

Sharna Fulton

Lesson Plans

1. You've Got To Blog It - For Grades 3-12
2. The Chloe Pink Doodle & Dream Diary Club - For Girls Grades K-5

For Grades 3-12 - You've Got To Blog It - Expressing Yourself In A Digital Era

In this interactive 45 minute or week long residency program, students get to explore and express what matters to them most. Next, they learn how to communicate that through digital media. As a social media and blogging professional, the teaching artist shares the tools of the trades with students and helps them creatively design a blog that expresses their personal view while reaching the desired audience. Meets GA ELA Common Core Standards. Classroom size up to 30 students.

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Weeklong Residency Lesson Plan:

Day one:

- Chalk Talk: What is blogging, Who blogs, Why, (So the reader is moved or learns something?) Etc.
- Exercise: I love/I hate – This helps students to understand that their own point of view is essential in delivering a persuasive, unique and attention getting blog.
- Students are put into teams of two.
- Students are given a job jacket – An actual folder with the strategic marketing plan in it such as: Create a blog that highlights everything going on in this class. (IE: RY Robotics camp team blogs)
- Lots of questions are asked. This would be a journaling exercise. They are asked to write down their answers to the questions. The questions would be developed in advance of the residency. In the case of RY Robotics, who were developing robots and working as a team, I asked these ?s to make them think about possible things they could write about on their blog:

While designing your robot, what were the challenges? What came easy? How long did the project take? Describe the steps involved. What surprised happened along the way? Describe the journey. What would you do differently next time? What was your goal? Did you achieve it? What makes your team special?

Day two:

- Warm-up brainstorming and think-out-of-the box creativity exercises (15 minutes) Here are some ideas:
 1. Words are given and students are asked to think of words that are the opposite
 2. Abstract pictures are shown and students are asked to come up with what they see.

3. Top Ten List – Students break into teams and come up with a top ten list of something
 4. Students are asked to think of uses for a paper clip or glue or something – see how many we can come up with
- Teams break off and begin concept development for their blogs

Day three:

- Teams present their possible blog names and get feedback from the group.
- Teams decide on one blog name/concept and begin developing it visually.
- At this point, they have access to computers.

Day four:

- Exercise: Headlines - Present a few current event blog posts that the students can relate to. Ask them what the point of view is of the writer/blog? Ask them to take a stance on it. What is their opinion?
- Lessons in design and writing – Power Point is shown on best blog designs & writing. I.e: show pictures of blogs, show particular sections of blogs that demonstrate use of tone, alliteration, word play, relevance, timeliness, humor – ask students to find these elements in blog post.
- Teams break-up: Artist works on design of blog, Writer writes a blog post
- Finalize blog – Elements that are finalized include: blog title, logo, background, font selection and 2-3 paragraph blog post.

Day five:

- Blog party presentation day
- Each team presents blog to class, with Q&A from teacher, myself, students.
- Rap up, social media. Getting listed in search engines, etc.

For Girls Grades K-5 - The Chloe Pink Doodle & Dream Diary Club

In this interactive 45 minute or week long residency, multi-cultural girls develop self-confidence through self-expression! Through conversations with the author/creator of Chloe Pink and girl empowerment teaching artist, students explore effective communication, problem solving, goal setting and leadership skills. A variety of art and writing activities are woven throughout the program including drawing, writing, watercolor painting, cartooning, journaling, and presenting. In addition to the workshop and finished art projects, each girl leaves with her very own Chloe Pink Doodle & Dream Coloring Book signed by the author. Classroom size up to 30 students.

I've done this programming with Boys & Girls Clubs of Atlanta and Girls Inc of Atlanta. Also, creative workshops using various elements from the curriculum below with Girl Scouts and Brownies, Gwinnett County Schools, Fulton County Schools, City of Decatur Library, Starbucks, book signings at Borders and independent bookstores, cafes.

Some GA ELA Common Core Standards:

With guidance and support, recall information from experiences or gather information to answer a question

Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings

Ask and answer "w" questions to understand key details (who, what, where, when, why).

Distinguish one's own point of view from the narrator (literary) or author (informational)

Write opinion pieces that include reasons to support the opinion, linking words (e.g., because, since) and concluding statements.

Report on a topic or text, tell a story, or recount an experience with details.

Write legibly in cursive

Weeklong Residency Lesson Plan:

Day one:

- Girls create name plates with paper, markers, colored pencils. Introduce ourselves.
- Introduce Chloe Pink, leadership role model character for girls who wants girls to follow their dreams.
- I draw Chloe Pink and talk about her as a character. Demonstrate how basic shapes make Chloe Pink.
- Activity: Lets create a character. Using basic shapes, girls are asked to create their own character. Draw the character and come up with a name for it.
- 4 panel cartoon - Girls are asked to tell a story about their character within 4 panels. Set the scene. Introduce the character doing something. Conflict. Character resolves situation.

Day two:

- Warm-up drawing, coloring and writing
- Chloe Pink books that have been personalized to each girl are distributed.
- Working in books, write and color on four pages. Prompts with blank spaces ask them to share their name, their favorite activities and explain what makes them happy and why.
- Girls share what they've written.
- Class discussion on why it's important to do things that make you happy and why we journal and draw!

Day three:

- Warm-up drawing, coloring and writing

- Working in books, write and color on four pages. Girls are asked to write about what makes them feel loved and cared for, who are their friends, why they like their friends and why their friends like them, who do you support and care for, what makes you special to family and friends.
- Heart Maps! Using only a pencil, girls are asked to draw a scribble design in the shape of a heart and then to write in all the things that are special to their heart within the scribbles in the heart.
- Watercolor techniques demonstration
- Girls use watercolors to paint their heart maps
- Gallery review: Everyone's artwork is put on a white sheet in the middle of the room. Girls sit around it in a circle and we discuss the heart maps work! This encourages them to think critically, analyze visual art and discuss what's important to them

Day four:

- Warm-up drawing, coloring and writing
- Working in books, write and color on four pages. Girls are asked - If you could go anywhere, where would it be. Who would you take with you. Girls present/share their ideas.
- Girls are asked to write a one page story about either an adventure they have taken - OR - write a fictionalized tale about somewhere they have been.
- Individual instruction with grammar, spelling, brainstorming, etc.
- Girls read a paragraph of their stories to the class.

Day five:

- Girls work in books and write down what makes them feel smart, how they get exercise and the three most important things to them.
- Follow your dreams with Chloe Pink Class Mural. Using either butcher paper and markers OR a large canvas, I explain that Chloe Pink goes to various places to dream. Girls are asked to draw or paint what she dreams about at i.e.: the zoo, the candy shop, school, the aquarium, etc. We keep the process going until all the paper or canvas is filled and we have a colorful mural!