week. Ask them to bring in material that they want to use to decorate their poems.



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Lesson # (i.e. 1 of 10): 4 of 16

Lesson Title: I am an artist.

Brief description of the lesson: Create a tactile and visual work of art around a poem.

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

- Collage poem with materials that enhance a sensory experience.
- The purpose of this lesson is to show that poetry can also be tactile
- Now that the students know that they are poets, we want to show them that they are artists too!

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

The poems will be printed on special cardstock paper and brought to class.

Various tactile materials (fabric, paper, pipe cleaners, etc.)

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

Distribute their poems back to them and have them decorate the poem. Also, like the community “bucket” have them share any material that they are not using with others.

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?*

Show an example of a finished piece.

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

Walk around and check in on their progress. Help them associate different materials with the feelings their poem provokes.

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

Invite them to memorize their poems at home. If they repeat the poem over and over again it will be like a song that is stuck in their head.

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?

Invite the students to share their art and their poems out loud to the class.

Thank and congratulate them on completing their poems. Remind them how it all started from them paying attention to the world through their five senses, making a word bank, arranging and rearranging their words, and making a poem out of it.