

Summer 2022

Grade 6-8

# Journalism Project

## NEW YORK EDGE TIMES

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### **New York Edge Runs Wonderful Summer Camp in All 5 Boroughs**

Reuters, June 13, 2022.

It has been reported that New York Edge, formerly known as Sports & Arts in Schools Foundation, will be running summer camps in over 100 schools in NYC this summer. Under the intrepid leadership of its new CEO, Rachael Gazdick, NYE is expanding in many interesting directions. On the one hand, NYE is producing a student-led podcast in which notable people of all backgrounds and in different fields are interviewed by NYE students.

Moreover, students have been publishing their own writing and one of their books will be on the shelves shortly. Engaging STEM activities, involving designing solutions to problems, will be led by highly trained individuals. Sites will have access to myriad arts activities to get children's creative juices flowing. Finally, different sports and other fun physical activities will be part and parcel of camp participants' experience.

### **Deshawn Webber Scores Winning Point!**

Fans were thrilled when 6<sup>th</sup> grader, Deshawn Webber, scored the winning point at the NYE Soccer Championship this summer. Deshawn was not always a soccer player, but he is happy to be playing now. "I was never very athletic, but I practiced a lot—even on the weekends—and my game got better." Deshawn is hoping to play soccer in middle school, which he starts this fall.



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Greetings Community Educators!

*Welcome to the NYE Summer '22 Journalism Project!*

This Journalism Project is meant to give kids a tangible memory of the summer’s activities through the creation of a newsletter that they can keep (and which will give them the opportunity to practice their writing). As a critical component of this project, each camper will get a workbook containing the newsletter templates and instructions, as well as blank templates for the final drafts of each activity. At the end they can rip out the work pages and their final drafts will remain as the pages of their newsletter and/or items can be scanned or typed into the computer and you can make a newsletter containing several students’ work. **It will be important that you find a place to store student newsletters** because they will need them on an ongoing basis.

This curriculum begins with an overview of how to guide writing, moving on to weekly summaries and lesson plans for grades 6 – 8. All students will be doing the same projects, but each grade level will have different lessons reflecting grade-level expectations.

Below are the Journalism activities for each week:

| Week | Write an...  |
|------|--|
| 1    | interview  |
| 2    | poem   |
| 3    | music review                                       |
| 4    | sports or arts review                              |
| 5    | final touches &... <b><i>Publishing Party!</i></b> |

Each activity will end with an exit ticket (on page 5 below) in which participants will reflect on their learning and indicate where they need help. You will need to copy and distribute them at the end of each day OR they can (preferably) be done online. Please read them carefully to help you address students’ learning needs in the planning and execution of these lessons.

As always, this curriculum is meant to be helpful, not to restrict you, so if you want to change something (and it is ok with your site’s Director and/or Education Specialist), please do! ( A newsletter could really be about anything.) I’m also available to answer questions at 646-628-4100 or [lwjaen@newyorkedg.org](mailto:lwjaen@newyorkedg.org).

Wishing you a fun and productive summer,

*Lianne*

NYE Literacy Department

# Guiding Writing

## Basic Info

People use writing for different reasons: to communicate personal messages (letters, emails, text messages, etc.), to get something done (applications, etc) and/or to communicate information or ideas. Writing, both fiction and non-fiction, is also *creative*, since there is an infinite amount of ways to say things. In any event, the ability to write well and confidently opens many doors for people: it is a door to reading (because they are two sides of the same coin), it allows them to demonstrate their knowledge, explain an important matter, persuade people, or simply entertain.

Many people think of writing as an exercise in grammar, making sure that things are said in “*proper English*,” crossing *t*'s, dotting *i*'s (called “mechanics”) **but that's only part of the story**. We think it is important to start writing instruction by emphasizing **voice**: the specific, very personal way in which a particular individual tells a story that is important to them because everybody likes being listened to and everybody has a story to tell.

One way to look at writing is as a *process* that has several stages:

1. developing an idea (at times including gathering information)
2. crafting a first draft
3. reflecting about and sharing the product to make it better
4. revising (based on previous step) to make ideas clearer
5. editing for spelling, grammar & punctuation
6. writing that final draft
7. publishing the piece

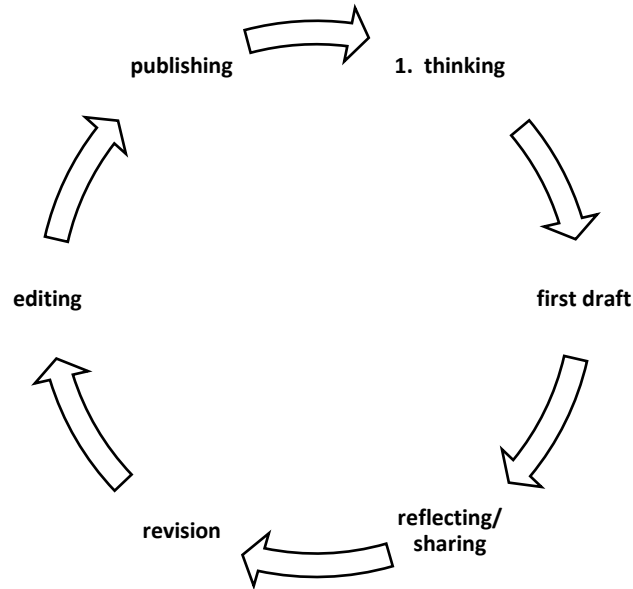
Of course, it isn't really linear (going straight from one to seven, strictly in one direction): instead, it is recursive (meaning that you go back and forth from several steps). The rules of writing depend a lot on **genre** – the *kind* of writing is being done– be it poetry, a letter, a personal narrative, fiction, a report, a play, etc. At more advanced levels, writing includes making use of literary devices—such as metaphors, personification, similes, alliteration— which make it more interesting and compelling.

In any case, **NOBODY**, not the most famous writer, not the best student, writes a perfect piece in a first draft. And some of the technicalities (such as spelling) are not always the best indication of good writing, and certainly not a sign of intelligence. (It is said that Albert Einstein was a terrible speller.)

Most importantly:  
You don't have to be an accomplished writer  
to guide kids in writing.

## What YOU can Do

- Make sure writers have the opportunity to go through the entire writing process:



- Briefly meet with writers to talk about their work & give suggestions (focus first on **content**, *not* mechanics).
- Pair writers to peer edit mechanics (check for punctuation, spelling, capitalization).
- Give writers time to create a clean final copy (DO make sure they have fixed errors in punctuation, spelling and capitalization at this stage.)
- CELEBRATE! Have a publishing party and invite parents! Have them read their work aloud.

## Facilitating Differentiation

Because we are all different, you will undoubtedly have students who face challenges writing either because they learn differently than others or because they are still learning English. Here's what you can do...

- Give them more assistance in completing their work, give them more time, etc.
- Make sure instructions are always provided in writing as well as orally. Remind students where they are in the process and lay out next steps explicitly, repeat as needed.
- Pair students with friends whose skills complement theirs (they may be better at writing, for instance).
- Encourage students to speak in their native languages if that is helpful to them.
- Call on co-workers or other students who speak students' languages to assist.
- Speak slowly, use simple language and use gestures to convey meaning.

