



AMERICA
SCORES
Cleveland

SCORES Summer Writing Curriculum

Coach Manual

Lesson 1 - Establishing Expectations and Getting to Know Each Other

Welcoming Activity

Grades 1-2

Sitting in a circle, take this time to get to know your team! Introduce yourself and any helpers in the room. Have each adult share one special thing about themselves.

After modeling this, have each student say their name and share a fact about themselves. Have some questions ready for those who are quiet or unsure about what to share.

Some example questions could be a favorite animal. favorite movie? (If it seems easier, ask everyone to respond to the same question and share their favorite...color or dessert or game, etc ...)

Respond to each student with a positive comment or ask the rest of the group to show a thumbs up if they can relate to what was shared.

Welcoming Activity

Grades 3 - 8

Round 1 - Name Game

- Start by having everyone stand in a circle and tell them you are going to play the name game
- Start with yourself (the coach), say your name, and then throw the ball (or a crumbled-up piece of paper) to someone in the circle. The person you threw the ball to will say their name
- This person now throws the ball to someone new and that person who caught the ball says their name
- You keep going around the circle until everyone has said their name once

Round 2 - Name Game

- You (the coach) begin the game again. Instead of saying your name this time you throw to someone in the circle and say their name
 - To make it easier you throw to the same person as you threw to last time but say their name instead of them saying their name
- You go around the circle having everyone throw to someone else and state the person's name they are throwing too
- See if you can all remember each other's name without needing a reminder

Round 3 - Name Game - Added Challenge Level if Needed

- You (the coach) start the game again
- You throw the ball to the first person and say their name.
- That person then throws to another person and says their name. While the other person is throwing you take another ball and throw it to your person again.
- Add as many balls as you like and see if you can keep it going without forgetting names or getting confused!

Lesson

Grades 1 - 2

We Are the SCORES Team

Display the poem "We Are a Team." Ask the group to read it silently for a minute, then have volunteers read it aloud (choose many...this is a great opportunity to identify the "readers" in your group!). Lead the group in reading the poem again...stressing the rhyming words and, of course, SUPERSTARS!! Discuss the important words of the poem and how they relate to the program that the group will be participating in.

Explain to the students that this summer is all about working together as a group. Tell them that we need to agree upon ways that we should behave to be successful every day. Talk about the importance of everyone feeling comfortable expressing their opinions since a group can only be successful if every single person feels like they are making a difference.

Write the letters "S C O R E S" large and vertically on a piece of computer paper or a board. Moving down the paper one letter at a time, add the following important SCORES word after each letter and take time to discuss why each is important and how it will look in the SCORES program. Give specific examples of what each behavior will look like and encourage the group to share their examples as well. (Be sure to include both writing practice and soccer ideas).

- S share (We share materials, ideas, and feelings.)
- C cooperate (We work together.)
- O open-minds (We listen to each other.)
- R respect (We use manners and our best behavior.)
- E excellence (We always do our best.)
- S safety (We are in control of our bodies.)

After completing the SCORES rules chart, ask the students to raise their hands to show who is going to PROMISE to follow the rules. Explain that one way to show that you intend to keep a promise, is to pinky swear, shake hands, or sign the promise. Ask students to draw a circle on a piece of computer paper and then draw their faces. Share the scissors to cut out their faces. When finished, they can tape or glue their face to the SCORES chart or the team poem (or both if you have a large group!) to show that everyone is committed to doing their best and respecting the team.

We Are a Team by Anonymous

We are a team
We write and play
SCORES is fun
In an awesome way!

We are a team
We can't be beat
Using our pencils
Or kicking our feet.

If anyone asks you
Who we are...
We are SCORES
SUPERSTARS!!

Share:
Grades 1 - 2

Congratulate everyone for working hard, “signing” the contract, and being part of the team!

Lesson:
Grades 3 - 8

Begin by taking time to establish your team rules and expectations. Write them down on a sheet of paper and post it in the front of the room at the start of each lesson.

Transition to talking about how you will be learning about poetry this summer. Ask the team if anyone can give you a definition of poetry.

For grades 6-8 have them work in teams to give you a definition of poetry.

Take the ideas and write them down. Talk through any ideas that might need to be expanded on; such as “Poetry always has to rhyme.” Remind them poetry is very free-form and can look a lot of different ways. Poetry can be written in a variety of styles and doesn’t always have to rhyme.

Poetry uses imagery, metaphors, and similes to talk about a topic.

Introduce SLAM Poetry. Ask if anyone has ever heard of SLAM Poetry. Explain that SLAM poetry is poetry that combines elements of performance. Many times it talks about an important idea or topic.

Talk to the students about how over the summer they will begin learning different elements of poetry (rhyme, rhythm, metaphor, simile etc.) and different styles of poetry (color poetry, found poetry, etc.).

Show the students examples of SCORES SLAM poems from our past Poetry SLAMS.
<https://www.youtube.com/@SCORESCleveland> - have them watch about 5 videos.

Ask the students what they thought of the poems, the topics, and if it helped them decide what they will write about this summer.

Share the two example poems from the “Woke” collection of poems. Have students get in groups, read the poem together, and tell you what the poem is about. Talk through how the author was able to convey that message. What metaphors were used? What imagery was used? Did it rhyme? What was the rhythm like?

Ask students what they would want to write their poems about. Write down the topics and keep it for later. This is a good list to have when students say they do not have anything to write about.

Share:
Grades 3 - 8

Have students share some of their topic ideas. Have them ask for advice on how to refine the topics or other ideas to write about.

Lesson 2 - Color Poetry

Welcoming Activity: **All Grades**

Have the students get into a circle. Explain that today you are going to work on writing poems about colors. Tell them to start the lesson today we are going to think about how specific colors make us feel.

Point to the four corners of the room. Label one corner Happy, one corner Sad, one corner Mad, and one corner Scared. (You can use computer paper from your bin to label the areas of the room).

Now ask the group to move to the corner of how they feel when you say a specific color (make sure students know there is no right or wrong answer):

Blue
Red
Yellow
Purple
Pink
White
Grey
Black
Green
Orange

For the older students ask them to explain why a certain color might make them feel that way. Can they give examples?

Tell them to keep this in mind as you move to the lesson/writing activity for the day.

Lesson: **Grades 1 - 2**

- Provide a piece of paper to the students and have them divide it into four sections
 - Have the students number each square 1 - 4
- Bring out the crayons and markers. Have each child choose one color of those available (this is the color they will be using throughout the activity. They cannot change colors during the activity).
 - The idea of the activity is to focus on a single color and dive deep into how they can think about that color
- Ask the questions as follows:
 - In square 1 draw what you see that is your color
 - In square 2 draw what your color sound like
 - In square 3 draw what your color smells like

- In square 4 draw what your color feels like
- You may have to provide examples if students get stuck. Make sure they are being as creative as possible. There are no wrong answers. It is whatever they think when they think of their chosen color
- Once each student has drawn in the square for each prompt let them know they are now going to write a poem together about their chosen color.
- You can use the template below for the student's poem:
 - (the student's color) looks like _____
 - (the student's color) sounds like _____
 - (the student's color) smells like _____
 - (the student's color) feels like _____
 - We love how (students' color) makes our world so much fun and bright!

Share:

Grades 1 - 2

Get together in a circle and have students read the poems they wrote with the group.

Lesson:

Grades 3 - 8

- Provide a piece of paper to the students and have them divide it into four sections
 - Have the students number each square 1 - 4 on the front
 - On the back have students' number two squares 5 & 6
- Bring out the crayons and markers. Have each child choose one color of those available (this is the color they will be using throughout the activity. They cannot change colors during the activity).
 - The idea of the activity is to focus on a single color and dive deep into how they can think about that color
 - Multiple students can use the same color
- Ask the questions as follows:
 - In square 1 draw or write what you see that is your color
 - In square 2 draw or write what your color sound like
 - In square 3 draw or write what your color smells like
 - In square 4 draw or write what your color feels like
 - On the back in square 5 draw or write what your color tastes like
 - In square 6 draw or write how does your color make you feel? (If they get stuck remind them of the welcome activity)
- You may have to provide examples if students get stuck. Make sure they are being as creative as possible. There are no wrong answers. It is whatever they think when they think of their chosen color

