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| **Kindergarten**  **Unit Overview**  **Writing Songs and Poetry** | |
| **Focus Teaching Points** | * Exploring poetry and songs and the similarities they share * Writing songs from familiar melodies * Writing poems and songs by seeing familiar objects with fresh eyes * Writing using five senses * Paying attention to rhythm and beat when we read and write poetry * Using comparisons in poetry and songs * Experimenting with line breaks and white space * Writing poems that teach something * Considering audience * Working with writing partners to revise * Including a chorus and refrains in songs * Writing with sound words and dialogue * Revising using strategies learned all along * Writing for readers – editing, fancying up * Sharing and celebrating |
| **Key CCSS Standards** | ***Writing Standards (W)***   * *3A, 5, 6*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 3, 4, 6* |
| **Bends in the Road** | * Experiencing songs and poems: setting the stage for writing * Studying the rhythm and voice of songs to help us write our own * Writing meaningful songs and poems * Revising to elaborate |
| **Recommended Professional Resource to Guide Instruction** | * “Music in Our Hearts: Writing Songs and Poetry” from *If . . . Then . . . Curriculum: Assessment-Based Instruction, Grade K* from *Units of Study for Teaching Reading* by Lucy Calkins and the TCRWP staff (2013) * *Kids’ Poems: Teaching Kindergartners to Love Writing Poetry* by Regie Routman; this resource is also helpful in supporting kindergartners in writing free-verse poetry. **It includes samples of kindergartners’ original poems (handwritten and conventionally-spelled, typed versions)** |
| **Suggested Mentor Texts** | * **See pages 56 and 57 for some mentor poetry anthologies and mentor songs/song books** * Mentor songs and poems will provide the base for adaptations in Bend II; to support children in writing free verse poetry (non-rhyming), the unit suggests “Frere Jacques” as a wonderful mentor text to use as a scaffold; see the top of page 62 for more on this * See the kindergartners’ original poems found in the back of Regie Routman’s *Kids’ Poems: Teaching Kindergartners to Love Writing Poetry*; in her text, Regie describes teaching points that can be illustrated by these poems |
| **Tips for the Unit** | * For a general overview of the unit’s goals, we recommend reading pages 55 – 56. * This unit pairs beautifully with the Bend III of Avid Readers. Given this busy time of year, your reading and writing workshops can blend together, since both rely on the other to support student learning. In both units, children are reading and writing poetry. Your center time, your independent reading and writing times, and your shared reading and interactive writing experiences can all work together to support your kindergartners’ work with this genre! * It will be helpful to reread **page xi of *Becoming Avid Readers,*** to remind yourself of the goals of this bend, and read pages 58 – 61 of *Music in our Hearts: Writing Songs and Poetry,* as you think about how to plan your instruction for these units. **Sessions 15 and 16 of *Avid Readers*** align with **Bend I of *Music in our Hearts: Writing Songs and Poetry.*** In these sessions, students are reading and rereading poems and songs, utilizing the center time as well as shared reading. This section highlights the types of poetry and songs that you will want available in centers to support instruction in the writing workshop. * In Bend II, children adapt familiar poems and songs to jump start their poetry writing. For more information, see pages 61 – 63. * In Bend III, children will write their own original poems and songs. For more information, read pages 63-64. * Revision is the focus of Bend IV. If time allows your students to spend time in this bend, see pages 65 – 67. |
| **Materials and Resources** | * Copies of mentor poems to study * Thin, long paper to invite the writing of poetry, such as blank 8 ½” by 11” paper cut in half vertically * Revising tools that allow students to change language and format (scissors, tape, flaps, colored pencils) |
| **Assessment** | * Anecdotal notes from writing conferences |
| **Celebrations** | * The writing celebration pairs well with the reading celebration! As a take-home memento of the poetry extravaganza suggested in *Avid Readers* (see pages 108 – 110 in *Avid Readers*), you can compile a class CD or shared digital folder of students’ performances of their poems and songs. See page 58 *and* 68 in *Music in Our Hearts* for suggestions. |