Title of lesson:  *Inspiring Original Student Voice with ArtsLiteracy*

Suggested grade/age:  middle school

Approximate time needed to complete lesson:  48 minutes – 1+ week(s)

Learning objective(s) and significance of lesson:
By the end of this lesson, students should be able to:
- Identify key words/passages in a text
- Analyze how key words/passages impact a text
- Discuss and collaborate with peers to create, rehearse, and perform an original text

The lesson incorporates ArtsLiteracy, collaboration, reflection, creation, performance cycle, movement, and voice.

Brief summary/outline of lesson:
This lesson can be incorporated into any larger unit where students are being asked to enter, comprehend, and analyze a text. It would take place after students had been introduced to the basics of choral reading, performance techniques, the performance cycle, and collaborative methods and procedures. However, the lesson itself could also be a way of introducing students to one or more of these concepts. This lesson is more of a scaffold towards a larger or more complex piece of writing.

1.) Students follow along as the teacher reads a text out loud to them and underline/highlight words and phrases that stand out to them *(model).*
2.) Small and large group discussions can lead to lesson about key words/phrases and what these words/phrases do for the story, different reasons students highlighted common words and phrases, etc.
3.) Students stand and walk the space while they read the text out loud again. This time, students read along with the teacher, only those words and phrases that they highlighted during the first reading. After reading, students share out about the experience and how the key words/phrases stood out and what they noticed, etc. They are then asked to pick three of the words or phrases that they underlined.
4.) With their groups, decide on three words/phrases to use out of the ones each person picked. They can be rearranged and put in any order, but they should make sense together somehow. The group then generates their own original line using only words and phrases from the text. They rehearse their lines using performance techniques (echoing/repeating, volume, hand gestures/small movement, levels/snapshot/sculpture, timing/pacing, choral/individual, etc).
5.) Groups perform and the original lines are collected on the board or in notebooks. Students reflect on their own and each others' performances.
6.) **Extensions:** students use the original lines to inspire a new poem; teacher uses original lines to inspire a sentence starter/prompt for students to use for a new poem and include key words/phrases; can be paired with lessons on adjectives, verbs, adverbs, figurative language, sentence structures, etc.
Related Resources:  
A Reason to Read by Eileen Landay

For additional information, contact:  
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