## Assessing Learning

In general, there are two types of assessment: **formative** (ongoing, to help instructor know where a student is at and help correct misunderstandings) and **summative** (at the end of a project, unit, etc to determine what has been learned). Given the emphasis in this unit on process, **you will focus on formative assessment.**

## Formative Assessment

In order to carry out formative assessments you will need to **give each student individual attention, by circulating and meeting with each student while others are working.** You may not be able to confer with each student each session, but you should keep track of who you have worked with and who needs (further) attention. During mini-conferences with students you need to...

- Read their work carefully and note errors
- Point out parts that are confusing and/or which contain errors and ask “what are you trying to say here?” or “What do you see here?” or “How could you make this part better?” “Is this spelled right?”
- Often students will self-correct at this point, but if not think of questions that will make the student realize their error.
- Finally, if they don’t understand and/or are unable to self-correct or expand on their writing, make a very specific observation, such as “I notice this is not a complete sentence. Can you add something to make it one?” OR “This word is misspelled” and point them to a dictionary.)
- If you notice there is something they don’t understand, explain it clearly and directly. If you notice that several of your students make the same mistake, take a minute to do a “mini-lesson,” i.e., take 5 min to explain the matter to the entire class.
- Once students make the appropriate changes, they will have successfully completed the project.

## Exit Tickets

Each activity will end with an exit ticket (on page 5 below) in which participants will reflect on their learning and indicate where they need help. You will need to copy and distribute them at the end of each day OR they can (preferably) be done online. Please read them carefully to help you address students’ learning needs in the planning and execution of these lessons.

- online form:  
<https://app.smartsheet.com/b/form/6ee84db9cae04a80b893677062eb1d85> (preferred)
- paper copy (below).

***Please collect and scan all paper copies and send them to [lwjaen@newyorkedge.org](mailto:lwjaen@newyorkedge.org)***

Summer '22 Journalism Project

**Daily Exit Ticket**

| Name   | Date | Site |
|--|------|------|
| Today I worked on my...<br><i>(Choose one)</i><br><input type="checkbox"/> interview <input type="checkbox"/> poem <input type="checkbox"/> music review <input type="checkbox"/> sports column  |      |      |
| So far, I have... <i>(Choose what you've done)</i><br><input type="checkbox"/> developed/discussed ideas <input type="checkbox"/> written my first draft <input type="checkbox"/> peer edited<br><input type="checkbox"/> revised/made better <input type="checkbox"/> written final draft |      |      |
| To finish, I must... <i>(Choose what you will do)</i><br><input type="checkbox"/> write my first draft <input type="checkbox"/> peer edit <input type="checkbox"/> revise/make better<br><input type="checkbox"/> write the final draft  |      |      |
| I could help someone else with...<br><input type="checkbox"/> ideas <input type="checkbox"/> editing (capitalization, punctuation, spelling)<br><input type="checkbox"/> revising/improving (content, clarifying, organization)  |      |      |
| I need help with...<br><input type="checkbox"/> ideas <input type="checkbox"/> editing (capitalization, punctuation, spelling)<br><input type="checkbox"/> revising/improving (content, clarifying, organization)  |      |      |
| I found this project...<br><i>(choose one...we want to know what YOU think!)</i><br><input type="checkbox"/> fun <input type="checkbox"/> so-so <input type="checkbox"/> boring  |      |      |



## Week 1: Interviewing a Leader

### *The Bottom Line (Wk 1)*










#### **You will**












- *Before class:* Photocopy the memes on pg 14.
- Explain instructions to students (note: instructions change for each grade)
- Circulate and help them while they work
- Give them exit tickets and SAVE THEM.

#### **Students will**










- Discuss leadership qualities
- Interview someone who inspires them
- Write up their interview

## Grade 6 Lesson Plan

|  |   |
|--|---|
|  <b>Lesson Title:</b> Interviewing a Leader<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> By the end of the second session students will have interviewed a leader and put the interview in writing.   |   |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards, 6W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.  |   |
|  <b>Vocabulary:</b> journalism – writing for newsletter or other source of information, online or print   |   |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 3-</b> Ethical decision-making and responsible behavior, <b>A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.   |   |
|  <b>Materials &amp; Space:</b> Student workbooks, memes   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; copy the leadership memes below (starting on pg 14) for distribution  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Ask students where their parents get their news. Explain that people can get news from TV, blogs, newspapers, etc. Explain the term “journalism” and the concept of the Journalism Project to participants. Explain that the first article in their newspaper will be based on an interview of a leader of their choice (can be a friend, advisor, adult in their life, etc.)</li><li>2. Divide the group into smaller groups of 4 and give each group a meme. Give them 10 minutes to discuss the meme and answer these guiding questions: How does this compare with your understanding of leadership? How could you tell if someone is a good leader? What is the role of honesty in leadership? Respect? Fairness? Compassion?</li><li>3. Bring the entire group back together and ask each group to report back on their discussion. Allow for members of the group to express differences of opinion.</li><li>4. Have participants pair up to look at the interview questions in their handbook and then discuss their ideas and plans about who to interview with their partner.</li></ol> |   |

|  |   |
|--|---|
| 5. Give participants their exit tickets to document learning.  |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.   |   |
|  <b>Lesson Title:</b> Interviewing a Leader<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50- min sessions   |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> (See above)  |   |
|  <b>Learning Standards:</b> (See above)   |   |
|  <b>Vocabulary:</b> (See above)   |   |
|  <b>Social Emotional Components:</b> (See above)  |   |
|  <b>Materials &amp; Space:</b> (See above)  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Ask participants to share how their interviews went. Explain to participants that they will now write their article based on the interview.</li> <li>2. Show participants how to turn their interview questions into sentences. (Turn question into an affirmative statement and incorporate answers to complete the sentence. For instance: Question 1, “Where and when were you born?” turns into “_____ was born on _____ in _____.”).</li> <li>3. Explain the meaning of alliteration (it refers to two or more words in a row that begin with the same letter. Eg: She was <u>con</u>sciously <u>co</u>y in her responses.)</li> <li>4. Give students instructions for writing their article: <ul style="list-style-type: none"> <li>• use complete sentences and punctuation</li> <li>• write a paragraph with at least 8 complete sentences.</li> <li>• use alliteration once</li> </ul> </li> <li>5. Give participants time to re-read their notes and write up the article about the person they interviewed.</li> <li>6. Tell participants to choose a person with whom to exchange their articles to check each other’s work for spelling, capitalization and punctuation.</li> <li>7. Have participants write their final drafts on the page provided.</li> <li>8. Give participants their exit tickets to document learning.</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.   |   |

## Grade 7 Lesson Plan

|  |   |
|--|---|
|  <b>Lesson Title:</b> Interviewing a Leader<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 7 |
|  <b>Student Objective:</b> By the end of the second session students will have interviewed a leader and put the interview in writing.   |   |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards, 7W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.  |   |
|  <b>Vocabulary:</b> Journalism – writing for newsletter or other source of information, online or print   |   |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 3-</b> Ethical decision-making and responsible behavior, <b>A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.   |   |
|  <b>Materials &amp; Space:</b> Student workbooks, memes   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; copy the leadership memes (starting on pg 14) for distribution  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Ask students where their parents get their news. Explain that people can get news from TV, blogs, newspapers, etc. Explain the term “journalism” and the concept of the Journalism Project to participants. Explain that the first article in their newspaper will be based on an interview of a leader of their choice (can be a friend, advisor, adult in their life, etc.)</li><li>2. Divide the group into smaller groups of 4 and give each group a meme. Give them 10 minutes to discuss the meme and answer these guiding questions: How does this compare with your understanding of leadership? How could you tell if someone is a good leader? What is the role of honesty in leadership? Respect? Fairness? Compassion?</li><li>3. Bring the entire group back together and ask each group to report back on their discussion. Allow for members of the group to express differences of opinion.</li></ol> |   |

4. Have participants pair up to look at the interview questions in their handbook and then discuss their ideas and plans about who to interview with their partner.
5. Give participants their exit tickets to document learning.



**Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.



**Lesson Title:** Interviewing a Leader  
**Lesson Duration:** 2<sup>nd</sup> of 2, 50- min sessions



**Grade Level:** 7



**Student Objective:** (See above)



**Learning Standards:** (See above)



**Vocabulary:** (See above)



**Social Emotional Components:** (See above)



**Materials & Space:** (See above)



**Advanced Preparation:** Gather student workbooks



**Lesson Instructions:**










1. Ask participants to share how their interviews went. Explain to participants that they will now write their article based on the interview.
2. Show participants how to turn their interview questions into sentences. (Turn question into an affirmative statement and incorporate answers to complete the sentence. For instance: Question 1, “Where and when were you born?” turns into “\_\_\_\_\_ was born on \_\_\_\_\_ in \_\_\_\_\_.”).
3. Explain the meaning of alliteration (it refers to two or more words in a row that begin with the same letter. Eg: She was consciously coy in her responses.)
4. Explain the need for transition words/phrases: they help guide the reader in organizing their thinking. These include: first, second, etc.; first, next, finally.
5. Give students instructions for writing their article:
  - use complete sentences and punctuation
  - write a paragraph with at least 8 complete sentences.
  - use alliteration once & ensure to use transition words at the beginning of each section.
6. Give participants time to re-read their notes and write up the article about the person they interviewed.
7. Tell participants to choose a person with whom to exchange their articles to check each other’s work for spelling, capitalization and punctuation.

8. Have participants write their final drafts on the page provided.
9. Give participants their exit tickets to document learning.




**Assessment:** *Formative:* Circulate while students work to correct misunderstandings.  
*Summative:* Instruct students to do Exit tickets.

## Grade 8 Lesson Plan

|   |  |
|---|--|
|  <p><b>Lesson Title:</b> Interviewing a Leader<br/> <b>Lesson Duration:</b> 1<sup>st</sup> of 2, 50-min sessions</p>   |  <p><b>Grade Level:</b> 8</p> |
|  <p><b>Student Objective:</b> By the end of the second session students will have interviewed a leader and put the interview in writing.</p>   |  |
|  <p><b>Learning Standards:</b> <b>NYSED, ELA Standards, 8W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p>  |  |
|  <p><b>Vocabulary:</b> Journalism – writing for newsletter or other source of information, online or print</p>  |  |
|  <p><b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 3-</b> Ethical decision-making and responsible behavior, <b>A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>   |  |
|  <p><b>Materials &amp; Space:</b> Student workbooks, memes (below)</p>   |  |
|  <p><b>Advanced Preparation:</b> Gather student workbooks; copy the leadership memes (starting on pg 14) for distribution</p>  |  |
|  <p><b>Lesson Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask students where their parents get their news. Explain that people can get news from TV, blogs, newspapers, etc. Explain the term “journalism” and the concept of the Journalism Project to participants. Explain that the first article in their newspaper will be based on an interview of a leader of their choice (can be a friend, advisor, adult in their life, etc.)</li> <li>2. Divide the group into smaller groups of 4 and give each group a meme. Give them 10 minutes to discuss the meme and answer these guiding questions: How does this compare with your understanding of leadership? How could you tell if someone is a good leader? What is the role of honesty in leadership? Respect? Fairness? Compassion?</li> </ol> |  |

3. Bring the entire group back together and ask each group to report back on their discussion. Allow for members of the group to express differences of opinion.
4. Have participants pair up to look at the interview questions in their handbook and then discuss their ideas and plans about who to interview with their partner.
5. Give participants their exit tickets to document learning.

 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.

 **Lesson Title:** Interviewing a Leader  
**Lesson Duration:** 2<sup>nd</sup> of 2, 50- min sessions


 **Grade Level:** 8

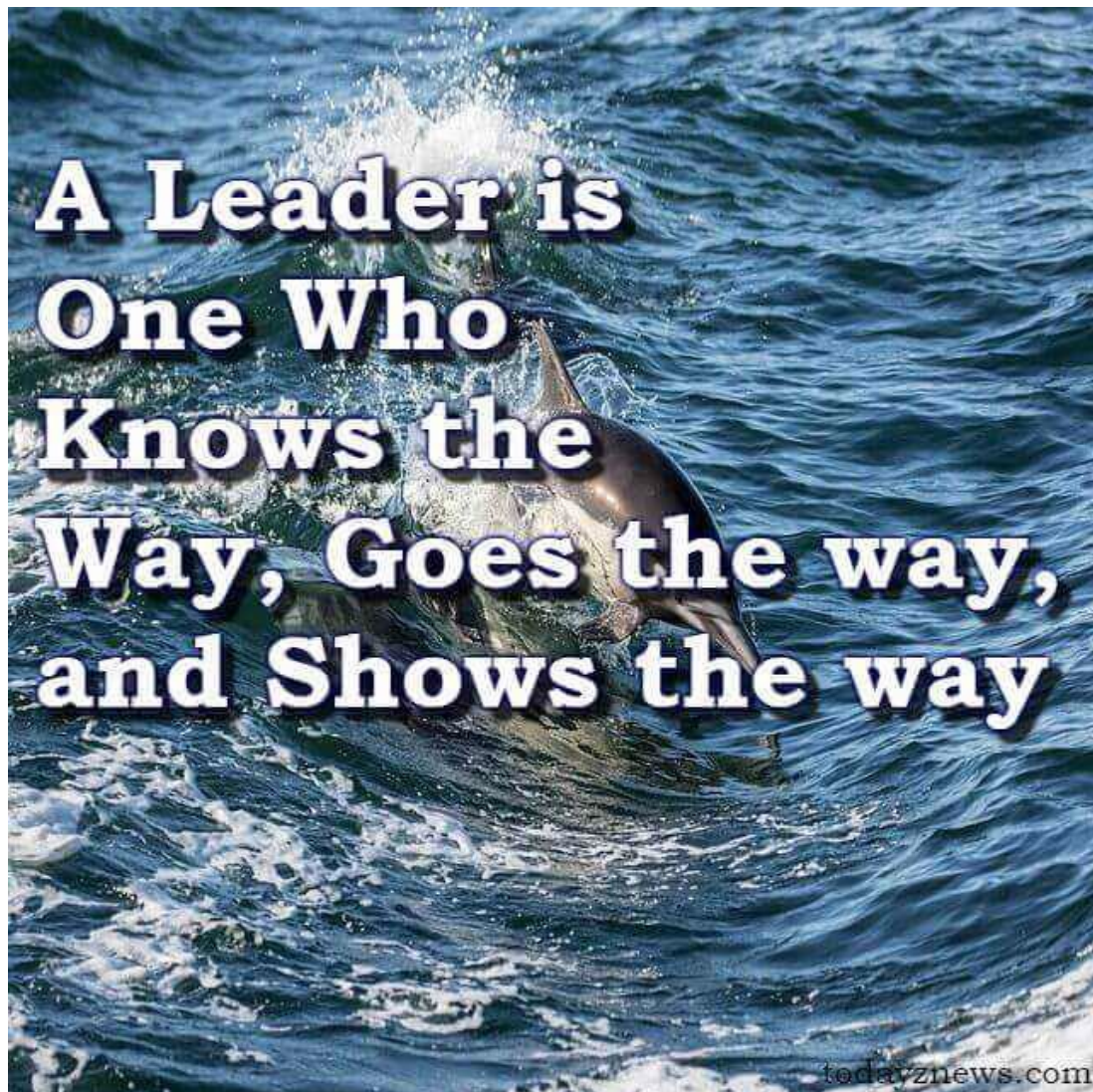
 **Materials & Space:** (see above)