- Once each student has drawn in the square for each prompt let them know they are now going to write a poem about their chosen color
- Provide each student with a sheet of looseleaf paper to write their poem. Ask them to use the ideas they just drew/wrote about to write a poem about their specific color
 - If they are struggling to get started you can provide the starting line “ I chose the color_____because it reminds me of...” and then have them talk about each prompt idea

Share:

Grades 3 - 8

Once all students are done writing their poems get into a circle. Ask for volunteers to share their poems.

Lesson 3: Descriptive Language

Welcoming Activity:

All Grades

Gather as a group in a circle in the room. Ask if someone can tell you what descriptive language is. (Older students should be able to define the word for you)

Define Descriptive Language: use of unique words and details to help the reader imagine how the subject looks, sounds, smells, tastes and feels. When we use descriptive language we make our writing more interesting and fun to read.

Ask students to pick a topic:

Soccer Game

Vacation day at the beach

A day in a school classroom

A birthday party

And then go around the circle and ask each student to give you one detail about the chosen topic.

Make sure they are being descriptive, telling how it sounds, looks, tastes etc.

For younger students, you may need to ask more leading questions. Examples could be “What do you hear at the party? What does the cake taste like? Is it loud or quiet in the classroom?”

Explain that you are going to use Descriptive Language in the lesson today to create a magical world.

Lesson:

All Grades

Tell the students they are going to create their own magical world. They are going to get to decide what it looks like, who lives there, what the animals look like, what powers anyone has, etc.

Give each student a plain sheet of computer paper on which they are going to draw/write about their magical world. (For grades 1-2, you might want to create one world as a team).

- Ask them to write or draw what their world looks like
 - Focus on images here. Ask them what colors the trees are, what color is the sky, if there is water.
- Ask them to write or draw what their world sounds like
 - Focus on who or what they may hear. Is the world quiet and calming? Is it a big city with lots of noise? Is it populated by animals more than people? Are there different languages?
- Ask them to write or draw what their world smells like

- Ask if the smells are pleasant or gross. Does it smell like food? Does it smell like earth or water? Is it sweet-smelling? What could be making the smell?
- Ask them to write or draw what their world would taste like
 - Focus on what the characters in the world might be eating. Do the people eat food like we do? Do they eat junk food all the time? Are the characters animals who eat bugs?
- Ask them to write or draw what their world feels like
 - Focus on the tangible things in the world. Are they able to touch rocks and grass? Is the world in the sky and they can touch clouds? Is the world made out of food and feels like that food?

Once the world has been created have students name the world and write a poem about their world.

For younger students (Grades 1 -2) write a poem together using the following template:

In our world (name of world). We see _____
 We hear all around us _____
 The _____ are doing all kinds of fun activities such as _____
 We play with _____ and eat _____
 Join us and have fun in _____.

For older students Grades 3-8, have them write a poem on their own. Ask them to write about a character or a specific incident or event in this world.

Share:
All Grades

Gather together in a circle and ask students to share their poems.

Lesson 4: Rhyming

Welcoming Activity:

Grades 1 - 2

Gather as a group in a circle. Ask students if they know what a rhyming word is. Define Rhyme - Words that have the same sounds.

Pick one of the words below and write it on a piece of paper or on a board.

Words:

Dog

Mat

Bear

Set at timer for 45 seconds. When you start the timer ask students to come up with as many rhyming words as they can. Once the time is done count to see how many words you came up with. (Remind them they have to be real words, not made-up nonsense words). Repeat with another word from the list.

Welcoming Activity

Grades 3 - 8

Gather as a group in a circle. Ask students if they know what a rhyming word is. Define Rhyme - Words that have the same sounds.

Divide the students into teams. (Make sure the numbers are as even as possible).

Assign each group one of the words below:

Ask

Add

Draw

Game

Boat

Cave

Set at timer for 45 seconds. When you start the timer ask students to come up with as many rhyming words as they can with their assigned word. Once the time is done count to see how many words each team came up with. (Remind them they have to be real words, not made-up nonsense words).

Repeat and assign each group a new word from the list.

Lesson:

Grades 1 - 3

- Give each child a blank sheet of paper, and have them number it 1-5. Give each student a pencil
- Give each child a rhyming word card with a picture one it
 - When handing them out make sure are handing out matching pairs (such as cat and mat.)
 - Try not to hand the matching rhyming words to children standing right next to each other.
- Have the students spread out throughout the room (remind them to behave and that any extreme behavior (kicking, hitting, knocking things over) will make it so you can't play the game
- Tell them they have to find their rhyming word partner (again make sure you handed them out in pairs to ensure that everyone has a partner. If there is an odd number of kids, you as the coach take a card)
- You say go and the students run around to find their partner, once they have found their partner they should sit down on the ground
- Once everyone is sitting ask them to share their rhyming pairs
 - Help correct any pairs that might not be correct
 - Ask each pair to write down their pair of words
- Once everyone has found their partner they spread out again and you repeat the process up to five times
- Once they have their words have them write a short rhyming word poem about one pair of words.
 - Examples could be something like:
 - The cat sat on the mat and wore a hat
 - He had a frog that sat on a log

Lesson:

Grades 4-8

- Divide up the words in rhyming word pairs - put half of the words around the room (on chairs, under tables, on windows, etc.)
 - Make sure you only put up half of the words so you hand out the other half to the students
- Give them a sheet of paper and have the students number it 1-5
- Give each student one rhyming word card – explain that when you say go they have to wander the room looking for the word that rhymes with the one in their hand (they DO NOT take the word down or move it)
- Make clear each child must write the word down on their paper and bring it to an adult to check (Make sure to emphasize they do not take the word off the wall, seat etc.)
- Once they have been checked they come to you to get another word card – they repeat the process 5 times until they have 10 words
- Once they have their words ask them to write a poem using those specific rhyming words

- For older students who may need a challenge when writing their poem use the below format

- _____ A

- _____ B

- _____ A

- _____ B

- Or this one

- _____ A

- _____ A

- _____ B

- _____ A

Share:

All Grades

Gather together in a circle and ask students to share their rhyming word poems.

Lesson 5: Community Map Activity

Welcoming Activity:

All Grades

Gather the students together in a circle. Ask students to give you the definition of community.

Define community for them - a group of people living in the same place or having a specific characteristic in common.

Tell them today you are going to be creating their own communities. To start you are going to play a game of charades.

Explain that each student will be assigned a type of person who lives or works in their community. They will have 2 minutes to act out their person to get the rest of the group to guess who they are. The person who guesses right gets to be the person who acts out the name type of person. (For younger students you may need to have them do this in pairs).

List of people to act out:

Policeman

Firefighter

Doctor

Nurse

Teacher

Friend

Neighbor

Mayor

Garbage man

Repair person

Gardener

Store Owner

Artist

Writer

Cook

Play this game at least three times. For older students ask them to define how the person they were acting out helps their community.

Lesson:

All Grades

- Break the students into groups (try to keep the groups to 3-4 students each)
 - For students in grades 1 - 3, it would be better to do this activity as a whole group instead of breaking them up
- Give each group a piece of paper with a pencil, crayons, and markers. Remind them they are working together as a group to complete this activity

- Give each group a folded-up instruction sheet – make sure to have them keep it secret. They are not allowed to look at what is written on the sheet until the instructor says “Go”
- Explain that what they are doing is creating their own community...it can look however they want. It does not have to look like their real community at all.
- Let them know that on their slip of paper is a handful of things that MUST be included in their new community
- Put 10 minutes on the clock and tell them to go. Walk around and help them think of things if they get stuck. Make sure they are including everything that is on the list they were provided. Nothing can be left off
- After the 10 minutes are up, come together as a group and talk about what they drew and why
- Talk about how things may look different in your real community

With extra time ask the group to write a poem about the community they created. In their poem, they can write about the type of people in the community, a fun event that might happen in that community, the stores or buildings that are in the community, the food in the community, etc.

