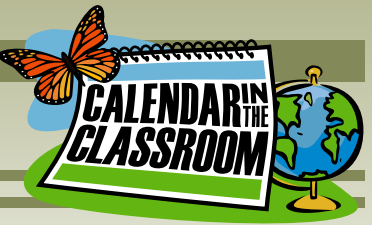




A Garden of Poetry

Gardening



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.

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."

The Activity

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.

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.

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*

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. (K teachers may guide this portion of the lesson, recording observations from students on a whiteboard or large notepad. The teacher can provide 30-60 seconds of observation time with one sense and ask for students to orally share observations. The teacher writes student observations on the notepad. Then repeat for other senses.)

3. Return to the classroom (or use an outdoor classroom space, grassy area, etc.) 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. (A Kindergarten class may create a class poem. Then students may work individually on their picture with labels as noted in the next step, #4.)

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 TMCalendar

online: <https://jeffersfoundation.org/programs/calendar-in-the-classroom/>

Minnesota State Academic Standards

ELA Standards and Benchmarks

| Grade | Benchmark with Anchor Standard/Code |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K | <p>Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud. (R8: 0.1.8.1)</p> <p>Write routinely (may include a combination of drawing, dictating and writing), with support and guidance. (W2: 0.2.2.1)</p> <p>Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. (LSVEI 3: 0.3.3.1)</p> |
| 1 | <p>Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. (R8: 1.1.8.1)</p> <p>Write routinely, through a combination of writing, drawing and speaking. (W2: 1.2.2.1)</p> <p>Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles. (LSVEI 3: 1.3.3.1)</p> |
| 2 | <p>Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person). (R5: 2.1.5.1)</p> <p>Write routinely, including illustration, for a range of tasks, purposes and audiences. (W2: 2.2.2.1)</p> <p>Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures). (LSVEI 2: 2.3.2.1)</p> <p>Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. (LSVEI 3: 2.3.3.1)</p> |
| 3 | <p>Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas, and poems. (R5: 3.1.5.1)</p> <p>Write routinely for a range of tasks, purposes and audiences. (W2: 3.2.2.1)</p> <p>Use vocabulary for effect and attend to features of spoken language in communicating with others in social and academic situations (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures). (LSVEI 2:3.3.2.1)</p> <p>Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. (LSVEI 3: 3.3.3.1)</p> |
| 4 | <p>Distinguish literal from figurative language in stories, poems and songs. (R8: 4.1.8.1)</p> <p>Write routinely for a range of tasks, purposes and audiences. (W2: 4.2.2.1)</p> <p>Create written, oral and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles. (LSVEI 3: 4.3.3.1)</p> |

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <p>Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems or songs. (R8: 5.1.8.1)</p> <p>Write routinely for a range of tasks, purposes and audiences. (W2: 5.2.2.1)</p> |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Art Standards

| Grade | Strand | Anchor Standard | Benchmarks |
|-------|--------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| K | Create | Create original artistic work | 1. Create art that communicates an idea using artistic foundations. |
| 1 | Create | Generate and develop original artistic ideas | 2. Use observation and investigation in preparation for making a work of art. |
| 2 | Create | Create original artistic work | 1. Create art that represents natural and constructed environments. For example: Landscapes versus architecture. |
| 3 | Create | Create original artistic work | 1. Create visual representations of places or systems that are part of everyday life using artistic foundations. |
| 4 | Create | Create original artistic work | 1. Create art that is representational and non-representational using artistic foundations. For example: Naturalism and abstraction. |
| 5 | Create | Generate and develop original artistic ideas | 1. Generate and document an innovative idea for art making. |

Name: _____

Date: _____

Four Senses Data Page

I see...

I hear...

I touch...

I smell...

I wonder...

I like...