Branch Alliance
for Educator Diversity

LESSON TITLE: Daniel Finds A Poem

Teacher Name:

Standards of Learning: Common Core State Standard: CCSS.ELA-LITERACY.RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language.
Common Core State Standard: CCSS.ELA-LITERACY.W.5.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely.

Grade level:

Objective

Students will analyze poetry elements, such as imagery and figurative language, by using "Daniel Finds a Poem" to write and illustrate their own poems.

Lesson Assessment

Students will showcase their understanding of poetry elements by creating an original poem inspired by nature, using vivid imagery and at least one type of figurative language.

Opening

Introduce the book "Daniel Finds a Poem" and explain that it is a story about a boy who discovers poetry in nature.
Engage students by asking: "Have you ever found poetry in unexpected places? Where? Let's share examples". Discuss the concept of imagery and provide examples from the book. Explain different types of figurative language using examples from the text. Address the common misconception that poetry is only about rhyming.

Model

Discuss the concept of imagery and provide examples from the book. Explain different types of figurative language using examples from the text. Address the common misconception that poetry is only about rhyming.

Guided Practice

Model how to analyze a poem from the book by identifying imagery and figurative language. Provide guided practice with students analyzing another poem from the text. Scaffold questioning by starting with simple questions and progressing to more complex ones. Monitor student performance by circulating the room and providing guidance as needed.

Independent Practice

Instruct students to choose a natural element from the book as inspiration for their own poem. Students will write and illustrate a poem using vivid imagery and at least one type of figurative language. Set expectations for completion and creativity.

Closing

Have students share their poems with a partner and identify elements of imagery and figurative language. Summarize key points learned about poetry elements in the lesson

Nature Poem Template and Guided Notes:

Guided Notes from Virtual Nature Walk—

What do you see? _____

What does it look like? _____

What do you hear?_____

What might you smell if you were there?
_____

What does the air feel like on your skin?
_____

How does the sun feel? _____

What are the animals doing?
_____

How do you feel? _____

List 5 descriptive words:
1. _____
2. _____
3. _____
4. _____

5. _____

Now make those words Spicy!

1. _____

2. _____

3. _____

4. _____

5. _____

Nature Poem Template:

Now let's put our sensory details together in a poem!

_____(noun or a thing that you saw in nature) how does it look?) _____

_____

_____(noun or a thing that you saw in nature)   how does it sound?

_____

_____

_____ (noun or a thing that you saw in nature) what is it doing? _____

_____

_____ (a place you saw in nature like a pond, forest, pile of leaves) _____

_____(what goes in that place?)_____ (what does it

do?)_____ (describe how the sun or air feels on your face or skin)

_____(describe how you feel here)

_____

(what is the most beautiful or best part about nature that you noticed?) _____

Now, go back and add spicy words and words that paint a picture.

Let's put it all together: Take your lines from the template and put them together here in a way that

makes sense as a poem with lots of imagery using the spicy words you added in.

Title of your Nature Poem: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Now, draw a picture that represents your poem below: