

Unit 6: School Equity

Day 6: Using words in context: oral and written language

Content Objective:

- Using the target words, students will create poems or rap songs about school equity.

Language Objectives:

- Students will listen for and discuss the use of target words as their classmates present their poems or rap songs.

Teacher Materials:

- overhead of objectives
- overhead of completed cloze passage
- fine tipped overhead marker
- overhead of rap/poem sentence starters
- rap/poem models – overhead and cd
- ipad/itouch/iphone with ‘LaDiDa’ app (optional)

Student Materials:

- rap/poem sentence starters worksheet
- pencil
- binder – glossary and/or vocabulary summary sheet

Day at a glance:

- (7 min.) **Introduce** objectives and **review** topic and target words
- (8 min) **Introduce and model** poem/rap song
- (27-32 min) Cooperative activity – **writing and presenting poems or rap songs**
- (3 min) **Wrap-up** – **Review** objectives and **discuss** most frequently used words

Activities:

****7 MINUTES – REVIEW OBJECTIVES, TOPIC, AND TARGET WORDS****

(introduce objectives)

- Project the objectives on the overhead and read them to the students.
- Say that today will be a fun day, and you'll all get to use the target words to write and perform poems or raps songs about school equity.

(review Day 5)

- Review what you did on Day 5. Project the overhead of the full passage on school equity.
- Invite students to take turns reading segments of the passage out loud.
- Highlight the target words throughout the passage (in bold).
- Review the key points of the passage by asking questions such as these – “Why are Dr. Irizarry and Ms. Negrón concerned about the school experiences of Latinos and other students of color?” “What are some of their concerns?” “What are they doing to help the situation?” Tie this conversation back to the preliminary conversation and video from Day 5.

****34-39 MINUTES – WRITING AND PRESENTING POEMS OR RAP SONGS****

(3 min – introduction)

- **In the passage that we just reread, and in the video we watched yesterday, we learned about Dr. Irizarry and Ms. Negrón and the work they are both doing to promote school *equity*. They are working to help Latino students and other students of color succeed in school, take the *mandated* courses, and go on to college. They would like to see greater *representation* of Latino students and other students of color in our universities.**
- **Now it's your turn to be creative and tell us what you think about school equity.**

(5 min - modeling)

- **You are going to use your creativity today to compose a poem or rap song that tells us about your personal experiences in schools, or about what schools could do to be more *equitable* for all students.**
- **With your partner(s), you're going to start by brainstorming some ideas about what you want to say. Then you will write your ideas into a poem or rap song.**
- **Your poem or song may or may not rhyme, but it is important that you use the words that we learned in this unit. As usual, I'm going to provide you with some sentence starters to help you do that.** [Project the sentence starters overhead and read the directions and the sentence starters that are provided.] **The target words are all included in a box at the bottom of the sentence starter worksheet.** [Point to the box.]
- **Let me show you some examples.** [Project the rap model overhead and play the accompanying cd. Discuss them afterwards and point out the use of the sentence starters as well as other sentences that the writers have created on their own.]

!Note: The model rap songs were created using an app called LaDiDa. If you have access to an ipad/itouch/iphone, then your students can do this as well. If not, they can simply present their poems or rap songs to the class when everyone is done.

- **When you write your poems or rap songs, keep in mind that this is just a quick write. It doesn't have to be very long, and it doesn't have to be perfect. The idea is for you to write about your experience in school and to use the target words from this unit as you do that.**
- **In addition to using words from this unit, you can also include words we've learned before. You can look at the word wall cards [point to word wall] to help you remember words from past units.**

(20 min – Writing poems or rap songs)

- Help the students identify 1 or 2 partners for this activity. (If there are students who work better independently, that is also fine.)

- Hand out the sentence starters worksheet to each pair/group, and tell them that they need to assign someone to be the writer – although they will all be contributing ideas.
- Let them know that all group members will need to perform the poem or rap song together.



Timer: If possible, use an overhead timer (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) to help students keep track of time. Remind them to stay focused since time is limited, and give them notice when 10, 5, and 2 minutes are remaining. If you have the technology, students can record their songs as they finish.



Differentiation/Extension: For students who finish early, ask them to work on one or more of the following extension activities: 1) If they used alternate forms of the target words in their scripts (e.g. *analysis* instead of *analyze*, or *functions* instead of *function*), have them write those alternate forms on the blank lines following the target word entry in their glossary; 2) Have them create a comic book version of their poem or rap song by having each student draw a picture and write the corresponding sentence or phrase from their poem or rap song for each main idea; 4) play ‘memory’ with the unit word cards.

(5-12 min – performances)

- Invite groups up to perform their poems or rap songs (or to play them if you were able to record them with background music).
- After each performance, ask the students to notice the target words from this unit or past units that were incorporated.

*****3 MINUTES – WRAP-UP*****

- Quickly review the objectives and have the students give a thumbs up or thumbs down if you met each one.
- Briefly discuss the most commonly used words in the poems or rap songs.

Unit 6/Day 6/Lesson Plan

- Collect the student worksheets and ask students to put their binders away if they've taken them out.