|  |
| --- |
| **Grade 1****Unit Overview*****Music in Our Hearts: Writing Songs and Poetry*** |
| **Focus Teaching Points** | * Immersion in poetry and songs
* Noticing characteristics of a variety of poems and songs
* Wondering and asking questions about the meaning of different poems/songs
* Wondering and forming opinions about authors’ craft moves
* Rereading familiar poems to get to know them better
* Developing a growing list of vocabulary to describe emotions and feelings
* Looking with fresh eyes at common objects
* Noticing beat and rhythm in poetry and songs
* Turning poems into songs
* Using familiar tunes to ignite new songs
* Writing poems and songs for different purposes (e.g. to teach, to tell about a feeling, to tell about an event, to remember things)
* Drawing from a repertoire of strategies to write and revise poems/songs
* Using senses to write
* Using repetition
* Choosing topics that have personal importance
* Showing strong feelings in writing
* Drawing on strategies from personal narrative writing and using those strategies for poetry and songs
* Sharing poetry with partners; supporting partners with revision and performance
* Revising through elaboration—adding verses, making comparisons and thinking about word choice.
* Preparing to publish by thinking about words, letters and punctuation
* Celebrating
 |
| **Key CCSS Standards** | ***Writing Standards******(W)**** *MA 3a, 5, 6, 7*

***Language Standards (L)**** *1, 2, 5, 6*

***Speaking and Listening Standards (SL)**** *1, 3, 4, 5, 6*
 |
| **Bends in the Road** | * Immersion in songwriting and poetry: setting the stage
* Studying the rhythm and voice of songs to help us write our own
* Songwriters and poets write from the heart: writing meaningful songs and poems
* Songwriters and poets revise and write new songs and poems
 |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Music in Our Hearts: Writing Songs and Poetry” from the *If. . .Then. . . Curriculum* in *Units of Study in Opinion, Information and Narrative Writing* (2013) by Lucy Calkins.
* *Poetry: Powerful Thoughts in Tiny Packages* by Lucy Calkins and Stephanie Parsonsfrom *Units of Study for Primary Writing: A Yearlong Curriculum* (2003)

 |
| **Mentor Texts** | * Begin by gathering poetry of all types to show the possibilities within this genre. In addition to the poetry anthologies previously purchased for Grade 1 classrooms, you will also find a list of possible mentor poetry anthologies on page 17 of the unit, including:
	+ *Blast Off! Poems about Space,* selected by Lee Bennett Hopkins
	+ *Creatures of the Earth and Sky*, by Georgia Heard
	+ *Little Dog Poems,* by Kristine O’Connell George
	+ For additional suggestions, see page 17
* In addition to poems, mentor songs play an important role in this unit. Possible mentor songs include:
	+ “Hush-A-Bye Baby,” “Hush Little Baby,” “Day is Done” (songs to put you to sleep)
	+ “I Can See Clearly Now,” “What’s Goin’ On,” “Celebrate Good Times,” “Oh, What a Beautiful Morning” (songs to show strong feelings)
	+ For additional suggestions, see page 18
 |
| **Tips for the Unit** | * Across this unit, you will teach children to experiment with powerful language, and to use line breaks, metaphor, and comparison to convey feelings in poetry. Within this context of poetry writing, you will also give your students an opportunity to **slow down the writing process** as the unit provides additional scaffolds in conventions, word choice, language and looking closely to write descriptions—skills that are readily transferrable to any type of writing.
* This overview is written to support the If-Then unit on writing Songs and Poetry; however, you may decide instead to use *Poetry: Powerful Thoughts in Tiny Packages* from the original Units of Study if you prefer a more developed sequence of individual sessions. If you do choose to use the original resource, we just encourage you to consider setting the stage for poetry writing by incorporating some of the suggestions from Bends I and II of the If-Then unit in which children are immersed in studying both **poetry *and songs***—a powerful way to help children understand and write in a poetic form.
* Whichever version of the unit you use as the basis for instruction, keep in mind that there are many resources on the internet that teach poetry in a different manner. Many of these other resources teach children to identify types of poems or provide graphic organizers that simplify poetry into a fill-in-the-blank activity. **The intention of this unit within the Writing Units of Study is different**—poetry is used as a vehicle for teaching children to write and revise in a manner that puts meaning into every word, every space, every line break.
* While this unit is technically written as part of the Units of Study for teaching **writing,** you will see that many of the elements of balanced literacy (reading aloud, shared reading, shared and interactive writing etc.) are central to this unit.
* During Bend I, you will **immerse** children in songwriting and poetry. Copy songs and poems and chart paper and use these to read, sing, and teach a wide variety of songs and poems to your students. These “shared texts” will become integral to the unit. The more familiar the children are with these anchor texts, the more you will be able to return to these texts to help children discover what makes the genre of poetry (and songs) unique and meaningful. During this immersion stage, aim to help your children become curious and inquisitive: help them **notice characteristics** of poems/songs (including line breaks, white space, use of punctuation, etc.) and help them to **question and wonder** about the meaning and the author’s craft moves without worrying about a “right answer.” Also encourage children to **discuss how the poems/songs make them feel** and help them to develop a vocabulary to describe these emotions (see suggestion in paragraph 3, page 20).
* You may decide to continue this immersion stage in centers. See pages 20-21 for suggestions. During this time, support children in beginning to write their own simple poems and songs that they tuck away in a folder to be returned to during Bend II.
* In Bend II, children will study rhythm and voice and will see how their simple poems can become songs. One option for scaffolding children’s writing during this early stage is to help them write songs to familiar tunes such as “Here We Go ‘Round the Mulberry Bush.” See the suggestions on the bottom of page 22 for examples.
* During Bend III, you will shift toward lifting the quality of children’s poetry and songs by focusing on what matters to the children (rather than what ideas may match a familiar tune). See suggestions at the top of page 25 for ways children can learn to **show strong feelings** in their writing. You may want to bring out the “Ways to Bring Stories to Life” chart from Session 10 in the *Small Moments* unit to remind students about what they already know about showing strong feelings.
* Bend IV builds upon earlier partnership work and teaches children how to help each other by listening, reading, complimenting and questioning. This bend provides you with an opportunity to explicitly teach those crucial speaking and listening skills. See pages 26-27 for more information. You may also find that this is a great time to incorporate [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html) lessons. See activity suggestions and primary grade rubrics at <http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html>.
* Bend IV also provides you with another opportunity to teach children to revise through elaboration. Teach children to add on verses, make comparisons and consider word choice. See pages 27-28 for more information on revision.
* Prepare for an end-of-unit celebration by first editing and thinking about punctuation and spelling. See page 28 for suggestions on preparing to publish.
 |
| **Materials and Resources** | * Plain paper for drawing and creating lists of words in Bend I
* Poetry and songs centers for immersion (see Bend I for suggestions)

Student: * Writing Folder (preferably a two-pocket folder with one side labeled “Done” and the other side labeled “Still Working” or “In Progress” and one with grommets in the middle to hold resource sheets (e.g. list of texts created, individual word wall list)

Teacher:* Writing Folder for modeling
* Teacher-generated writing for modeling
* Anchor charts, co-constructed with students, that support brainstorming, generating ideas, revision and editing strategies
 |
| **Celebrations** | * Poetry is a genre meant to be read aloud. Consider concluding with a poetry performance such as a “coffee house” where children snap or clap to show their approval at the end of a show. For other ideas and suggestions, see page 29.
 |