**Subject area/course**: ELA/Reading

**Grade level/band**: 1st grade

**Task source**: New Hampshire Task Bank; Authors: Amy MacDougall, Gail Gwynne, & Jill Lizier

**Sending Feelings Your Way: Greeting Card Project**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will create cards for a specific person of their choice for a specific reason with the intention of communicating a specific feeling or emotion. Students will read and listen to array of poems and choose an appropriate poem and create an appropriate illustration for the situation. Students will analyze feelings conveyed through poems and illustrations orally and in writing.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**RL 1.4**: Identify words and phrases in stories or poems that suggest feelings or engage the senses.

**RL 1.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**SL1.5**: Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, ideas, and feelings.

**L l.5**: With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**W1.8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1. **Critical abilities**

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Other standards**

*New Hampshire Competencies*

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| * ELA 1: Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.
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* ELA 7: Listening: Students will demonstrate the ability to listen and view critically for variety of purposes.
* ELA 8: Speaking: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.
1. **Time/schedule requirements:**

This task takes approximately seven-ten workdays to complete depending on the length of the literacy block. See the teacher instructions below for a sample schedule.

1. **Materials/resources:**
* Various types of cards as examples
* Various poems for students to chose from as well as read, listen and discuss
* Feelings poster and feelings cards for students to hold up in discussions and during read alouds
* Typed poems that are cut for students to glue into their cards
* See student instructions for planning and reflection handouts
1. **Prior knowledge:**

This unit should take place at a time in the school year when students know each other well so they can effectively discuss feelings.

*Prerequisites:*

* Guided reading discussion skills
* Close reading of the poems that includes multiple readings for initial understanding, how the poem works, and what it means.
* Writing process skills for working through first and final draft of analysis, and completing published greeting card product.
* Ability to present work in small groups.

*Possible formative assessments building up to this task:*

* Matching words and feeling pictures
* Cards that can be held up by students as they discuss illustrations and poems indicating feelings in order to check for understanding
* Observation of class discussions.
* Running records of poetry reading.
1. **Connection to curriculum:**

The greeting card task engages students in reading poetry and learning about feelings. The unit focuses on a big idea and can support students in developing their skills in literary analysis, empathy, understanding, and creativity and oral communication. The task also provides opportunities for students to engage in multiple modalities (oral, written, visual). Teachers should emphasize word and design choice and how poets and illustrators make choices to evoke feelings so that students can use their discussions about these types of choices in their greeting cards.

* Why are all feelings ok? When do we need help with our feelings?
* How do poems, pictures, and cards help us to understand the feeling of others?
* How do greeting cards help us connect with people we care about?
* How do we write a greeting card for a particular person?
1. **Teacher instructions:**

Step-by-step procedure/Information on time allocation:

* Unit will take 1-2 weeks with two class days for card drafting and final draft. A final period will be needed for student to present analysis of their cards to each other and teacher in small groups.
* Teacher will need to plan use of reading materials in guided reading block to explore poetry in preparation for the task.
* Teacher will need to prepare poems that students will glue in the cards. Students should not be copying the poems or cutting them out individually.
* Teacher will need to provide one day to sketch and plan illustration and another to execute final illustration on card.

Days 1: Talk about “emotions” in small groups

Days 2 & 3: Read and discuss poems in small groups

Days 4: Show examples of poetry cards to students and talk through task expectations

Day 5 and 6: Students work on first draft of poetry card using the analysis sheets provided

Days 7: Final draft of poetry card completed: illustration, greeting, poem glued, name

Day 8: Students present poetry card in small group

Day 9: Students give poetry card to family or friend

1. **Student support:**

 **Possible Accommodations**

* Presentation accommodations: Poems can be read to students. Students can be read questions on worksheet.
* Response accommodation: Students can dictate answers to worksheet questions.
* Timing and scheduling accommodation: Students can be given additional time to complete the assignment.
1. **Extensions or variations:**

The poetry could be presented in audio and/or video forms as well as in print.

The discussions could be recorded in some form for targeted followup on issues by the teacher.

1. **Scoring:**

Student work can be scored using the Greeting Card Project rubric.

*Key Criteria Assessed:*

* Using written, oral and visual communication to convey understanding about the importance of greeting cards, and how pictures can communicate feelings
* Reading, listening to and discussing a poem
* Writing a title for a greeting card that captures the intended feeling
* Choosing an appropriate recipient for a card