



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?) Collective Poetry	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> Literacy Diversity and Global Learning 		
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. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> Participate in creating a group poem. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> 3 x 5 index cards Pencils 	<ul style="list-style-type: none"> 	

PART ONE:	
SAY: Today we're to do an activity called "Collective Poetry."	
ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)	
<ul style="list-style-type: none"> What does the word "collective" mean or make you think of? How will that relate to poetry? 	
PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.	What key skills will I need to be prepared to model or teach?
<ol style="list-style-type: none"> Today's activity intends to build community and an opportunity to learn and share about our "collective" histories and experiences. Give youth a 3-by-5 card. Ask youth to number 1 to 5 on the left border. Then ask them to list: <ul style="list-style-type: none"> Thing your parents/guardians say that annoys you, makes you laugh, makes you feel safe or scares you. 	<ul style="list-style-type: none">
	ASK DURING (open-ended questions for during activity)
	<ul style="list-style-type: none"> How does the order of these change the poems? How do you think these poems

<ul style="list-style-type: none"> ○ Your favorite sound, three times. ○ Your favorite place in the world. ○ Your favorite color, five times. ○ Your favorite thing to do. <p>5. Ask five kids to collectively read their poems. They take turns each reading one line at a time. They read each line in any order until they each have read all five phrases. For instance, the first child might choose to first read his or her favorite sound. After the others choose and read a line, then the first child chooses a second line to read, as do the others, until all five kids have read all five lines.</p> <p>Here is an example of how the first line read of a collective poem might sound with five readers participating:</p> <ul style="list-style-type: none"> • Child 1: blue, blue, blue, blue, blue • Child 2: in my pink bedroom with my butterfly bear • Child 3: not until you finish your homework • Child 4: tick-tock, tick-tock, tick-tock • Child 5: Whatever! <p>6. Introduce the idea of patterns with this activity, explaining how the pattern they used to create their list transfers into the rhythm of the collective poem.</p>	<p>compare being read individually versus as a group?</p>
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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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PART THREE:

REFLECT

- What surprised you about this activity?
- How did you feel you contributed?
- What did you learn about someone else in this activity?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- 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
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email