 **Advanced Preparation:** Gather student workbooks

 **Lesson Instructions:**

1. Ask participants to share how their interviews went. Explain to participants that they will now write their article based on the interview.
2. Show participants how to turn their interview questions into sentences. (Turn question into an affirmative statement and incorporate answers to complete the sentence. For instance: Question 1, “Where and when were you born?” turns into “\_\_\_\_\_ was born on \_\_\_\_\_ in \_\_\_\_\_.”).
3. Explain the meaning of alliteration (it refers to two or more words in a row that begin with the same letter. Eg: She was consciously coy in her responses.)
4. Explain the need for transition words/phrases that help guide the reader as to the order of events or ideas. These include: first, second, etc.; first, next, finally.
5. Introduce transition words that indicate the relationship between ideas, supporting or counterposing an event/argument, such as additionally, however, nevertheless, nonetheless.
6. Give students instructions for writing their article:
  - use complete sentences and punctuation
  - write a paragraph with at least 8 complete sentences.
  - use alliteration once & ensure to use transition words at the beginning of each section (indicating order or relationship between sentences).
7. Give participants time to re-read their notes and write up the article about the person they interviewed.
8. Tell participants to choose a person with whom to exchange their articles to check each other’s work for spelling, capitalization and punctuation.
9. Have participants write their final drafts on the page provided.
10. Give participants their exit tickets to document learning.

 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.



DISCUSS with your team:

- What does this meme say about leadership?
- Does it match up with your understanding of leadership?
- How does a good leader help you feel?
- What does a good leader help you do?
- How could you tell if someone is a good leader?



**GREAT LEADERS DON'T  
SET OUT TO BE A  
LEADER...THEY SET OUT  
TO MAKE A DIFFERENCE.  
ITS NEVER ABOUT THE  
ROLE-ALWAYS ABOUT  
THE GOAL.**

[LisaHaisha.com](http://LisaHaisha.com)

DISCUSS with your team:

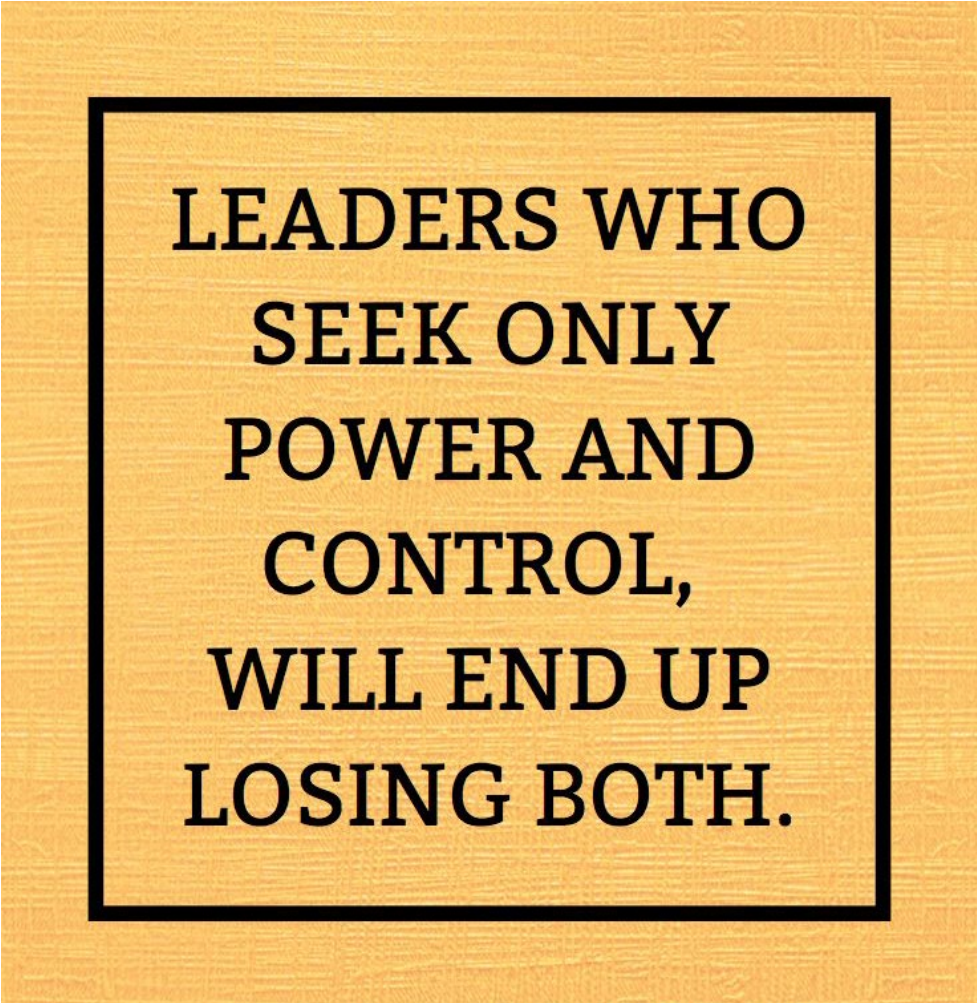
- What does this meme say about leadership?
- Does it match up with your understanding of leadership?
- How does a good leader help you feel?
- What does a good leader help you do?
- How could you tell if someone is a good leader?

If your  
actions  
inspire  
others to  
dream more,  
learn more,  
do more &  
become more,  
**YOU ARE A  
LEADER.**

- John Quincy Adams

DISCUSS with your team:

- What does this meme say about leadership?
- Does it match up with your understanding of leadership?
- How does a good leader help you feel?
- What does a good leader help you do?
- How could you tell if someone is a good leader?



**LEADERS WHO  
SEEK ONLY  
POWER AND  
CONTROL,  
WILL END UP  
LOSING BOTH.**

DISCUSS with your team:

- What does this meme say about leadership?
- Does it match up with your understanding of leadership?
- How does a good leader help you feel?
- What does a good leader help you do?
- How could you tell if someone is a good leader?

## Week 2: Coping & Growing through Poetry

### *The Bottom Line (Wk 2)*










#### **You will**


- *Before class:* Copy the brainstorming exercise on pg 26 onto chart paper.
- Discuss stress and decompressing with students
- Explain instructions to students (note: instructions change for each grade)
- Circulate and help them while they work
- Give them exit tickets and SAVE THEM.











