

# Arts Integration 101 - Poetry lesson

## Thankful/Grateful Poems

Complete during the week of November 15

Two poems – One class poem to be written about what each class is thankful/grateful for at NW. This poem will be put to music and sung at the 2<sup>nd</sup> grade music program in January. Individual poems written by each student will be used in the art presented at the program. It's up to you whether you want to use the phrase, 'I am thankful for...' or 'I am grateful for...' with your class.

Day 1

If you wish, you can start the lesson by reading one of the following books – *Thanksgiving is for Giving Thanks* by Margaret Sutherland, *Thanks for Thanksgiving* by Julie Markes or a book you might have. (Donna has copies of both books that you can borrow.) There is a typed copy of *Thanks for Thanksgiving* if you want to just read the poem.

For the first poem, (the class poem) let the students discuss all of the things they are thankful/grateful for in your room/NW and list.

Present the poem pattern below to the class. Have the class help to write an original class poem. (This will actually be the modeled lesson that will prepare them when they write their own personal poem in Day 2.)

Poem Pattern:

**Line 1                    We are thankful/grateful for...**

**Line 2-4 Our (adjective) (noun) ... (why thankful/grateful)**

Example of a class poem -

**We are thankful for...**

**Our teacher, Mrs. Williams...she helps us to learn many new things.**

**Our cozy classroom...it makes us feel safe**

**Our fun classmates...they are fun to learn new things with**

**Our large playground... we can play with our friend during recess**

Whitney has asked that your class poem be either 4 or 8 lines long...you can determine how long you want it to be.

Day 2 (possibly 3)

Reread class poem from Day 1 and possibly read one of the book/s from the day before if you wish.

Have the students discuss all of the things they are thankful/grateful for. (Include persons, pets, belongings, talents, etc. Preferably not toys) List their ideas. Have each student fill in the blanks to write their own personal poem. Each student's poem should be 4 or 5 lines.

Poetry Pattern to follow:

**Line 1            I am thankful/grateful for...**

**Line 2-4 My (adjective) (noun) ... (why thankful/grateful)**

Example -

**I am thankful for...**

**My favorite books...when I'm cuddled up in bed**

**My soft, furry cat... when she curls up in my lap**

**My loving grandma... she gives awesome hugs**

**My secret hideout... I can be all by myself there**

Either have the kids type their poems in the computer lab or have them write a final copy of it.

**Northwestern Elementary**  
**Expression of Gratitude through Poetry, Music, and Art**  
**Second Grade**

**\*Poetry Lesson\***

**Objectives:**

There are two objectives. The first objective is to write a class poem about what students in the class are thankful/grateful for at NW. The second objective is for each student to write an individual poem depicting what he/she is thankful/grateful for in their personal lives.

**Grade Level Content Expectations for 2<sup>nd</sup> Grade in Writing:**

**W.GN.02.02** – Approximate poetry based on reading a wide variety of grade-appropriate poetry.

**W.PR.02.01** – Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.

**W.PR.02.02** – Develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns.

**W.PS.02.01** – Develop personal style in oral, written, and visual messages in both narrative and informational writing.

**W.AT.02.01** – Be enthusiastic about writing and learning to write.

**Goals related to Eight Habits of Mind:**

1. Develop craft
2. Envision
3. Express

**Instructional Outline:**

**1) Set Up**

**Diagnosing**—Students have to have an understanding of what being thankful/grateful is through class discussions and brainstorming.

They also have to be able to express their thankfulness/gratefulness

**Classroom Management**—Students will sit at their assigned seating and use writing materials appropriately.

**Accomodations**—Parapro were available for students that needed additional assistance.

**Prep Work/Materials**—A variety of books depicting thankfulness/gratefulness, writing paper/composition books and pencils/pens, poetry templates

## 2) Beginning

**Introduction** – The following books were read to hook the students—*Thanksgiving is for Giving Thanks* by Margaret Sutherland, *Thanks for Thanksgiving* by Julie Markes.