For the younger students you can write one short poem together about the community you created as a team.

Share:

All Grades

Gather together in a circle. Ask who would like to share their communities or the poems they wrote about their communities.

Lesson 6 - Similies and Metaphors

Welcoming Activity:

All Grades

Have students gather in a circle. Tell them you are going to talk about Similes and Metaphors today. Ask if anyone can define the words simile and metaphor for you.

Share the definitions of a simile and metaphor:

Simile - a way to compare two things using the words "like" or "as." A simile is an easy way to add interesting description, voice, and detail to your writing

Metaphor - a way to describe something by saying it is something else. Metaphors compare two things because of a shared characteristic.

Give each student a sheet of computer paper and tell them they are going to illustrate some similes for you. Read each one and give them 1-2 minutes to do a small drawing.

The grass is as green as emeralds.

The sun shines like a flashlight.

The soccer fans roar as loud as lions.

The goalie guards the goal like a bird protecting her nest.

Lesson:

Grade 1 - 3

Explain to the students that they are going to be creating simile monsters today. They will follow the instructions and then write a poem about their monster.

Work together as a group using the instructions below to create a simile monster.

1. Our monster is as big as _____ (this refers to the size of the monster's head)
2. Our monster has eyes like _____
3. Our monster has a nose as big as a _____
4. Our monster has a mouth like a _____
5. The color we are going to make our monster is like _____
6. Our Monster has ears as big as _____
7. Our Monster has hair like _____

- Make sure they stay with you and understand that you are making comparisons. (Head as big as a baseball, make sure to point out the use of the word AS so they know what a simile is).
- Once they are finished work together to write a short poem about what their monster likes to do, where it lives, what it eats, who its friends are, etc.

Lesson:

Grade 4 - 8

- Play the Similes/Metaphor game found in your writing bin- if you have enough students break them into groups. If they are a small group you can play as one group
- Use the computer paper provided to allow them to create their movers/pieces for the games. (This should take no more than 5 minutes and the movers should be small enough to fit in the squares).
 - The rules of the game are simple:
 - Each student reads the sentence on their card
 - They then have to decide whether the sentence has a similar, a metaphor, or neither
 - They move their playing piece to the answer
 - The first to reach the end wins
- You will need to walk around the groups and help them make sure they know the right answers.
- Talk about how they can use similes and metaphors to compare themselves to things
- Have them choose one of their favorite similes or metaphors from the game and use that to begin writing a short poem.

Share:

All Grades

Get together in a circle and share the poems you wrote with similes and metaphors or about your simile monster.

Lesson 7 - Alliteration

Welcoming Activity

All Grades

Start by asking the students if they know what a tongue twister is. If they do ask them to share an example of a tongue twister. (If they do not give an actual tongue twister, explain why it is not considered a tongue twister. Ask the group how they might make it a tongue twister).

Many students will say a silly phrase that is not a tongue twister. If they are struggling to give you a real tongue twister, remind them that most of the words should start with the same letter.

Share the definition of tongue twister with the group.

Tongue Twister - memorable because they are funny, they have rhythm, they use alliteration and usually are difficult to say

Share the written tongue twisters below once through for the group. Go around the circle and ask students to pick one of the tongue twisters to read out loud. Hold a contest to see how fast they can read it.

Example Tongue Twisters:

Cooks cook cupcakes quickly.

How much wood could a woodchuck chuck if a woodchuck could chuck wood?

Sally sells seashells by the seashore.

The sneaky snake snuck a Snickers.

Zigmund Zane zig-zagged through the zany zoo zone.

Round and round the rock the ragged rascal ran.