#### **Students will**

- Discuss stress and decompressing
- Note related words
- Write a poem or several










## Grade 6 Lesson Plan


|   |   |
|---|---|
|  <b>Lesson Title:</b> Coping & Growing<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> By the end of the second session students will have written a poem about coping with stress and de-stressing.   |   |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards: 6W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |
|  <b>Vocabulary:</b> Metaphor – a literary device in which a comparison that is not literally true is made. Example: The snow was a white blanket covering the fields. (Snow is not really a blanket. )   |   |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 1,</b> Develop self-awareness and self-management skills. <b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks, chart paper, markers  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; write up the instructions and poem below on chart paper.   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Explain to students that today they will discuss and write a poem about stress and how to cope with it. Post the chart paper (above) and break participants into groups to discuss the following questions:<ul style="list-style-type: none"><li>• What are some things that stress you out?</li><li>• How does stress affect you?</li><li>• What are some strategies for coping with stress?</li></ul></li><li>2. Re-group and ask them to share their ideas.</li><li>3. Lead participants in brainstorming key words about their feelings &amp; coping strategies.</li><li>4. Introduce the term “metaphor” and explain it to students. Explain they will have to use a metaphor.</li><li>5. Then ask them to write a poem (using the instructions on the pg 26)</li><li>6. Give participants time to write</li><li>7. Ask participants to share their piece with a peer and receive feedback.</li><li>8. Give participants their exit tickets to document learning.</li></ol> |   |











 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings.  
*Summative:* Instruct students to do Exit tickets.

|   |   |
|---|---|
|  <b>Lesson Title:</b> Coping & Growing<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> (See above)   |   |
|  <b>Learning Standards:</b> (See above)  |   |
|  <b>Vocabulary:</b> (See above)  |   |
|  <b>Social Emotional Components:</b> (See above)   |   |
|  <b>Materials &amp; Space:</b> (See above)   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Give participants time to work on their poem.</li> <li>2. Give participants time to confer with and peer-edit. Circulate while they are working.</li> <li>3. Give participants time to finish their final drafts.</li> <li>4. Give participants their exit tickets to document learning.</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br><i>Summative:</i> Instruct students to do Exit tickets.   |   |

## Grade 7 Lesson Plan










|   |   |                      |     |                     |     |                     |     |                       |     |
|---|---|----------------------|-----|---------------------|-----|---------------------|-----|-----------------------|-----|
|  <b>Lesson Title:</b> Coping & Growing<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 7 |                      |     |                     |     |                     |     |                       |     |
|  <b>Student Objective:</b> By the end of the second session students will have written a poem about coping with stress and de-stressing.   |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards: 7W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Vocabulary:</b> Metaphor – a literary device in which a comparison that is not literally true is made. Example: The snow was a white blanket covering the fields. (Snow is not really a blanket. )   |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 1,</b> Develop self-awareness and self-management skills. <b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.  |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Materials &amp; Space:</b> Student workbooks, chart paper, markers   |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Advanced Preparation:</b> Gather student workbooks; write up the instructions and poem below (#4, 5 below) on chart paper.   |   |                      |     |                     |     |                     |     |                       |     |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Explain to students that today they will discuss and write a poem about stress and how to cope with it. Post the chart paper (above) and break participants into groups to discuss the following questions:</li> <li>2. What are some things that stress you out?</li> <li>3. How does stress affect you?</li> <li>4. What are some strategies for coping with stress?</li> <li>5. Re-group and ask them to share their ideas.</li> <li>6. Lead participants in brainstorming key words about their feelings &amp; coping strategies.</li> <li>7. Introduce the term “metaphor” and explain it to students. Explain they will have to use a metaphor.</li> <li>8. Introduce the <i>abba</i> rhyming scheme to students: It is when the 1<sup>st</sup> &amp; 4th lines rhyme with each other and the 2<sup>nd</sup> and 3<sup>rd</sup> lines rhyme as well:           <table style="margin-left: 40px; border: none;"> <tr> <td>Let me fetch a stick</td> <td>(A)</td> </tr> <tr> <td>let me fetch stones</td> <td>(B)</td> </tr> <tr> <td>throw me your bones</td> <td>(B)</td> </tr> <tr> <td>teach me your tricks.</td> <td>(A)</td> </tr> </table> </li> </ol> |   | Let me fetch a stick | (A) | let me fetch stones | (B) | throw me your bones | (B) | teach me your tricks. | (A) |
| Let me fetch a stick  | (A)   |                      |     |                     |     |                     |     |                       |     |
| let me fetch stones   | (B)   |                      |     |                     |     |                     |     |                       |     |
| throw me your bones   | (B)   |                      |     |                     |     |                     |     |                       |     |
| teach me your tricks.   | (A)   |                      |     |                     |     |                     |     |                       |     |


|   |
|---|
| <p>Explain they must write at least one poem with this rhyming scheme.</p> <ol style="list-style-type: none"> <li>Instruct students to write a poem (using the instructions on the pg 26). Their poem must be about coping with stress AND must use the abba scheme above.</li> <li>Give participants time to write</li> <li>Ask participants to share their piece with a peer and receive feedback.</li> <li>Give participants their exit tickets to document learning.</li> </ol> |
| <p> <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br/><i>Summative:</i> Instruct students to do Exit tickets.</p>   |











|  |  |
|--|--|
| <p> <b>Lesson Title:</b> Coping &amp; Growing<br/><b>Lesson Duration:</b> 2<sup>nd</sup> of 2, 50-min sessions</p>  | <p> <b>Grade Level:</b> 7</p> |
| <p> <b>Student Objective:</b> (See above)</p>   |  |
| <p> <b>Learning Standards:</b> (See above)</p>  |  |
| <p> <b>Vocabulary:</b> (See above)</p>  |  |
| <p> <b>Social Emotional Components:</b> (See above)</p>   |  |
| <p> <b>Materials &amp; Space:</b> (See above)</p>   |  |
| <p> <b>Advanced Preparation:</b> Gather student workbooks;</p>  |  |
| <p> <b>Lesson Instructions:</b></p> <ol style="list-style-type: none"> <li>Give participants time to work on their poem.</li> <li>Give participants time to confer with and peer-edit. Circulate while they are working.</li> <li>Give participants time to finish their final drafts.</li> <li>Give participants their exit tickets to document learning.</li> </ol> |  |
| <p> <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br/><i>Summative:</i> Instruct students to do Exit tickets.</p>  |  |



