

## LESSON TITLE:

**Teacher Name: Dr. Beth Garcia**

### **Standards Of Learning:**

#### **Common Core ELA Standards: Reading Standards for Literature (RL)**

- **CCSS.ELA-LITERACY.RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### **Writing Standards (W)**

- **CCSS.ELA-LITERACY.W.3.3.D:** Provide a sense of closure in writing narratives, including poems.
- **CCSS.ELA-LITERACY.W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### **Language Standards (L)**

- **CCSS.ELA-LITERACY.L.3.5.A:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **CCSS.ELA-LITERACY.L.3.5.B:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

These standards support the development of understanding and using descriptive language, recognizing and employing literary devices, and producing organized written work suitable for a specific purpose.

### **Grade level, student audience**

- 3<sup>rd</sup> grade students

## **Objective**

By the end of this lesson, 3rd grade students will be able to independently compose a poem that effectively incorporates elements of nature, vivid adjectives, and literary devices—specifically imagery. They will demonstrate their understanding by writing a poem in either free verse or a chosen rhyme scheme, showcasing their ability to creatively express natural themes through descriptive language and literary techniques.

## **Lesson Assessment**

The assessment will evaluate students' independently written nature poems based on their use of descriptive language, including strong adjectives ("spicy words"), and literary devices, with a particular emphasis on nature imagery. The poems will be reviewed for creativity, effective incorporation of natural elements, adherence to the chosen poem structure (free verse or rhyme scheme), and the ability to evoke vivid sensory experiences through imagery.

## **Opening**

Whole class discussion about nature.

- What do you know about nature?
- Do you spend much time outdoors?
- What have you seen in nature that you usually don't see, hear, smell, etc. inside

a building?

**Think Pair Share:**

I want you to think about what you know about poetry. Don't talk, but in your head, think about what is a poem? How is it written?

Now with a shoulder partner, turn and take turns telling each other what you thought about poetry. I will give you 2 minutes.

Share out...have several groups share out what they thought about poetry.

**Target the Error:**

- Poll the room—Who thinks All poems have to rhyme?
- Poems are written in brief phrases and not full sentences or paragraphs
- The less use of words means we have to paint a picture that the reader can see in their head...we do this with figurative language that uses our senses
- We use spicy words

Anchor Chart of Figurative Language Help on chart paper

Introduce the Book: Show cover of Daniel Finds a Poem

Ask students to predict what the book might be about

**Model**

**Purpose:** Today, we are going to read a story about a boy named Daniel who discovers what poetry is by exploring nature.

**Read Aloud:** Read the book.

Example questions:

- What do you think Daniel will find in the park?
- How do you think each animal's description of poetry helps Daniel understand what a poem is?
- What did Daniel learn about poems from spider, squirrel, and other animals?
- How did Daniel's journey help you understand poetry better?

**Activity:** Virtual Nature Walk with guided notes:

Show video and have students take guided notes as they watch nature video or take nature walk outside if possible. Explain guided notes.

<https://www.youtube.com/watch?v=eNUpTV9BGac>

**Brainstorming:** on chart paper, brainstorm what they observed, what did they see, hear, and feel.

Model think aloud line by line. Once I do my line tell them to look at their notes and put something down different that they had.

Model going back and putting in spicy words.

### **Guide Practice**

**Guided Practice:** Fill out guides notes together. Model how to do this but tell them to put whatever they want down.  
Then fill out poem template.

Model think aloud line by line. Once I do my line tell them to look at their notes and put something down different that they had.

Model going back and putting in spicy words.

### **Independent Practice**

Students will use the guided notes from the guided practice to write their own nature poem.

Students will go back and include “spicy” words in revisions.

Students will draw a picture and decorate their poem.

### **Closing**

Have 2-3 students share their poem aloud noting imagery, literary devices, spicy words, and poetic style.

Compile all student poems with drawings into a digital poetry book to share with the class and their parents.