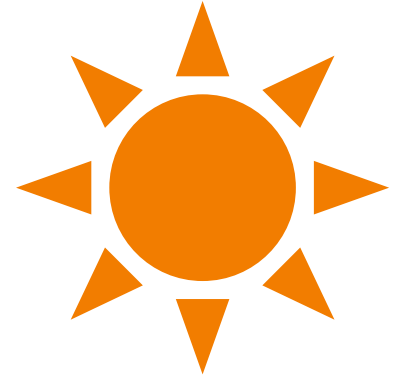


## 2019 SUMMER INSTITUTE Highlights & Resources



Educators from **Arthur Ashe** and **Langston Hughes** attended a two-day Arts Literacy Institute led by ***KURT WOOTTEN***

Here are some pictures and descriptions of the activities we did and the fun we had learning strategies to develop literacy through the Performance Cycle!

# THE SPHINX

**Description:** A method for collaboratively answering a question. This can be used to define vocabulary, spell words, or unpack concepts

- Begin by getting into groups of seven. There will be one “questioner” (the HEAD) and six “answers” (the BODY).
- Line the groups up in single file lines. The first person in line is the head of the Sphinx, and the rest of the line is the body of the Sphinx.
- The first person in line will face the rest of the line, and pose a question.
- Answering with one word each, the members of the body of the Sphinx will answer the question, and then move to the back of the line. The question must be answered in a complete sentence by the time the line is done.
- The head of the Sphinx then moves to the back of the line, the first person in line becomes the head, and poses a different question.
  - **Sample questions:** What does it mean to belong? What is the definition of family? What is a legacy? What does home mean to you?



# I COULD TELL YOU A STORY ABOUT

**Description:** A method for making the “air thick” with possible story starters, and making the participants curious about each other’s’ lives.

- Get everyone into a circle.
- Give everyone 1 minute to think about a prompt having to do with their own life: “Think of a magical memory”, “Think of a time when you did something that scared you.”, “Think of a time when you went on a journey”...
- The first person will say, “I could tell you a story about...” and fill in the blank with an answer from the prompt. For example: “I could tell you a story about the summer I got lost in the woods...”, “I could tell you a story about four birthday cakes...”, “I could tell you a story about meeting Beyonce...”, etc. It goes around the circle from there. Participants don’t actually tell the whole story- they just leave us curious. This can lead to conversations later promoting community building, and these teasers can also be used as story prompts.
- Try and go as fast as you can around the circle to keep the energy high.



# VOCABULARY & MOVEMENT

**Description:** An assessment tool to discover if students understand the vocabulary. Do this BEFORE you read a book, so that you won't need to unpack words in the middle of the story.

- Students can either be in a circle or in free spaces around the room.
- Explain to the students that they are going to show the teacher if they understand a word by freezing in a shape that describes the word. Make sure students already understand “freeze”. If they don't know the word, they should freeze in a shrug.
- The teacher will call out a vocabulary word, and count to three. The students will freeze in a position that shows their understanding of the word.
- If there are a significant amount of students who are in a shrug, use the word in a sentence, and then count to three again. Context might help their understanding.
- If everyone is in a shrug, define the word, and count to three again.



# INSTANT SCULPTURES

**Description:** Students create sculptures based on text without planning.

- Select phrases from the text that you are reading in class either that day, or the next. This activity works best when the students see the phrases in context immediately after the activity. We suggest you choose phrases rather than specific individual vocabulary words since words change in the context in which they are written.
- Students move about the space.
- Read out a short phrase from the text and "By the count of 3, pop into a frozen sculpture of that phrase."
- Students are now in individual sculptures around the room.
- Then, have students pop into pairs, groups of 3,4,5, etc.

*From A Reason to Read: Liking Literacy and the Arts by Eileen Landay and Kurt Wootton*

*For more information about Common Ground, go to: [artslit.org](http://artslit.org) and click on The Handbook*





# PERFORMATIVE PAGES

**Description:** Students collaborate to “perform” small sections of the text to bring it to life.

- Give trios a page or two of the book.
- Ask them to take 8 minutes to plan a “reading”. They will be the characters, including narrator, and act out their pages.
- Explain that rehearsal is a very important part of editing, brainstorming, and making the work the best it can be.
- Share reading around the room while projecting the book on the screen.