## Grade 8 Lesson Plan

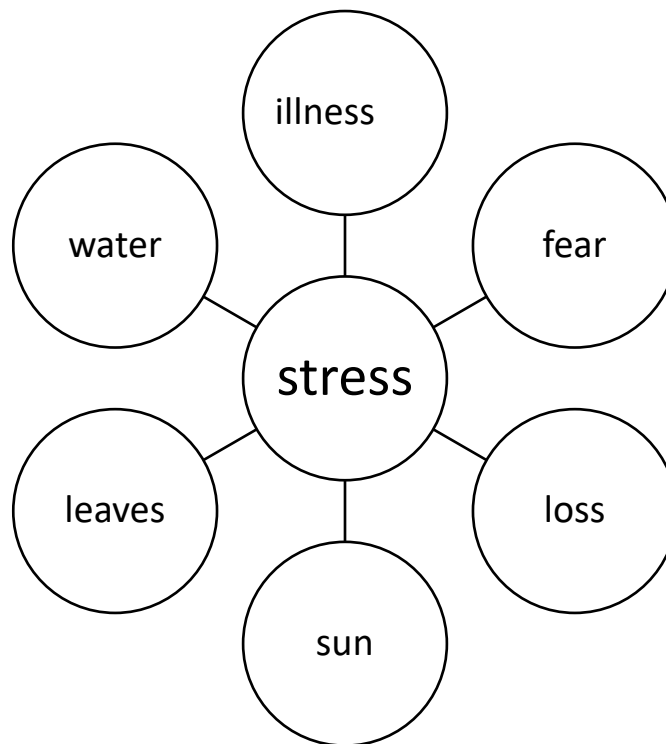
|   |   |
|---|---|
|  <b>Lesson Title:</b> Coping & Growing<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b> By the end of the second session students will have written a poem about coping with stress and de-stressing.   |   |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards: 8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |
|  <b>Vocabulary:</b> haiku – a poem with the following structure: 1 <sup>st</sup> line- 5 syllables; 2 <sup>nd</sup> line-7 syllables; and 3 <sup>rd</sup> line-5 syllables.  |   |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8: Goal 1,</b> Develop self-awareness and self-management skills. <b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks, chart paper, markers   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; write up the instructions from pg 26 on one piece of chart paper & the haiku instructions and the poem below, on another   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Explain to students that today they will discuss and write a poem about stress and how to cope with it. Post the chart paper (above) and break participants into groups to discuss the following questions:<ul style="list-style-type: none"><li>• What are some things that stress you out?</li><li>• How does stress affect you?</li><li>• What are some strategies for coping with stress?</li><li>• Re-group and ask them to share their ideas.</li></ul></li><li>2. Lead participants in brainstorming key words about their feelings &amp; coping strategies.</li><li>3. Introduce Haiku to students. Haiku is a Japanese style of poetry that doesn't have to rhyme but <b>MUST</b> follow the conventions below:<ul style="list-style-type: none"><li>• First line: 5 syllables      <i>Noisy commotion</i></li><li>• Second line: 7 syllables      <i>making me dizzy, crazy:</i></li><li>• Third line: 5 syllables      <i>water calms me down.</i></li></ul></li><li>4. Then ask them to write 3 poems, all haikus, one which uses the words they came up with and the rest about whatever they want.</li><li>5. Give participants time to write</li><li>6. Ask participants to share their piece with a peer and receive feedback.</li><li>7. Give participants their exit tickets to document learning.</li></ol> |   |

 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings.  
*Summative:* Instruct students to do Exit tickets.

|  |   |
|--|---|
|  <b>Lesson Title:</b> Coping & Growing<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b> (See above)  |   |
|  <b>Learning Standards:</b> (See above)   |   |
|  <b>Vocabulary:</b> (See above)   |   |
|  <b>Social Emotional Components:</b> (See above)  |   |
|  <b>Materials &amp; Space:</b> (See above)  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Give participants time to work on their poem.</li><li>2. Give participants time to confer with and peer-edit. Circulate while they are working.</li><li>3. Give participants time to finish their final drafts.</li><li>4. Give participants their exit tickets to document learning.</li></ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br><i>Summative:</i> Instruct students to do Exit tickets.  |   |

## Brainstorming Instructions

1. Show the participants the sample below (write it LARGE on chart paper).
2. Explain to participants that they will be writing a free-form poem. Explain that free form poetry puts words together in ways that are pleasing to the ear, may or may not rhyme, may or may not be in complete sentences, but must convey an idea that others can understand.
3. Ask participants if they know what a metaphor is. (Explain a metaphor is when you use words compare two things that are not alike but may have one thing in common.)  
Example: The snow was a white blanket covering the fields. (Snow is not really a blanket. The plague below is really not a monster.)
4. As an example of what they will do, lead participants through a brainstorming session in which they share words that they associate with stress and its relief and then create a poem using those words with them. Then let students work on their own poems.



This summer  
was supposed to be free of illness, fear and loss.  
But the plague remains like a monster scaring us all.

This summer  
I will bathe my fears away  
in warm waters that soothe my soul,  
feel the sun's heat on my face, lie in the grass,  
and look up at the leaves swaying in the breeze.

## Week 3: The Best Song of All Times (Music Review)

### *The Bottom Line (Wk 3)*











#### **You will**











- *Before class:* Cue up India Arie's *I am not my Hair* on Youtube.
- Explain instructions to students (note: instructions change for each grade)
- Circulate and help them while they work
- Give them exit tickets and SAVE THEM.

#### **Students will**











- Discuss the message of the song
- Decide on a song they want to write about
- Write up their review











## Grade 6 Lesson Plan

|  |   |
|--|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> By the end of the second session students will have written a review of a song.  |   |
|  <b>Learning Standards:</b> NYSED, ELA Standards: <b>6W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.  |   |
|  <b>Vocabulary:</b> simile – a comparison between two things using the word “like”  |   |
|  <b>Social Emotional Components:</b> NYSED, Social Emotional Learning Benchmarks, Gr 6-8 Goal 2. Social Awareness & Interpersonal Skills. <b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks, chart paper, markers  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Cue up India Arie’s <i>I am Not my Hair</i> on Youtube at <a href="https://www.youtube.com/watch?v=E_5jltOf5Z4">https://www.youtube.com/watch?v=E_5jltOf5Z4</a>  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Ask participants to find the lyrics to India Arie’s <i>I am Not my Hair</i> in their newsletters. Play it on Youtube.</li> <li>2. Break participants up into groups of 4. Ask them to discuss the questions after the lyrics in their workbook.</li> <li>3. Instruct participants to choose a song and work on the questions in their workbook. Make sure to specify: only “clean” lyrics.</li> <li>4. Instruct participants to discuss their songs with a partner.</li> <li>5. Give participants their exit tickets to document learning</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br><i>Summative:</i> Instruct students to do Exit tickets.  |   |

|  |   |
|--|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> (See above)  |   |
|  <b>Learning Standards:</b> (See above)   |   |
|  <b>Vocabulary:</b> (See above)   |   |
|  <b>Social Emotional Components:</b> (See above)  |   |
|  <b>Materials &amp; Space:</b> (See above)  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Explain to students that they will now write their review of the song they chose using the questions they answered about their song as a guide.</li> <li>2. Explain that they also have to use a simile in their piece. Explain that a simile is a comparison that uses “like” to compare two things. Example: The cloud was like a cloud of cotton.</li> <li>3. Instruct participants to work on the first draft of their song reviews.</li> <li>4. Instruct participants to share the first draft of their review with a partner and to edit each other’s work.</li> <li>5. Tell participants to work on their final drafts.</li> <li>6. Give participants their exit tickets to document learning.</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br><i>Summative:</i> Instruct students to do Exit tickets.  |   |











