

Sol a Sol

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VITAL INFORMATION

Total Number of Students

24

Area(s) Students Live In

Free/Reduced Lunch

Ethnicity of Students

English Language Learners

Students with Special Needs

Subject(s)

Writing, Reading

Topic or Unit of Study

Making connections between small poems and our lives.

Grade/Level

Grade 1

KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions

After reading the bilingual poems in *Sol a Sol* by Lori Carlson, students illustrate and write their own poems that tell a little more about their lives. Through the reading, students will also make connections with their prior knowledge of the topic. From referring to their background knowledge, they can make predictions on what would happen next in the poems that they will read.

Learning Outcome(s)

Students read, make connections, and write short pieces about their lives and experiences.

Summary

Together as a class, the book *Sol a Sol* by Lori Carlson will be read. This book contains short poems about everyday events and happenings that all kids can relate to. It is also written in both Spanish and English. These poems are great models for kids' writing as they are short, full of action, and are accessible. After reading some (or all) of the poems out loud, students can work with partners or their whole table group about their own ideas for poem snippets they can write themselves. They will write and illustrate their own pages, and will create a short poem about a topic of their choice - from the activities they do at home and/or school, activities they do with their families and pets, anything that relates to them. While reading the book *Sol a Sol*, it would require students to connect to their background knowledge and see how they can relate to the text. While reading, students are also open to share ideas about predictions they may have on what would happen next in the poems that are read, and those predictions can be derived from their own personal experiences.

Standards

CA- California Common Core State Standards (2012)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Literature K-5

Strand: Reading

Domain: Range of Reading and Level of Text Complexity

Standard:

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

a. Activate prior knowledge related to the information and events in a text.

b. Confirm predictions about what will happen next in a text.

ASSESSMENTS

Assessment/Rubrics

Short poems that are written and illustrated by students will be collected for assessment. These short poems will also be bound together in a class book. Have students illustrated their ideas in through both writing and drawing? Any evidence that shows they have connected the ideas to their background knowledge?

MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)

Sol a Sol by Lori Carlson

IMPLEMENTATION

Sequence of Activities

1. Tell students that we will be reading poetry. Assess what students know about poetry by asking them questions about what it is and what ideas they may have on what they could be. There are some poems with rhyming words, or words that sound alike, but there are also some poems that don't have words that rhyme but are still short. Poems are another way a writer can tell stories and these stories can be about anything.
 2. Introduce the book *Sol a Sol* by Lori Carlson and show the cover. What kinds of poems do you think we'll be reading? This book also contains poems in Spanish too. A student may volunteer to read the Spanish version of the poem as you are reading through some of the poems in the book.
 3. Read the poems to the whole class. Have students in a reading circle where the story would be most audible and students can be closer to the book to see the illustrations. You can read all of the poems or select a couple of them to read that the class can personally relate to the most. As you read, be sure to think aloud about your own ideas and how you personally connect with the poems that are being read. Encourage a discussion with the students on how they relate to the poetry.
 4. Have students turn to a neighbor to talk about the ideas that were discussed and how they would write their own short poem on one of their personal experiences. What would they like to write about? This could be anything from activities they do at home or school, activities they do with families and friends, pets, or what an idea for a fun day could be like for them.
 5. Introduce the next task, which is to create by writing and illustrating their own poems. These poems can be bound together as a class book when they are all complete. Students will go back to their table groups. Distribute the handout - which includes a space for the illustration and then lines for the writing. Students can start with either the writing or the illustration, but both must be done. Make sure students put as much effort into their words as they would put into their illustrations as words are just as important too for sharing ideas and their stories.
 6. As students are completing their poems and illustrations, encourage them to talk about their ideas with their table groups. Some students may not know what to write about. They listen to other ideas that their classmates might have. There will also be some students who will have some difficulties with the writing. This can also be helped with the ideas that are being shared in their table groups and struggling students can get help from other peers if needed.
- *For bilingual students - encourage these students to use words in both Spanish and English just like in the book. They may choose to use some words in Spanish with some English, or they can write a Spanish and English versions of their short poems.
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Grouping Strategies

While reading the book, the class will be all together in a reading circle or group. (seated on the floor around the teacher for closer proximity to the book) Students will be close to each other to share ideas and comments that they might have as they are listening to the story. While writing and illustrating, students will be seated in their table groups where they can discuss their ideas further with their classmates. Students will be seated in heterogeneous groups - struggling students can be seated with peers who can help them when needed and English Language Learners will be seated with students who are fluent in English.

Differentiated Instruction

For students with learning disabilities or who are at-risk of failing, they will be seated in table groups where they can work with peers who can help them with ideas, and maybe with some of the writing. These students should also be encouraged to refer to student dictionaries or other journals where they have recorded vocabulary words that they can use for their poems. Struggling students may also refer to other classroom books that contain short poems or stories that can give them ideas on how to write their own short poem.

Advanced learners would also be encouraged to refer to their student dictionaries and other classroom books where they can try to find new vocabulary words that they have not used before. They can use these new words in their short poems.

REFLECTIONS

Prior to Lesson

Post-Lesson
