Unit 5 Writing Poetry and Songs

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 4**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit students will find significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Centers could include a "Five Senses Center" where students practice using descriptive language; a "Metaphor Center" where students compare objects by using phrases including "like a ..." or "reminds me of ..." or "as a ..."; a "Singing Voices Center" where children sing songs and write new ones. Centers could allow students to make shape poems, cut up poems to play with line breaks, read poems with feeling, drama, and rhythm. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

- How do writers write with precision and description?

Application of Knowledge: Students will know that...

- Writers use all they know about writing to write poems.
- Writers use precise words, phrases, and line breaks to create images in poems.

Application of Skills: Students will be able to...

- Write poems and songs using line breaks.
- Write poems and songs using metaphor and comparison to convey feelings.
- Write poems and songs using precise and extravagant language to capture what they see and feel.

Teaching Points and Suggested Activities

Preparation Before Beginning the Unit

To prepare children for the unit, you will want to read aloud lots of poems and fill students with the rhythms, sounds, and ideas of poetry. Help children notice how poems look on the page with line breaks and white space. Read a variety of poems including poems that capture life's rich and beautiful details with precision. Sing a number of simple songs with the children, so that they have tunes in their heads that they can rely on. Songs such as "Twinkle, Twinkle, Little Star," "The Wheels on the Bus," "Happy Birthday," and "Mary Had a Little Lamb" are easy to remember.

The following teaching points and activities are adapted from *Units of Study in Opinion, Information, and Narrative Writing, Grade 1,* including the *If... Then... Curriculum* (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- Teach children that poets have lots of ways to get ideas for their poems. One way poets get ideas for

the topics of their poems is to think about special people, places, big feelings, and things they love.

- Teach children that poets get idea for the topics of their poems by looking at ordinary things in the world and seeing them in different, fresh, unusual ways.
- Teach children that poets don't just choose any 'ol thing to write poems about, but instead they write about the things that matter to them with small, observant and honest details.Teach children that when poets write about a meaningful topic, they search for the words that will show exactly how they feel about their topic. It is kind of like how a chef searches for the exact ingredients for a recipe. Poets think carefully about the ingredients for their poems.
- Teach children that writers find the ingredients for their poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes.
- Teach children that when poets write, they read and reread their poems until they sound just right. They pay attention to what the words are saying and make their voices match the feelings behind the words. If they need to, they fix up the words, taking some words out, adding other words in, changing parts so that the words sound just right.
- Teach children that writers try very hard to make their poems sound like music. One way they do this is by paying close attention to the words they choose and where they put those words on the paper. One way to give our poems music is to divide our words into lines that go down the paper.
- Teach children that poets, just like writers of stories, know that one way to convey strong feelings is to show, not tell.
- Teach children that poets spend a long time searching for the exact word to match what they want to say. They reread their poems and ask themselves, "Am I saying exactly what I want to say? What do I want you to know and feel when you read my poem?"
- Teach children that writers ask their partners for help if they can't fine the most honest and precise words they need.
- Teach children that our mentor authors repeated words or phrases that carry big feelings. Poets do this in poems too. They think about the big feeling or thing they want you to know and they decide if there are words they want to repeat to help you know and feel the same thing.
- Teach children that as poets we can look to a poem we admire and ask ourselves, "What does this poet do that I could try?"
- Teach children that another way poets can let readers know our feelings is by comparing our feelings to something else, something in the world that reminds us of that feeling.
- Teach children that when we write poems, we don't just reach for ways to show our feelings, we also reach for ways to help readers picture what we are seeing and to feel what we are feeling. Poets compare whatever we are writing about (not just our feelings) to something else.
- Teach children that poets ask their partners for help. Partners can listen to our poems and help us revise them. Together partners can find more precise words or try different line breaks to explore other ways a poem could sound or look to match the poet's meaning.
- Teach children that sometimes poets reread their poetry and although the whole poem may not feel special, there is a line or a phrase or an image that is special and deserves to be kept. Poets may use this to write a new poem.
- Teach children that sometimes poets realize their poems sound more like stories than poems. One way poets can make them more poem-like is by taking out extra words or taking out parts of the story that aren't the main thing, and instead choosing precise words, words that show not tell, or finding words that create an image in the reader's mind, even playing around with line breaks or patterns on the page.
- Teach children that whenever a writer writes something, before we send it out into the world, we think, "How can I fix this up? What else can I try?" We look back at the charts in our rooms about things poets do and see if these charts give us any ideas for fixing our writing up or new things we could try.
- Teach children that when poets get ready to celebrate their poems, they practice reading them and rereading them, asking themselves, "How do I want my voice to sound? Should I speed up here? Slow down here?" This way they can make sure their voice matches the feelings and meaning behind their

poems.

