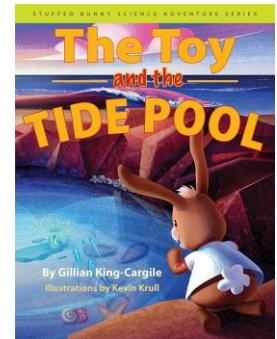


VISUAL POETRY

LESSON OVERVIEW

Grade Levels: K-5

In *Toy and the Tide Pool*, Bear meets and learns about many different creatures during his adventure. In this activity, students will research their favorite tide pool creature and use their new found science facts mixed with their creativity to create an illustrated poem about their creature.



STANDARDS

| | |
|----------------------|---|
| CCSS ELA-W.K-5.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| CCSS ELA.W.4-5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCSS ELA-RI.K-3.1 | With prompting and support, ask and answer questions about key details in a text. |
| CCSS ELA-RI.K-2.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| CCSS ELA-RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| CCSS ELA-W.K-5.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| NGSS 2-LS4-1 | Make observations of plants and animals to compare the diversity of life in different habitats. |
| NGSS 3-LS4-3 | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. |

OBJECTIVES

- Students will gather information from multiple sources.
- Students will write a poem incorporating factual information.
- Students will illustrate their poem.
- Students will use technology to create a digital product.

MATERIALS

- Informational sources for research
- Writing paper

- Drawing paper
- Various art supplies
- Computer (optional) if computers are available, students can write or illustrate their stories digitally

PROCEDURE

Procedure for Visual Poetry

- STEP 1:** Read the *Toy in the Tide Pool* including the **Ask and Expert** section.
- STEP 2:** Discuss how authors use facts and scientific knowledge to help them tell a good story.
- Identify some of the facts or scientific information used in the story.
 - How does this information help to tell the story?
- STEP 3:** Either in groups or individually, have students select a creature found in tide pools. Have your students research facts about that creature using both print and digital sources. Students can use the *Research Worksheet* to organize their information and track their sources. Students can use some of the following questions to guide their research.
- What type of creature is it?
 - What does it eat?
 - How does it look, feel, or smell?
- STEP 4:** Have students use the facts they found to write a poem about their chosen creature.
- STEP 5:** Review the illustrations of *Toy and the Tide Pool*.
- STEP 6:** Discuss how the illustrations help to tell the story and what they tell you about the different sea creatures. Possible discussion questions:
- How did the illustrator use color to help tell the story?
 - How would you describe the creatures Bear met in the Tide Pool based on the pictures?
 - What do you see that makes you describe it that way?
- STEP 7:** Have the students use art supplies or digital tools to illustrate their poem.
- STEP 8:** Students can use digital tools to combine their images and their poetry to create a digital poem. (If students create artwork using traditional art media, take a digital picture of the artwork, and upload the file to the computer.
- STEP 9:** Students can share and discuss their creations with the class.



RESEARCH WORKSHEET



Group Name: _____

Creature Name: _____

Keywords Used to Search: _____

| CREATURE FACTS | DESCRIPTION | SOURCE |
|--------------------|-------------|----------------|
| Interesting Fact 1 | | 1. 2. 3. |
| Interesting Fact 2 | | 1. 2. 3. |
| Interesting Fact 3 | | 1. 2. 3. |
| Interesting Fact 4 | | 1. 2. 3. |
| Interesting Fact 5 | | 1. 2. 3. |

RUBRIC

| | Target (3) | Meets (2) | Partially Meets (1) | Does Not Meet (0) |
|---|---|--|--|---|
| POEM | Writes a great poem using research. | Writes an adequate poem using research. | Writes a poem that is not finished or that lacks research. | Does not complete a poem with research. |
| ILLUSTRATION | Does a great job illustrating the poem, and all illustrations support the poem. | Does an okay job illustrating the poem, and most illustrations support the poem. | Is missing some illustrations, or the illustrations do not support the poem. | Does not include acceptable illustrations. |
| RESEARCH | Gathers information about a creature from a few sources. | Gathers information about a creature from two sources. | Gathers information about a creature from one source. | Does not gather acceptable information during research. |
| USE OF TECHNOLOGY | Does a great job using technology to produce digital media. | Does an okay job using technology to produce digital media. | Tries to use technology to produce digital media, but has difficulty. | Does not attempt to use technology to produce digital media. |
| DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES | Does a great job showing an understanding of the content covered in class. | Does an okay job with showing an understanding of the content covered in class. | Tries but has a difficult time showing an understanding of the content covered in class. | Does not show an understanding of the content covered in class. |
| Total | | | | /15 |