**Warm Up/Ice Breaker** - Brainstormed many ideas on how we are thankful/grateful

## 3) Middle

**Main Activity** –

Day 1

For the class poem, students will discuss all of the things they are thankful/grateful for in their classroom at Northwestern and list. The poem pattern below will be presented to the class. The class will write an original class poem. (This will actually be the modeled lesson that will prepare them when they write their own personal poem in Day 2.)

Poem Pattern Template:

**Line 1**      **We are thankful/grateful for...**

**Line 2-4**    **Our (adjective) (noun) ... (why thankful/grateful)**

Example of a class poem -

**We are thankful for...**

**Our teacher, Mrs. Williams...she helps us to learn many new things.**

**Our cozy classroom...it makes us feel safe**

**Our fun classmates...they are fun to learn new things with**

**Our large playground... we can play with our friend during recess**

The music teacher has asked that each class poem be either 4 or 8 lines long...each teacher can determine how long it to be.

Day 2 (possibly 3)

Reread class poem from Day 1 and possibly read one of the book/s from the day if desired.

Students will discuss all of the things they are thankful/grateful for. (Include persons, pets, belongings, talents, etc; preferably not toys) Their ideas will be listed. Each student will fill in the blanks to write their own personal poem. Each student's poem will be 4 or 5 lines.

Poetry Pattern Template to follow:

**Line 1** I am thankful/grateful for...

**Line 2-4** My (adjective) (noun) ... (why thankful/grateful)

Example -

**I am thankful for...**

**My favorite books...when I'm cuddled up in bed**

**My soft, furry cat... when she curls up in my lap**

**My loving grandma... she gives awesome hugs**

**My secret hideout... I can be all by myself there**

All poems will be typed in a variety of fonts.

**Reflection** – After students write their first draft, they will read and listen to poems of their peers and to present ideas for revision.

#### 4) End

**Follow-up assignment/Homework** - None

**Closure** –Once the class compositions are completed, they will be turned over to the music teacher to be placed to music. The individual poems will be turned over to the art teacher for the visual art integration.

#### 5) After

**Follow up assignment** – Class and personal poems are placed in personal student writing portfolios. They will be shared with parents at the end of the year Author's Tea.

**Assessment Task** – Students will be able to take the writing style they learned and apply it to future writings.

**Document** – Hard copy of class and individual poems as well as student photographs taken during the writing process.

**Northwestern Elementary**  
**Expression of Gratitude through Poetry, Music, and Art**  
**Second Grade**

**\*Music Lesson\***

**Objectives:**

To compose a song as a class using the “I Am Grateful” poems written in the general education classrooms.

**Music National Standards:**

1. Singing, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.

**Goals related to Eight Habits of Mind:**

3. Envision
4. Express

**Instructional Outline:**

**1) Set Up**

**Diagnosing**—Students will show understanding between same and different musical patterns and be able to improvise different musical patterns.

**Classroom Management**—Students will sit in their assigned circle spots for the activity.

**Accommodations**—None needed.

**Prep Work/Materials**—Staff paper and pencil needed for teacher to make notes, copy of class poem

**2) Beginning**

**Introduction**—Short discussion reminding students of poem written in classroom and that we will be turning the poem into a song by improvising melodies.

**Warm Up/Ice Breaker**—Practice same and different patterns with hand signs and then ask individuals to improvise different patterns.

**3) Middle**

**Main Activity**—Students improvise melodies, phrase by phrase, using their class poem as lyrics. We listen to what we have already composed after each addition. This activity is done within 5-7 minute segments and thus takes approximately three class sessions.

**Reflection**—Students listen to their composition and present ideas to revise it.

The composition is then learned and recorded. This takes another 2-3 class sessions.

**4) End**

**Follow-up assignment/Homework**—None

**Closure**—The compositions are performed on the second grade concert and will be on the end-of-the-year school composition CD.

**5) After**

**Follow up assignment**—None

**Assessment Task**—Second graders are not assessed on these skills yet

**Document**—Audio recording of song, photographs in class, video of concert