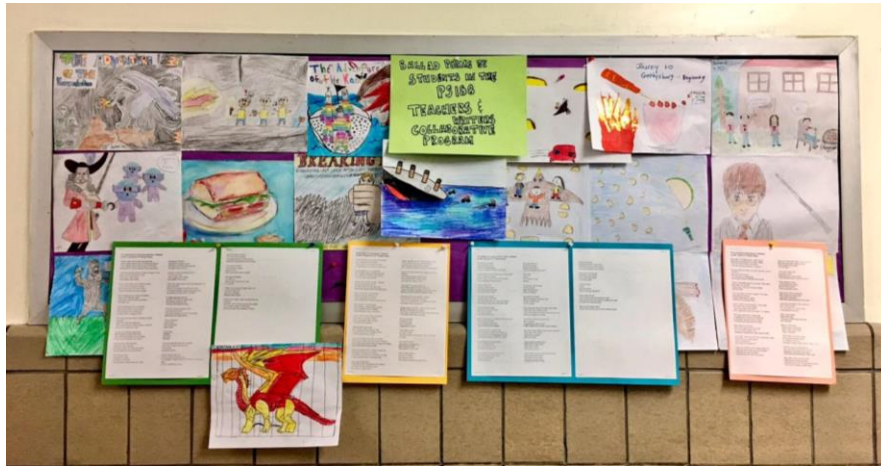


# Lesson Plan

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## PS 188 Kingsbury School/Teachers & Writers Collaborative Sample Lesson Plan



**Grade:** 3

**Genre:** Poetry

**Common Core Standards** (Refer to [ELA Standards > Writing > Grade 3](#))

ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**Lesson Objective:** Explore the relationship between observation, specific detail, and impactful poetry by writing a Walk Poem.

### LESSON PLAN

#### **Warm-Up (5 minutes)**

Ask students: What did you see on your way to school this morning? What did you smell? What did you taste? How did you select the item you described? What sense did you use to observe the item? *Introduce the fact that they can engage other senses to describe something.* What language did you use to describe the item? What other senses could you have used to describe your object?

#### **Introduction (5 minutes)**

Today we're going to make further observations and write a poem about what we observe. The

Walk Poem involves taking a walk. Writing poems about a walk has a long history going all the way back to ancient Greek literature. Here are some basic types of walk poems:

- A. A poem about what the poet sees during a particular walk.
- B. A poem that reflects the way the mind works during a walk.
- C. A poem whose length, style, and shape mirror the length, style, and shape of a walk.

Ask students: How long is a walk? What are the different types of walks you have gone on? What does a walk look like? What shape is it?

### **Mentor Text and Discussion (10 minutes)**

Today we are going to read [“A Bird Came Down the Walk”](#) by Emily Dickinson, and then we are going to write our own Walk Poems.

After you have read the poem with students, ask: What are words or phrases that strike you immediately? What does Dickinson see on her walk? What is the bird doing? What specific images does the poet give us? What is the general mood or tone of the poem? How does the poem make you feel?

### **Main Activity (20 minutes)**

Tell students: Now we are going to take our own walks. We are going to walk silently so that we can focus on observing what is around us. As you are walking, I want you to think about things like size, shape, color, and texture. How would you describe what you see to someone else? Is there a possible story being told in what you observe? (1 minute)

Students walk silently around the room, making silent observations. (3 minutes)

Students return to their seats quickly make a list of everything they observed during their walk.

Ask students to circle the item/s they want to explore in their writing. (3 minutes)

Say: Now we're going to write a three-stanza poem. For your poem, you're going to pick either one thing that you observed and describe it in three stanzas, or three things that you describe in three stanzas. What is the thing you saw on your walk that had the most impact? What did it look like, smell like, feel like? What did it make you think about, or feel? What mood do you want to convey in your poem and how can you create that?

Students write for 10 minutes.

Say: Now I want you to read your poems over silently to yourselves. Pick one or two words or phrases and see if you can make them more specific, or more delicious. For example, what might be another way to describe the color red?

Give students 2-3 minutes to revise.

### **Sharing and Closing (10 minutes)**

Invite a few students to share their poems with the class. Invite the rest of the students to pay close attention to the language being used in their peer poems. They might write down words or phrases that they particularly like.

**Walk Poem**

By Hailey R., third-grader, PS 188

People walk on the  
Ground beside me

Imagining summer  
Birds behind me

Books and projects  
And a poem too

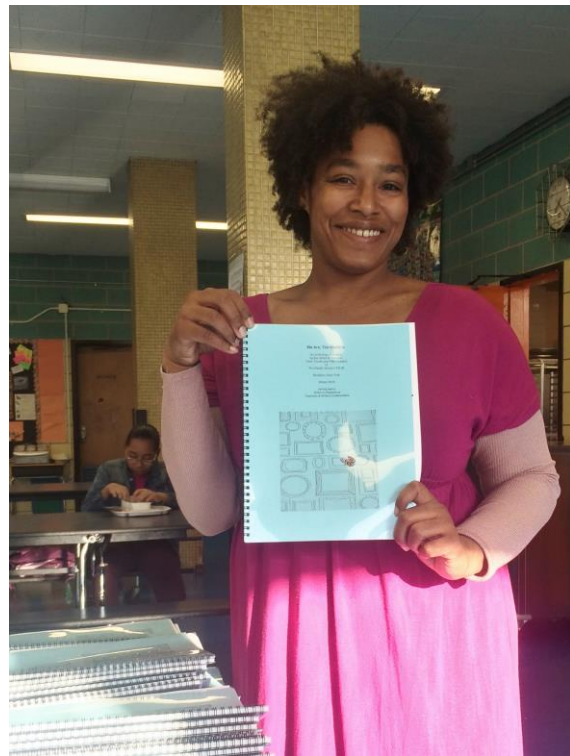
Smartboard on and off  
Projects people made about  
Culture

Stuffed animals sit  
As still as stone  
Windy wind blowing them home  
Outside  
Now we wait

**Just**

By Amina Henry

I just -  
leaf green  
don't understand hunger -  
grass green  
I don't understand my mother -  
so much green  
toilet paper and dog food and a sweet potato  
-  
bark brown  
wish I had more -  
dandelion  
everything is so much -  
butterfly white  
sky  
wind  
...



*Photos by Jordan Dann*