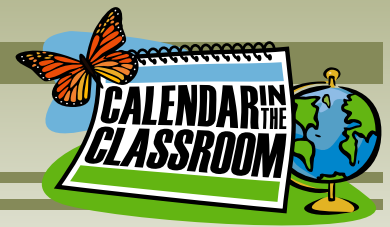




A Garden of Poetry



Overview

Students write a descriptive poem based on observations they make during a visit to an outdoor venue. Students find their own voices as they utilize adjectives to express themselves. Any outdoor setting could be used if a garden is not available.

Standards/Benchmarks *

- With prompting and support, read prose and poetry of appropriate complexity for first grade as well as select texts for personal enjoyment, interest, and academic tasks. ELA (1.1.10.10)
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELA (1.1.1.4)
- When asked "How do you know?", students support their answer with observations. Science (1.1.1.1.1)
- Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others. Science (1.1.1.2.1)

Background

A scientist's most important tools are the five senses. Observing is the process of using your senses. It is the way that we learn about the world. The more senses we use, the more we learn. Our sense of touch is "physical feeling." Our physical experiences and words in poems, songs and stories can have an effect on our "emotional feelings."

Warm Up

1. Read aloud several poems as mentor texts, practice using a lot of tone and cadence in your voice as a model for the students. After each poem, explore some of these questions together.

- What do you think this poem is about?
- Does the poem create an image for you?
- How does it sound to you?
- How is a poem different than a story?
- Does the poem create feelings in you?

2. Review the five senses and which body part matches each sense. Today they will not be using their sense of taste.

3. Check the *Grow with Kare* gardening tip section of *Minnesota Weatherguide Environment™ Calendar* and if appropriate, share the information with students to heighten their observations.

4. Review the difference between an observation using the five senses and personal feelings. Observations come from external stimuli to our five senses. Feelings come from inside of us and often result from what we experience with our five senses.

Time:

Time: 60 min.

Skills:

- Observing
- Recording
- Critical thinking
- Writing Creatively
- Drawing

Vocabulary:

- observation
- five senses
- sight
- hearing
- touch
- smell
- taste
- poetry
- free verse
- adjectives

Materials Needed:

- Journals or Four Senses data page and clipboard
- Crayons/colored pencils
- Paper for publishing poems
- Variety of nature poem books
- *Minnesota Weatherguide Environment™ Calendar*

5. Review what an “adjective” is and highlight how they are used. Make a list of adjectives for each sense as a future student resource. For example: What are adjective words that describe odors? Encourage students to think of even more adjectives when they are outside observing.

The Activity

1. A sample poem is attached. Read it to the class twice. The first time read it with the words, “I see, I hear, I feel, I smell.” Then read it without those introductory words and let the students hear and feel the impact of free verse.

Rough draft

I see the flowers bright.

I hear the bees buzzing.

I feel the soft flower petals.

I smell the perfume in the air.

Poem Sample

A Garden Poem

Flowers bright

Buzzing Bees

Petals soft

Perfumed air.

2. Prepare your students to use the Four Senses Data Page or have them create such a page in their journals for observations. Spend about 20 minutes in an outdoor venue as students observe and record what they **touch, hear, see, and smell**. Caution students not to taste anything unless directed to do so. Encourage use of adjectives.

3. Return to the classroom and have students write their poems without the senses starters of I see, I feel, etc. Model how to start each line of the poem with an adjective or verb so that the poem is actively describing or showing action.

4. Have students create and label a picture to accompany their poem.

Wrap Up & Assessment

Return to the outdoors for a “poetry reading”. Celebrate each poem with your class.

The data page, poem and drawing serve as embedded assessments. Evaluation criteria to consider include: Did the student make observations and complete the data page using adjectives? Does the poem allude to each of the four senses?

Questions

·Ask kids to share which words brought the poem to life for them and put aural and visual images in their heads.

·How will observations and garden poems change as the seasons change?

Extensions

·Go outdoors seasonally to write new poems. Students can compare the progress in their observational and writing skills throughout the school year.

Resources

Hummon, D.: *Animal Acrostics*

Locker, T.: *Water Dance*

Paolli, P. and Brewer, D.: *Silver Seeds*

Schnur, S. *SPRING, an Alphabet Acrostic*

Sidman, J. *Butterfly Eyes and Other Secrets of the Meadow*

Yolan, J. *Least Thing, Poems About Small Natures*

Yolen, J. Snow, Snow; *Winter Poems for Children*

Minnesota Weatherguide Environment™Calendar

www.kidsgardening.com A great resource for gardening classroom projects

<http://www.kare11.com/life/lifestyle/grow/default.aspx> A great resource for gardening.

Minnesota State Academic Standards

Standards met

Subject	Code	Standard	Benchmark
ELA	1.1.10.10	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
	1.1.1.4		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Science	1.1.1.1.1	Scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others.	When asked "How do you know?," students support their answer with observations. <i>For example:</i> Use observations to tell why a squirrel is a living thing.
	1.1.1.2.1		Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.

Name: _____

Date: _____

Four Senses Data Page

I see...

I hear...

I touch...

I smell...

I wonder...

I like...