

Carl Sandburg Home National Historic Site



Post Visit Lesson: *Poetry* Grades K-2

Lesson Length

Approximately 40 minutes

Common Core State Standards

Reading Standard for Literature:

- Identify words and phrases in poems that appeal to the senses. CCSS.ELA-Literacy.RL.1.4

Writing Standards:

- With guidance and support, focus on a topic and add details to strengthen writing. CCSS.ELA-Literacy.W.1.5
- Participate in shared writing projects. CCSS.ELA-Literacy.W.1.7

Speaking and Listening Standards:

- Participate in collaborative conversation with diverse partners. CCSS.ELA-Literacy.SL.1.1
- Produce complete sentences when appropriate to task and situation. CCSS.ELA-Literacy.SL.1.6



****This lesson is meant to follow a visit to the goat barn at Carl Sandburg. If you are unable to visit the barn you can look at photographs on <http://www.nps.gov/carl/photosmultimedia/connemara-farms.htm> to discuss the goats and complete the goat adjective page needed to write the poem.****

Learning Targets

- I can write a poem that uses adjectives and phrases that appeal to the senses.

Materials Needed

- Goat Barn adjective page from field trip
- Five Senses poem template on Smartboard or whiteboard
- Paper and pencils for writing poem
- Highlighters

Procedure

Activating Strategy

Photo Sort – Prior to this teacher must go to the Carl Sandburg website:

<http://www.nps.gov/carl/photosmultimedia/connemara-farms.htm> and print out photos. Number of photos to be printed is dependent upon how many groups of students teacher creates. Once students have been placed in groups and teacher has distributed photos, teacher will ask students to sort their photographs. Allow groups the opportunity to share how their photos were sorted.

Teaching Strategy

1. As a whole group, discuss the field trip to the goat barn with students reviewing the adjectives they used to describe their experiences. If you have access to a projector and computer/Smartboard then you can pull up pictures of the goats and barn on the Carl Sandburg website:
<http://www.nps.gov/carl/photosmultimedia/connemara-farms.htm>
2. With suggestions from the students, model on your Smartboard or whiteboard how to use the notes from your visit to the goat barn to write a Five Senses poem. Remind students adjectives are to be used to describe the senses. After teacher models writing the Five Poem Senses, teacher read the poem highlighting the adjectives. (See format below)
3. Students can work with partners or independently to write their own Five Senses poem about their visit to the goat barn. Teacher may either make copies of the Connemara Farms Goat Activity Sheet that was completed on site or teacher may display original copy using Smartboard or overhead projector. Keep in mind students must have access to the graphic organizer to ensure success. Teacher may also choose to allow students to use photos as poems are written so students have another resource to reference.
4. After students write their poems have them reread poem and then highlight the adjectives.
5. Have students share their poems with the class.

Summarizing Activity

Word Splash – on a piece of chart paper write *adjectives, words that describe a noun*. Ask students to share an adjective that was used in writing their Five Senses Poem. Teacher, while encouraging all students to participate, will write student responses on chart paper. Teacher will then post chart paper in classroom for a student reference tool for later use.

Five Senses Poem

Line 1: *Goats are (adjective and color).*

Line 2: *They look like...*

Line 3: *They smell like...*

Line 4: *They sound like...*

Line 5: *They feel like...*

Line 6: *They taste like...*

Line 7: *Goats are...*

Example Five Senses Poem

Sunflowers are golden yellow.
They look like gleaming rays of light.
They smell like a warm summer day.
They sound like a quiet whisper.
They feel like soft silk.
They taste like melted butter.
Sunflowers make me feel happy.

Connemara Farms Goat Adjective Sheet

An adjective is a word that describes a noun. For example in the sentence: The blue sky is pretty. The word blue is describing the sky.

Your students need to use adjectives to describe the goat barn using all their senses. Record their ideas to use in a writing project back in your classroom.

I see..	I hear...	I smell...	I feel...	I taste...
<i>ex: blue sky, old red barn, brown fuzzy goats</i>	<i>ex: chirping birds, crowing rooster, clucking hens</i>	<i>ex: musty hay, sweaty goats, fresh cut grass</i>	<i>ex: soft fur, prickly hay, rough wood</i>	<i>ex: dry dust, creamy goat cheese</i>