



ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/MUSIC

Dogs and Cats We Love to Love!

DESCRIPTION: Do you love your pet or stuffed animal SO much you find it hard to put your feelings into words? In this episode students will explore how to take a first draft of a letter or song and revise and edit it based on feedback.

CONNECTED OBJECTIVE: Students will learn about the components of strong writing in composing a letter or a song.

MATERIALS NEEDED DURING EPISODE: Paper and pencil.



Standards:

CCSS.ELA-LITERACY.CCRA.W.5 (Develop and strengthen writing) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



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MU:Cr3.1.2a. Interpret and apply personal, peer, and teacher feedback to revise personal music. **ARTS**

EXTENSIONS:

Something I love: Ask students to write a letter or a song verse about something they love (a pet, a place, a food, a person, etc.). Students should be sure to include a beginning, middle, and end and supporting details to make their point clear.

Challenge: Ask a willing student to read their letter aloud for constructive feedback.

Poppy song! Ask students to write another verse about Mary’s dog poppy. The song appears at minute 22 in the video.

ACADEMIC EXTENSIONS:

Class Chant

Work collaboratively with students to create a class chant/saying/song that embodies the strength of the group. Allow students to brainstorm the great things they would put in their class chant and revise it together. Make note for students of how each time you ask a clarifying question, you improve the work. When finished revising, read the original work and then the publishable copy for students so they can hear and see the difference between the draft and final copy.

Revision Book

Often, students are given a revision checklist when asked to revisit their work. For today’s lesson, students will create their own little book of revision tips and tricks using recycled paper, blank paper or construction paper. The book should feature sections on “details” and “main idea.” Let students know that they can use the reference book whenever they want to polish their writing. On the page for “details,” guide students in writing or drawing an example of what this means. Ex: I have shoes. I have red shoes. Students would underline the word “red” and indicate that this is an example of adding more detail. For the remaining sections, the teacher should guide the students through examples of each of the topics. It would be helpful if the teacher had her own physical copy of the book or if she created a Google Slide copy of the book.