**Information**

*Grade 4*

*25 Students – Whole class*

*Literacy – 60 minutes*

**NYS ELA Standards – Grade 4**

**Writing Standards**

*Grade 4 Students:*

2. Write informative / explanatory texts to examine a topic and convey ideas and information clearly

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

**Learning Objectives:**

Students will be able to:

* Use the poems and songs studied as influences to create their own poetry
* Compose a poem about a place they feel a strong connection with
* Use “show-not-tell” in their poems

**Materials:**

* Paper
* Writing utensil
* Poems/songs from earlier in the week

**Skill and Strategy:**

Skill: Poetry

Strategy: Show-not-tell

**Justification:**

Students are more likely to reinforce their learning and understanding when they are able to connect what they have learned to their own lives. Most, if not all, of the songs we have been studying this week were written by people who felt a strong connection to Coney Island. Students will now have the opportunity to write a poem or song about a place that they feel strongly connected to.

**Set / Implementation Procedures:**

*This week, we have been looking closely at some songs (poems) that were written about Coney Island. People typically feel most inclined to write about things they feel strongly and emotionally connected to. Each one of us has a place like this, too. Mine is a place called Moonstone Beach, in Northern California. My grandma lived right near it, and I spent every summer as a kid playing on that beach. What about you?* *Would anyone like to share their favorite place to be?* [Three or four students share their favorite places – OR Students will turn and talk, and then three or four will share with the whole class] *Thank you for sharing. We are going to have a five-minute free write, and you will take that time to write about the place you love the most. Keep the “show-not-tell” technique in mind as you are writing. This is not the final draft of your poem; it is simply a writing exercise to get your creativity flowing. Are there any questions?* [Students ask questions] *Great, and remember, this is a silent time. Let’s begin.* [Five minutes pass, and free write ends] *Finish the word or sentence you are on and look up here, please. Who would like to share one of their show-not-tell lines?* [Four or five students share their show-not-tell examples] *What beautiful descriptions. What is going to happen now is each of you will refer back to your free write material and construct a poem about your favorite place. You can write it in whatever style you feel most comfortable with, but you MUST use show-not-tell. Are there any questions?* [Students as questions] *Wonderful, let’s begin creating!*

* Students will write their poems, using show-not-tell and the songs from earlier in the week as influences
* After fifteen minutes of writing, students should be finished with their poems
* The remainder of the class will be used for a presentation of the poems

**Modifications:**

* Students who are struggling to construct a poem may use a template
* Students may also be given a list of adjectives to help them construct metaphors and descriptions
* Students who can speak but not write may record their poems on a recorder, or they may present their audibly and have a scribe record their poem on paper

**Extensions/Follow-up Activities:**

This lesson is the final lesson of the section on music. This will assess the students’ understanding of show-not-tell, which was also discussed in the previous week, as well as the ways in which songwriters/poets can describe places, feelings, emotions, etc. without explicitly saying what that place is. Next week, the students will be learning more about the freak shows and sideshows of Coney Island.

**Assessment of Student Learning:**

Students will be assessed on:

* Their use of show-not-tell
* A completed poem about a place close to their hearts
* Use of the studied songs/poems about Coney Island as inspiration/influence for their writing
* Use of words and descriptions to “paint” a picture of a place
* Proper grammar, spelling, and punctuation (unless intentional for the sake of creativity)