## Grade 7 Lesson Plan











|  |   |
|--|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 7 |
|  <b>Student Objective:</b> By the end of the second session students will have written a review of a song.  |   |
|  <b>Learning Standards: NYSED, ELA Standards: 7W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |
|  <b>Vocabulary:</b> Simile – a comparison between two things using the word “like”  |   |
|  <b>Social Emotional Components: NYSED, Social Emotional Learning Benchmarks, Gr 6-8. Goal 2. Social Awareness &amp; Interpersonal Skills. 2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks, chart paper, markers  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Cue up India Arie’s <i>I am Not my Hair</i> on Youtube at <a href="https://www.youtube.com/watch?v=E_5jlt0f5Z4">https://www.youtube.com/watch?v=E_5jlt0f5Z4</a>  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Ask participants to find the lyrics to India Arie’s <i>I am Not my Hair</i> in their newsletters. Play it on Youtube.</li><li>2. Break participants up into groups of 4. Ask them to discuss the questions after the lyrics in their workbook.</li><li>3. Instruct participants to choose a song and work on the questions in their workbook. Make sure to specify: only “clean” lyrics.</li><li>4. Instruct participants to discuss their songs with a partner.</li><li>5. Give participants their exit tickets to document learning</li></ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.   |   |

|   |   |
|---|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 7 |
|  <b>Student Objective:</b> (See above)   |   |
|  <b>Learning Standards:</b> (See above)  |   |
|  <b>Vocabulary:</b> (See above)  |   |
|  <b>Social Emotional Components:</b> (See above)   |   |
|  <b>Materials &amp; Space:</b> (See above)   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Explain to students that they will now write their review of the song they chose using the questions they answered about their song as a guide.</li> <li>2. Explain that they also have to use 2 similes in their piece. Explain that a simile is a comparison that uses “like” to compare two things. Example: The cloud was like a cloud of cotton.</li> <li>3. Instruct participants to work on the first draft of their song reviews.</li> <li>4. Instruct participants to share the first draft of their review with a partner and to edit each other’s work.</li> <li>5. Tell participants to work on their final drafts.</li> <li>6. Give participants their exit tickets to document learning.</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.  |   |



## Grade 8 Lesson Plan

|  |   |
|--|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b><br>By the end of the second session students will have written a review of a song.   |   |
|  <b>Learning Standards:</b> NYSED, <b>ELA Standards: 8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.  |   |
|  <b>Vocabulary:</b> Simile – a comparison between two things using the word “like”  |   |
|  <b>Social Emotional Components:</b> NYSED, <b>Social Emotional Learning Benchmarks, Gr 6-8. Goal 2.</b> Social Awareness & Interpersonal Skills. <b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.  |   |
|  <b>Materials &amp; Space:</b><br>Student workbooks, chart paper, markers   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Cue up India Arie’s <i>I am Not my Hair</i> on Youtube at <a href="https://www.youtube.com/watch?v=E_5jlt0f5Z4">https://www.youtube.com/watch?v=E_5jlt0f5Z4</a>  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Ask participants to find the lyrics to India Arie’s <i>I am Not my Hair</i> in their newsletters. Play it on Youtube.</li><li>2. Break participants up into groups of 4. Ask them to discuss the questions after the lyrics in their workbook. Discuss whether or not it conveys a pro-social message and whether that message is helpful on a personal level.</li><li>3. Instruct participants to choose a song and work on the questions in their workbook. Make sure to specify: only “clean” lyrics.</li><li>4. Instruct participants to discuss their songs with a partner.</li><li>5. Give participants their exit tickets to document learning</li></ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.   |   |

|   |   |
|---|---|
|  <b>Lesson Title:</b> The Best Song of all Time!<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b> (See above)   |   |
|  <b>Learning Standards:</b> (See above)  |   |
|  <b>Vocabulary:</b> (See above)  |   |
|  <b>Social Emotional Components:</b> (See above)   |   |
|  <b>Materials &amp; Space:</b> (See above)   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Explain to students that they will now write their review of the song they chose using the questions they answered about their song as a guide.</li> <li>2. Explain that they also have to give 2 persuasive reasons why this song is important explaining whether <ul style="list-style-type: none"> <li>• It conveys a positive message for society</li> <li>• its message is helpful on a personal level</li> </ul> </li> <li>3. Instruct participants to work on the first draft of their song reviews.</li> <li>4. Instruct participants to share the first draft of their review with a partner and to edit each other's work.</li> <li>5. Tell participants to work on their final drafts.</li> <li>6. Give participants their exit tickets to document learning.</li> </ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings.<br><i>Summative:</i> Instruct students to do Exit tickets.   |   |

## Week 4: Writing a Sports or Arts Column

### *The Bottom Line (Wk 4)*










#### **You will**


- Explain instructions to students (note: instructions change for each grade)
- Circulate and help them while they work
- Give them exit tickets and SAVE THEM.










#### **Students will**

- Watch a sports or arts event
- Write up their review










## Grade 6 Lesson Plan


|  |   |
|--|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> By the end of this session students will have written a sports or arts column that makes reference to players'/performers' feelings and perspectives on their game/performance.  |   |
|  <b>Learning Standards:</b> <b>NYSED, ELA Standards: 6W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.  |   |
|  <b>Vocabulary/concepts:</b> <ul style="list-style-type: none"><li>• Team player – a person who puts the team’s goals before their own desire to shine</li><li>• Commitment – persisting in working/playing for the team even when you don’t feel like it</li><li>• Good sport – a person who handles defeat with dignity and respect</li><li>• Managing one’s feelings – the ability to put your feelings aside for the moment in order to better manage a difficult situation</li></ul>   |   |
|  <b>Social Emotional Components:</b> <b>NYSED, Social Emotional Learning Benchmarks, Gr. 6-8, Goal 2. Social Awareness &amp; Interpersonal Skills. 2A.3a.</b> Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture.   |   |
|  <b>Materials &amp; Space:</b> Student workbooks  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Find out from colleagues whether & when there will be a game or performance during camp that they can watch. Gather students’ workbooks   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Tell students they will be writing a sports or arts column for their newsletter.</li><li>2. Introduce the vocabulary words. Discuss moments when they’ve been or played on a team and how it feels to win, to lose, when someone else makes a mistake, when one makes a mistake, how to handle all of the feelings that come up</li><li>3. Discuss how adjectives (descriptive words) can be used to<ul style="list-style-type: none"><li>• make the article interesting (an exciting game, the flexible dancer, etc.)</li><li>• tell us about the audience’s reaction (the crowd was wild, the joyous applause)</li><li>• show us how the athletes/performers felt (we can only imagine how devastated she felt when she missed the goal)</li></ul></li><li>4. Tell students that they must watch a game and answer the questions in their workbook before the next session.</li></ol> |   |



 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.

|  |   |
|--|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6 |
|  <b>Student Objective:</b> (See above)  |   |
|  <b>Learning Standards:</b> (See above)   |   |
|  <b>Social Emotional Components:</b> (See above)  |   |
|  <b>Materials &amp; Space:</b> (See above)  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Instruct participants to use the answers to the guiding questions they did earlier to guide the writing of an article about the game/event they watched.</li><li>2. Ask participants to exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).</li><li>3. Instruct participants to work on the final draft of their sports column.</li><li>4. Give participants their exit tickets to complete to document learning.</li></ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.   |   |