Lesson:

All Grades

- Talk about tongue twisters and what makes them so hard to say
- Point out the repetitive first sound in many of the tongue twisters
- Define alliteration for them and tell them it is another name for something like a Tongue Twister
 - **Alliteration** - repetition of the same sounds at the beginning of each or most of the words in a sentence
- Provide paper to each child, ask them to write their name across the top and then draw a box on their paper (make sure they draw a big box because they are going to put words into that box)
- Then put on a timer and give them 3 minutes to write as many words that begin with the first letter of their name as they can (make sure they are writing down real words and not making up nonsense words) - If the first letter of their name is hard to find words for - such as Q they can use the first letter of their last name
- Once the time is up have them share some of their words
- Then work together to write their tongue twister – You should be writing down words for your name while they are and then use your name as an example

- For younger kids you will have to work with them in groups – if you have enough volunteers break them up if not work with them as a group and pick a few kid's names to use
- Older kids should be able to write their tongue twister by themselves but may need help getting started

Share:

- Gather together in a circle and ask if anyone wants to share their tongue twisters.

Lesson 8 - Wish Poetry

Welcoming Activity

All Grades

Gather the students in a circle. Ask them if they know what a genie is. Wait for a few students to give you an answer. Try to focus on positive things a genie can do, such as provide you with anything you want, help you with something, help accomplish a dream or a goal, etc. Students may name people such as Genie from Aladdin etc.

Once you have established the idea of what a genie is ask the students if they can explain some of the wishes made in the movies they have seen, books they have read or games they have played. (Again keep it positive. How did the Genie help Aladdin?). For older students, you can talk about how to make responsible wishes and what choices should the characters have made.

Explain that today they will get to be their own genie and make wishes.

Lesson

All Grades

- Give each student a piece of paper and pencils and start by asking them to be genies for themselves
- They are given three wishes and can have whatever they want and do whatever they want. There are no limits (though remind them to be kind with their wishes, do not encourage any bullying wishes or anything that might hurt someone or break anything.)
 - If students start getting negative with their wishes bring them together as a group and remind them that while they have this power they also have a responsibility to use it wisely and for positive things
- Give them time to write down their three wishes (or draw them for younger students)
- Talk about the consequences of those wishes – Will it help or hurt someone?
- Then ask them to be genies again – this time they are granting three wishes for their community
- What do they think their community wants?
- This may take a bit more thought and direction from the instructor – help them brainstorm if needed – don't discourage fanciful thoughts – again there are no limits to what their genie powers can do
- Again get together and talk about what they wished for and why – talk about the consequences and talk about how they can make these things happen
- Once they have come up with their wishes ask them to write a poem about their wishes.
 - For younger students, you may need to provide a format for them to follow such as:
 - I met a genie one day
 - He gave me three wishes.
I wished for _____ and _____ and _____
It was fun to have these wishes all day.
I asked again and he gave me three more

But said I needed to use them to help those around me.
I wished for _____ and _____ and _____
For my community!

Share:
All Grades

Gather together in a circle and ask if anyone wants to share their poems.

Lesson 9 - Inkblot Poetry

Welcoming Activity:

All Grades

Ask students if they have ever seen an inkblot. Explain what an inkblot is to them.

Inkblot test - An inkblot test is where a subject's perceptions of an inkblot are analyzed. People look at an image and decide what they see.

Show the students examples of inkblots and ask them what they see. Tell them that there are no right or wrong answers to the interpretations.

Tell them they will create their own inkblots and write poems based on the images.

Lesson:

All Grades

- We will use crayons and markers for this activity to create the image they will be working with
- Give each student a sheet of paper and ask them to pick a crayon or marker
- Put a timer on the clock - 1 - 2 minutes - have them put their crayons or markers down and begin drawing one continuous line - make sure they know it can go over itself and back and forth...they are not drawing a specific image..it should be very abstract
 - It would help if you did it first to give them an idea of how to do it
- Once the timer is up - have them stop and then ask them to look at the lines they drew and come up with an image
 - Tell them it can be an animal, a shape, a person, literally anything that they see (make sure they keep it appropriate)
- Once they have an idea of what they see ask them to try to write a short poem about the image
- For younger students you may need to use a similar format as below as a guide:
 - Inkblots are all you can see and more
They can show a house, a dog, or a a door
Today I got to make one
It looked like _____
It had (description of their image)
And was fun to make!

