

STAGE 1 – DESIRED RESULTS

Grade Level: Grade 1

Unit Title: Points of View on Poetry

Established Goals: This lesson will be taught after students have had the opportunity to read, discuss, and enjoy 2-3 pieces of poetry whether in small group reading sessions or as a whole class. The purpose is to have each student formulate, state, and then write an opinion for his/her favorite poem based on the 2-3 selections read and discussed in class.

Understandings: *Students will understand that...*

- **An opinion is a person’s view or judgment about a particular topic.**
- **Opinions can be different for different people.**
- **An opinion is different from a fact.**

Essential Questions:

- What is an opinion?
- How is opinion different from fact?
- What are different ways to share your opinion?

Common Core Standards

CCSS.ELA-Literacy.W.1.1 Write opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

The students will demonstrate their learning by producing a written piece that includes the title of the poem, the poet’s name, their opinion as to their favorite poetry piece, and a reason(s) to support their opinion.

Other Evidence:

Students will be expected to check their work for content and mechanics using the FCAs posted at the top of their papers and referred to at the beginning of the lesson. FCAs are: **1. Include the name of the poem.**
2. State an opinion and a reason to support
3. Capitals and punctuation included

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Materials required: 2-3 poems grade level poems (refer to Appendix B of CCSS)

Poetry journal

Enlarged poems to be displayed

White-lined paper (grade one appropriate)

Pencils

Unit Procedure:

- 1. (Days 1,2, and 3)** Introduce two or three different poems to the class over a period of one to two weeks. As each is introduced, have students listen to it being read out-loud by the teacher. Then have students read it to themselves silently. Next have them read the poem chorally as a class a few times.
2. Allow time to discuss each poem as it is introduced by asking questions pertaining to; the different words or sounds found in the poem, a mind picture they had while reading, rhyming words, questions they wonder about as they read, what they know is happening in the poem, what can they predict about the poet, and connections they can make as they read or listen to the poem.
3. Students glue the poem into their poetry journals and draw a picture that illustrates the text. They may also write a sentence if they choose.
4. Next, allow time for students to reread the poems to a partner three times by; having them turn to the person next to them to read to each other, then, having them move around the room to read and listen with a “buddy”, and lastly, roaming to read and listen to a third “buddy”. (The clock buddy system works well here!)
5. **(Day 4)** On the day of the writing lesson, post the two or three enlarged poems where everyone can see them and choral read each. Ask students to share/brainstorm what they like about each poem/attributes. As students respond, write each attribute under the poem.
6. Ask students, “*What is an opinion?*” Allow time for students to think and share their response with their “elbow partner”. Ask for volunteers to share responses out loud, allowing sufficient time for all students’ responses. Then, define the word. “*An opinion is a person’s view or judgment about a topic.*” And explain how it is different from a fact. Ask, “*Have you ever shared your opinion with someone?*” and “*What are different ways to share your opinion with someone?*” Allow time for discussion and clear understanding of terms.

7. Then say, “*Today you will each share your opinion in words by telling and in writing. First, choose which of these poems you like the better/best; Which poem is your favorite. Then, share your opinion with another person.*” Allow time for each student to decide on their favorite. Once chosen, allow time to share with their elbow partner. If time allows, ask for volunteers to share their responses. (You might even take a survey of the responses for another day’s lesson on graphing!)
8. “*Now that you’ve chosen your favorite poem, think about the reason why you chose it. There are different attributes under each poem that might help you with your thinking.*” Try to support students by modeling how to support a statement with a reason. For example, “*I said that my favorite poem is “Mix a Pancake”. While reading it I thought of eating pancakes with my family. So, my sentence might say, “I like this poem because it reminds me of my family eating pancakes in the morning.”*”
9. Pass out the writing paper and have students set up their paper according to the John Collins format with margins on the left and correctly labeled FCAs. Students with writing difficulties may have a prepared label placed at the top of the paper. Scribing may also be made available for students with accommodations on their IEPs.
10. As each FCA is presented to the class, explain criteria as needed. For example, students will need to understand that the first sentence must tell the title of the poem and the poet’s name. Provide a visual of the first sentence, *My favorite poem is _____ by _____*. for clarity and support.
11. Once the papers are set up, students should begin writing. The teacher moves around the room providing feedback/guided writing to individual students. Provide a large table clock to any student who requires extra time for each sentence to help them stay on task.
12. After writing, students are expected to edit and check their work by rereading and referring back to the FCAs to ensure they have completed the criteria.
13. **(Day 5)** Students’ opinion writing pieces are passed back. Students are given time to review the teacher feedback in the margins and correct/ change/rewrite any errors in mechanics using their reference writing folder. Students with errors in content will meet with the teacher 1:1 or in small group for workshop to review and discuss the expected lesson goals and clear up any confusion with the activity.
14. **(Day 5 or 6)** When all students have completed their writing and reviewed their work, students are encouraged to share their opinion pieces with each other and/or to the class.

Opinion Writing Rubric First Grade

	3 Points	2 Points	1 Point	0 Points
Content (opinion)	Includes an opinion that is clearly & eloquently stated	<u>I</u> ncludes an opinion adequately stated	<u>I</u> ncludes an opinion that is vaguely stated	Does not include an opinion
Content (reason)	Includes a sentence that clearly, eloquently states a reason for opinion	Includes a sentence that adequately states a reason for opinion	Includes a sentence that vaguely states a reason for opinion	Does not include a reason for opinion
Organization	Writing has a topic sentence and a detail sentence that are organized and well-written	Writing has a topic sentence and a detail sentence that are organized.	Writing has a topic sentence and a detail sentence(s) that are disorganized.	Writing is missing a topic sentence or a detail sentence.
Mechanics	Hand writing is legible and student is editing all work	Hand writing is legible and student is editing most work	Hand writing is illegible and/or student is editing some work	Hand writing is illegible and student is not editing work