



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Name Poems: Acrostics	TIME REQUIRED: 45+ minutes	AGES: K – 2+
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, College and Career Readiness, Arts, Literacy, Enrichment, Diversity, etc.) <ul style="list-style-type: none"> Literacy 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards) <ul style="list-style-type: none"> Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> Write descriptive sentences and increase vocabulary in the form of an acrostic poem. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> Black marker Markers and crayons Construction paper Chart paper/whiteboard Children’s Thesaurus (optional) Children’s Dictionary (optional) Letter Stencils (optional) 	PREPARE AHEAD OF TIME:	

PART ONE:

INTRO TO REFLECT

SAY: Today we’re going to write acrostic poems about y-o-u!

ASK & CONNECT (prepare opening ideas to connect lesson to youth’s prior experience or prior session)

- What do you know about poetry?
- Have you ever written an acrostic poem before? What do you know about them?

<p>PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.</p> <ol style="list-style-type: none"> 1. Have the youth brainstorm the following: <ol style="list-style-type: none"> a. Their favorite things b. What they look like c. Where they live(d) d. What they like to do e. Their personalities f. Anything else special them 2. Write their ideas down on chart paper or on a board so they can refer to the words/spelling later. 3. Ask youth to write their name down vertically on one side of the paper with black marker. 4. With the ideas that the youth came up with during brainstorming, have them find words that match the letters in their name and write them beside the matching letter. For example, works like "Daring" or "Dog Lover" could go by the letter D in David. 5. If they do not have any words to match the letter, have them look in a children's dictionary and/or thesaurus for ideas. Make sure the words they select match their likes/dislikes, looks, personalities, etc. 6. After the youth have written their poems, give them time to decorate the paper with pictures and designs that further illustrate who they are. 	<p>What key skills will I need to be prepared to model or teach?</p> <ul style="list-style-type: none"> • <i>If using the children's thesaurus and/or dictionary, plan to spend a couple minutes demonstrating how to use the resource and support youth while they access this resource as needed.</i>
<p>ASK DURING (open-ended questions for during activity)</p> <ul style="list-style-type: none"> • What are some words you are hoping to use to describe yourself? What words are similar that can fit with your name? • What other words would you want to create an acrostic for? 	

SITE SPECIFIC (complete prior to lesson delivery)

<p>Leadership (How can youth help lead?)</p>	<p>Choices (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
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<p>PART THREE: REFLECT</p> <ul style="list-style-type: none"> • Give youth time to recite their poems. How well do you think you were able to describe yourself within your poem? What letters/words were you missing that you wish you had?

<p>FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invitation: During activity, invite families to join as they are picking up their child <input type="checkbox"/> Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process <input type="checkbox"/> Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email
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