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar writer's notebooks.
- Provide and present mentor texts as models.
- Teach children to read like writers using mentor texts
- Provide checklists to assess and develop on-going goals.
- Use booklets, pages, and/or writer's notebooks for daily writing.
- Make mental movies and act out a story to make writing come alive.
- Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.
- Add dialogue to make characters come to life.
- Set mini goals to revise and edit as you move through writing pieces.
- Tap, sketch, or jot across the pages as a way of planning stories, books.
- Explore and try a variety of beginnings and endings to your writing piece
- Write long and strong to build stamina..
- Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.
- Use technology to research information about a specific topic.
- Use technology to publish a piece of writing.
- Plan to celebrate the conclusion of classroom writing projects.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

The poems and songs, drafts, and final drafts composed by each student during this unit on Writing Poetry and Songs provide the teacher with a wealth of diagnostic information.

The following prompt for poetry writing may be used if the teacher wishes to have an additional on-demand performance assessment.

On-Demand Performance Assessment Prompt: (E.g. "I am really eager to understand what you can do as writers of poems and songs, so today will you please write the best poem or song about a special moment in your life. Make this be a poem in which you share your feelings. See if you can capture what you see and feel in the words of your poem. You will have forty-five minutes to write this poem, so you will need to plan, draft, revise, and edit in a way that allows you to show off all you know about writing poems and songs. In your writing, make sure you:

- Write using line breaks.
- Write using metaphor and comparison to convey feelings

Formative Assessments (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published Narratives

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the

- The writer attempts to use strong words that help the reader picture his poem.
- The writer tried to use metaphor and details to describe things in his poem or song.
- The writer uses precise language so the reader can picture how she feels.
- The writer uses correct spelling, spacing, line breaks, and punctuation so that others can read her writing.

Integrated/Cross-Disciplinary Instruction

Science, Engineering, and Math

- Use plants and animals as subjects of poems or songs. Describe the life cycle of a plant or animal in a poem.
- Sketch observations of a plant and write a poem about it.
- Write a song about a beautiful rainbow.
- Write a poem or song about flying a kite, wind sock, or streamers.
- Write a poem or song about caring for the Earth.
- Write a song about baby chicks hatching.

Social Studies

- Write a poem or song about a family member and illustrate.
- Write a poem or song about life in early days.
- Sketch pictures about Native Americans and different aspects of their lives. Then write a poem.
- Write a poem about a familiar American hero, such as Sacajawea, Harriet Tubman, or Eleanor Roosevelt.
- Write a poem or song about Martin Luther King Jr.
- Write a song about what you like to do during your favorite season.
- Write a poem about a character in a specific career, such as a farmer, businessman, etc.

Study Skills

- Use graphic organizers to plan writing.
- Use checklists and rubrics to monitor progress.

- Use Venn diagrams and t-charts to gather, compare, and contrast events.
- Use highlighters, note cards, post-its, and other tools during revision and editing.

The Arts

- Act out feelings of a character from a story.
- Write a poem or song based on a story.

Reading Workshop

- Apply language and ideas from read alouds and independent reading.
- Utilize read alouds and independent reading as mentor texts.
- Apply spelling strategies.
- Apply grammar skills.
- Expand written vocabulary from read alouds and independent reading.
- Model sentence structure after mentor texts.

Suggested Mentor Texts and Other Resources

Resources

Units of Study in Opinion, Information, and Narrative Writing:

- *Small Moments, Writing with Focus, Detail, and Dialogue* by Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman
- *Nonfiction Chapter Books* by Lucy Calkins, Kristine Mraz, and Barbara Golub
- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey
- *From Scenes to Series* by Lucy Calkins, Mary Ehrenworth and Christine Holley
- *A Guide to the Common Core Writing Workshop*, Primary Grades; Lucy Calkins
- *Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 1 (Assessment-Based Instruction); Lucy Calkins; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Possible Poetry Anthologies

Blast Off! Poems about Space; Lee Bennet Hopkins

Creatures of Earth, Sea, and Sky; Georgia Heard

Good Luck Gold and Other Poems; Janet S. Wong

Little Dog Poems; Kristine O'Connell George

Songs of Myself:An Anthology of Poems and Art; Georgia Heard

Something Big Has Been Here, Poems; Jack Prelutsky

Poems Children Will Sit Still For, a Selection for the Primary Grades; Beatrice Schenk de Regniers, Eva Moore, Mary Michaels White

The New Kid on the Block; Jack Prelutsky

Where the Sidewalk Ends, Shel Silverstein

A Light in the Attic; Shel Silverstein

Falling Up; Shel Silverstein

101 Recitable Poems for School Age Children; R.F. Harlow, Ph.D.

Poems for Building Reading Skills; Timothy Rasinski and Karen McGuigan Brothers

Possible Mentor Songs

Songs to put you to sleep: "Hush-a-Bye Baby," "Hush, Little Baby," "Day Is Done"

Songs to show a strong feeling:"I Can See Clearly Now," "What's Goin' On," "Celebrate Good Times," "Oh, what a Beautiful Morning"

Songs to teach a dance:"Do the Hokey Poke," "Do the Locomotion"

Songs for people you love: "You Are My Sunshine," "You've Got a Friend," "Frere Jacques"

Songs that teach about something: "Wheels on the Bus," "This Land Is Your Land"

Songs that tell a story: "The Bear Went Over the Mountain," "Itsy Bitsy Spider," "Mary Had a Little Lamb"

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.