## Grade 7 Lesson Plan


|  |   |
|--|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 7 |
|  <b>Student Objective:</b> By the end of this session students will have written a sports or arts column that makes reference to players'/performers' feelings and perspectives on their game/performance.  |   |
|  <b>Learning Standards:</b> NYSED, <b>ELA Standards: 7W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.  |   |
|  <b>Vocabulary/concepts:</b> <ul style="list-style-type: none"><li>• Team player – a person who puts the team’s goals before their own desire to shine</li><li>• Commitment – persisting in working/playing for the team even when you don’t feel like it</li><li>• Good sport – a person who handles defeat with dignity and respect</li><li>• Managing one’s feelings – the ability to put your feelings aside for the moment in order to better manage a difficult situation</li></ul>   |   |
|  <b>Social Emotional Components:</b> NYSED, <b>Social Emotional Learning Benchmarks, Gr 6-8, Goal 2.</b> Social Awareness & Interpersonal Skills. <b>2A.3a.</b> Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks  |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Find out from colleagues whether & when there will be a game or performance during camp that they can watch.  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Tell students they will be writing a sports or arts column for their newsletter.</li><li>2. Introduce the vocabulary words. Discuss moments when they’ve been or played on a team and how it feels to win, to lose, when someone else makes a mistake, when one makes a mistake, how to handle all of the feelings that come up</li><li>3. Discuss how adjectives (descriptive words) can be used to<ul style="list-style-type: none"><li>• make the article interesting (an exciting game, the flexible dancer, etc.)</li><li>• tell us about the audience’s reaction (the crowd was wild, the joyous applause)</li><li>• show us how the athletes/performers felt (we can only imagine how devastated she felt when she missed the goal)</li></ul></li><li>4. Tell students that they must watch a game and answer the questions in their workbook before the next session.</li></ol> |   |

 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.


|   |   |
|---|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions |  <b>Grade Level:</b> 7 |
|---|---|


 **Student Objective:** (See above)


 **Learning Standards:** (See above)

 **Social Emotional Components:** (See above)










 **Materials & Space:** (See above)

 **Advanced Preparation:** Gather student workbooks; Find out from colleagues whether & when there will be a game or performance during camp that they can watch.

-  **Lesson Instructions:**
1. Instruct participants to use the answers to the guiding questions they did earlier to guide the writing of an article about the game/event they watched.
  2. Ask participants to exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).
  3. Instruct participants to work on the final draft of their sports column.
  4. Give participants their exit tickets to complete to document learning.

 **Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.

## Grade 8 Lesson










|   |   |
|---|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b> By the end of this session students will have written a sports or arts column that makes reference to players'/performers' feelings and perspectives on their game/performance.   |   |
|  <b>Learning Standards:</b> NYSED, ELA Standards: <b>8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |
|  <b>Vocabulary/concepts:</b> <ul style="list-style-type: none"><li>• Team player – a person who puts the team’s goals before their own desire to shine</li><li>• Commitment – persisting in working/playing for the team even when you don’t feel like it</li><li>• Good sport – a person who handles defeat with dignity and respect</li><li>• Managing one’s feelings – the ability to put your feelings aside for the moment in order to better manage a difficult situation</li></ul>  |   |
|  <b>Social Emotional Components:</b> NYSED, Social Emotional Learning Benchmarks, Gr 6-8”: Goal 2. Social Awareness & Interpersonal Skills. <b>2A.3a.</b> Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks   |   |
|  <b>Advanced Preparation:</b> Gather student workbooks; Find out from colleagues whether & when there will be a game or performance during camp that they can watch.   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Tell students they will be writing a sports or arts column for their newsletter.</li><li>2. Introduce the vocabulary words. Discuss moments when they’ve been or played on a team and how it feels to win, to lose, when someone else makes a mistake, when one makes a mistake, how to handle all of the feelings that come up</li><li>3. Discuss how adjectives (descriptive words) can be used to<ul style="list-style-type: none"><li>• make the article interesting (an exciting game, the flexible dancer, etc.)</li><li>• tell us about the audience’s reaction (the crowd was wild, the joyous applause)</li><li>• show us how the athletes/performers felt (we can only imagine how devastated she felt when she missed the goal)</li></ul></li></ol> |   |



4. Tell students that they must watch a game performance and answer the questions in their workbook before the next session.



**Assessment:** *Formative:* Circulate while students work to correct misunderstandings. *Summative:* Instruct students to do Exit tickets.

|   |   |
|---|---|
|  <b>Lesson Title:</b> Writing a Sports or Arts Column<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions   |  <b>Grade Level:</b> 8 |
|  <b>Student Objective:</b> (See above)   |   |
|  <b>Learning Standards:</b> (See above)  |   |
|  <b>Social Emotional Components:</b> (See above)   |   |
|  <b>Materials &amp; Space:</b> (See above)   |   |
|  <b>Advanced Preparation:</b> Gather students' workbooks.  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Instruct participants to use the answers to the guiding questions they did earlier to guide the writing of an article about the game/event they watched.</li><li>2. Ask participants to exchange work with a partner to give and receive feedback on content (the subject), language (the words you use and how you use them) and mechanics (spelling, punctuation).</li><li>3. Instruct participants to work on the final draft of their sports column.</li><li>4. Give participants their exit tickets to complete to document learning.</li></ol> |   |
|  <b>Assessment:</b> <i>Formative:</i> Circulate while students work to correct misunderstandings. <i>Summative:</i> Instruct students to do Exit tickets.  |   |

## Week 5: Publishing Party!

### *The Bottom Line (Wk 5)*









#### **You will**









- Make sure you plan a celebration for students and their families.
- Make sure students finish final edits, drawing, etc of their newsletters before publishing (printing & sharing.)

#### **Students will**

- Complete their newsletters, ensuring that final drafts are done and edited
- Present their work to the community.

## Grades 6-8 Lesson

|  |   |
|--|---|
|  <b>Lesson Title:</b> Preparing for Publication<br><b>Lesson Duration:</b> 1 <sup>st</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6-8 |
|  <b>Student Objective:</b> By the end of the second session of this series, students will have a completed NYE Times newsletter.  |   |
|  <b>Learning Standards:</b> NYSED, ELA Standards: <b>6W4, 7W4 &amp; 8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.   |   |
|  <b>Social Emotional Components:</b> NYSED, Social Emotional Learning Benchmarks, <b>GR 6-8: Goal 2.</b> Social Awareness & Interpersonal Skills. <b>2A.3a.</b> Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.  |   |
|  <b>Materials &amp; Space:</b> Student workbooks   |   |
|  <b>Advanced Preparation:</b> Speak to your ASPD to find a time that works for all for the publishing party. Ensure to invite parents!  |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"><li>1. Instruct participants to over the final drafts of their articles with a peer to look for errors and then transcribe them onto the final pages of their workbooks. (Students can also write on computers and print out their pages.)</li><li>2. Look at students' final drafts to ensure they have proofread and fixed all errors.</li><li>3. Students who finish early can work on invitations for their parents.</li></ol> |   |

|  |   |
|--|---|
|  <b>Lesson Title:</b> Preparing for Publication<br><b>Lesson Duration:</b> 2 <sup>nd</sup> of 2, 50-min sessions  |  <b>Grade Level:</b> 6-8 |
|  <b>Student Objective:</b> (See above)  |   |
|  <b>Learning Standards:</b> (See above)   |   |
|  <b>Social Emotional Components:</b> (See above)  |   |
|  <b>Materials &amp; Space:</b> (See above)  |   |
|  <b>Advanced Preparation:</b> (See above)   |   |
|  <b>Lesson Instructions:</b> <ol style="list-style-type: none"> <li>1. Welcome families.</li> <li>2. Call on participant to read their work (make sure all sections are covered.)</li> <li>3. Eat, drink and be merry!</li> </ol> |   |