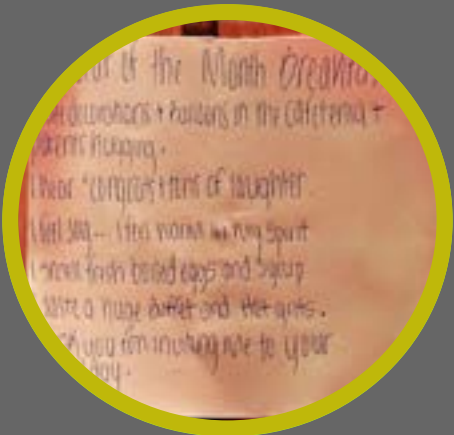
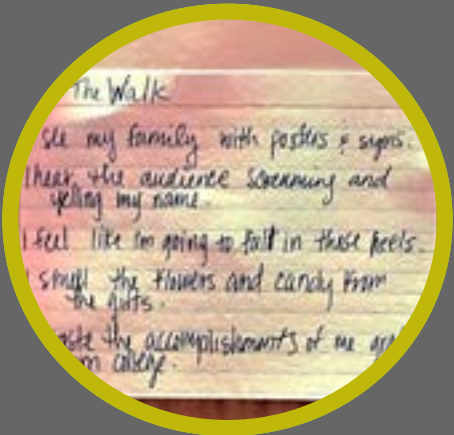
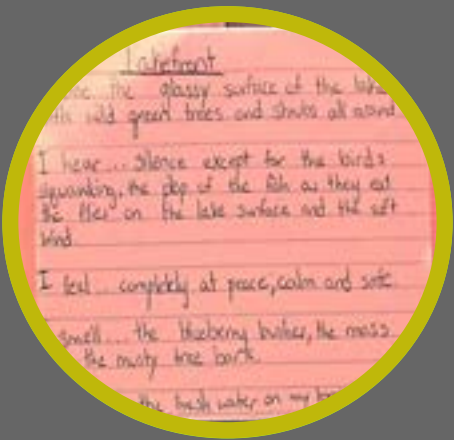


# FIVE SENSES POEM

**Description:** Your five senses help you take in information from the world around you.

These senses are also a powerful tool to use when you're writing. They help convey a message to readers by providing a strong image in their heads.

- Give students a prompt to work with; for example: "Imagine a magical memory from your life and visualize it in your mind."
- On an index card, give your memory a title.
- Write a five senses poem that captures what the experience was like for you. (I see/hear/feel/smell/taste)



# CUT-OUT COLLAGE

**Description:** A cut-out collage is a work of artwork where cut pieces of paper are positioned together to create an image.

- You will need: construction paper, scissors, glue sticks
- Spend 5 minutes just cutting shapes. Cut as many shapes as you can, both organic and geometric.

## Geometric shapes:

- Have clear edges (i.e. circles, rectangles, squares, triangles, etc.) / Don't often appear in nature / Can create a sense of chaos, anger, or rigidity / May also be used to create abstract interpretations of things that would normally be depicted as organic shapes.

## Organic shapes:

- Are shapes with a natural look and a flowing and curving appearance / Can be irregular or asymmetrical / Are associated with the natural world, like plants and animals / Can create a piece that looks natural, flowing, soft, or calming.
- Using your five senses poem as inspiration, create a cut out collage that captures the experience of your poem.
- Create details and texture by layering and cutting holes or spaces in the middle.





# CUT OUT COLLAGE/FIVE SENSES POEM GALLERY WALK



# STORY NUGGETS

**Description:** Story Nuggets allows students to create mini-performances from a small portion of text. This is a particularly powerful approach to use with early readers or ELL students.

- The teacher should read through the story and choose key sentences for understanding the overall story arc. Write/type the key sentences and number them in order from the beginning to the end of the story.
- Have students gather in trios. Give each trio a "story nugget" on a notecard or strip of paper. The story nuggets should be between one and three sentences.
- Ask the trio to read the story nugget and to make sure they understand the vocabulary and the overall meaning. Allow time for students to ask each other or the teacher questions (if Story Nuggets is being used to teach a foreign language, or if the students are early readers, the teacher might take time here to review with the class unfamiliar vocabulary or confusing sentences).
- Give trios about five minutes to prepare a performance of the story nugget to share with the rest of the class. Depending on how much the class is familiar with the following tools, students might be asked to:

Include choral, individual, pair readings, add movement and physical gesture, embody the characters physically and vocally

- Gather in a large circle if the space allows. Have trios order themselves from story nugget "1" to the highest number.
- Ask students to present the text, in order, from trio to trio around the circle, not pausing or stopping.

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# WHERE I'M FROM POEM

## Four-Square Brainstorming

**Description:** This is a process of gathering material to craft into a poem.

- Think of a place that is important to you
- Using a standard size sheet of paper, fold the paper in half, then in half again to form four equal parts
- In the first quadrant, write the name of a place that is important to you.
- In the second quadrant, write all your favorite foods associated with this place.
- In the third quadrant, write about the family, friends and culture associated with this place.
- In the fourth quadrant, focus on the senses. Write a word for each of the five senses that relates to your place - A sight. A sound. A taste. A texture. A smell.
- Turn your paper over, and write a headline that captures the essence of the place. Using all this rough material, write your *Where I'm From* poem.

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# WHERE I'M FROM ACCORDIAN BOOK COLLAGE

**Description:** This is a method of turning your writing into a work of visual art.

How to make an accordion book:

<https://www.readbrightly.com/diy-accordion-book/>

- Browse magazine images, and pick some that speak to you inspired by your *Where I'm From* poem
- Create your accordion book, and place lines from your poem onto the images that you have put into the accordion book
- Perform your poem for the class, and then have a gallery walk, so everyone can take a close look at the imagery.





# GALLERY WALK