Share:

All Grades

Gather everyone in a circle and ask if anyone wants to read their poems.

Lesson 10 - Found Poetry

Welcoming Activity:

All Grades

Gather the students together in a circle. Tell them that today they are going to write "Found Poetry". Tell them that it is a type of poetry made up of words and phrases found in other texts.

Ask them to take a few minutes and look around the room. Tell them when you say "Go" they will go to the spot in the room with the interesting thing they found.

Once they are all by thing they found ask them what about it was interesting or appealing to them. Ask them to provide some details about the item or word.

For older students ask them to give you a sentence or two of a poem about the item they found. (Tell them it doesn't have to be polished just what they think of when they look at the item.)

Lesson:

All Grades

- Handout the sheets with the words and the sheets with the pictures - there should be enough for each child to have one of each
- Tell students you are going to put 30 seconds on the clock
- Tell them in those 30 seconds that they are going to circle four pictures they see - tell them they don't have time to think it through....just circle the four pictures that stand out the most to them
- Reset the clock for 30 seconds and tell them now, to circle 3 words on the word sheet
 - They have the same rule as they did with the pictures. They should pick 3 as fast as they can without thinking too much about it
- Now tell them they are going to create a story using only the pictures they picked along with the words they picked
 - Have them draw the idea out on a plain piece of paper - (ex. if they picked an elephant, flower, table, and ice cream and the words power and share. They can write about an elephant and a flower sharing ice cream at a table and talking about the powers they want to have)
- Encourage them to be creative and use their imagination
- Once they have drawn their pictures work with them to write a short poem
 - (For the older kids have them write the poems first and then draw the picture)

Share:

All Grades

Gather the students together and ask if anyone wants to share their poems.

Lesson 11 - Blackout Poetry

Welcoming Activity:

Gather the students in a circle. Ask if anyone has ever heard of a blackout poem.

Explain what a blackout poem is:

Blackout poetry is when you take a passage and pick a few words that will then be your poem.

You blackout the rest of the poem so only those words can be seen.

Show them examples of blackout poetry

Give the students the sheets with the short poem, "We Are a Team." on it. (The younger students will recognize this poem from the start of the summer).

We are a team
We write and play
SCORES is fun
In an awesome way!

We are a team
We can't be beat
Using our pencils
Or kicking our feet.

If anyone asks you
Who we are...
We are SCORES
SUPERSTARS!!

Give them 1-2 minutes and ask them to circle 5 words that stand out to them and could be their poem. Once done ask them to blackout the rest of the poem. Tell them they just created their first blackout poem!

Lesson:

Grades 1-3

- Stay in a circle and pull out the two nursery rhyme papers.
- Read the nursery rhymes with your team. (If there are students who want to read allow them to help read the poem).
- Ask if everyone understands what the poem is about.
- Once everyone understands the poem. Tell them that together you are going to create a blackout poem together with this nursery rhyme.
- Go through the poem and ask students to pick out the words they think will create a fun poem. (You may need to guide to ensure the poem makes sense).
- Circle the words as you go.
- Once all the words are chosen ask for volunteers to help blackout each line around the words you chose.
- Once done repeat the process with the second nursery rhyme.
- If there is extra time ask students to illustrate their poems

Lesson

Grades 4 - 8

- Hand out the poems to the students. (Hand them out in random order).
- Ask students to take a few minutes to read their poems
- Once everyone has read their poem ask them to circle 10-20 words that stand out to them
 - Make sure to remind them that in the end, this is a poem that has to make sense in some way - it can't be total nonsense
- Once they have chosen their words tell them they are now going to blackout all the words around those words.
 - Ask them to share black markers and crayons. They can also use their pencils.
- If there is time left have them create another blackout poem using any other poems left
- They can also illustrate around their poems.

Share

Grades 4 - 8

Bring all the students together into a circle and ask if anyone wants to share the poem they created