



**Quarrybrook**  
EXPERIENTIAL EDUCATION CENTER

## **Program Title: Poetry of the Senses**

**Theme:** Exploring Nature through our senses can provide the creative inspiration for writing poetry.

**Audience:** 2nd grade students

**Next Generation Standard:** 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

**Common Core Standard:** 2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Goal:** Students will explore the forest through their senses to gain creative ideas and build a personal word bank that will inspire them to write a poem.

### **Objectives:**

- **What are the objectives?** Students will connect the rhythm of poetry words with kinesthetic movement. Through their senses of hearing, smell, and touch, students will explore the forest environment. From those sensory experiences students will create a word bank to be used in their writing process. Students will understand some of the basic elements of poetry such as rhyming, similes, and the creative use of adjectives.
- **How will they be measured?** Students will complete a humorous game of poetry charades. Students will conduct physical activities that require them to use their senses. Students will create a word bank, then fill out a template to help them develop a poem.

### **Program Outline:**

Activity 1: POETRY CHARADES (30 min.) – This activity connects the rhythm of poetry with the kinesthetic nature of charades. We will read the poem “I Don’t Know What to Do Today” together, and then act out charades using the 27 activities found within its lines. Pairs of students will each be given a line of the poem to silently act out in front of the group. We’ll all guess together which line is theirs. It’s exciting to play and reminds children that poetry is fun while also helping them reinforce important skills such as word association, memorization, and cooperation.



Teachers and chaperones will be encouraged to act out a charade as well! Grown-ups can pair off together or with a student.

Activity 2: “SENSING THE FOREST” HIKE (40 min.) – This hike is designed to allow the students a chance to walk through the woods and spontaneously collect inspiration for creating a poem of their own. To help guide students and keep them focused on the task, there will be three “mystery envelopes” hidden along the trail. Each will contain a challenge that will involve the use of their senses. For example, one challenge includes a listening game in which students write down the three most interesting sounds they can hear. Next to each sound, they will write down an object they are familiar with which sounds similar to it (such as “bird – bell”). This will introduce them to similes through their own sensory experiences. The other two stations will offer challenges focused on smell and touch. The goal is to help students create a word bank that can later be used to creatively describe their trail experience through a poem.



Students will need to be divided into smaller sub-teams. Each grown-up will help guide a sub-team through the individual challenges and make sure they are building their word banks as they go.

Activity 3: POETRY STUDIO (20 min.) – In a comfortable location, students will sit down and begin to put their collected inspirations down on paper, through the construction of a poem. First, we will encourage them to spread out and sit by themselves for one minute. Then they will be directed to a central spot and given a template to fill in that will help guide their ideas and assist them in getting started. The rest of the class time will be devoted to writing their poems. If time permits, students will be given the opportunity to share their poems out loud.



Teachers and chaperones will be needed to guide students through the writing process and help to keep them on task. All grown-ups are encouraged to write their own poems to share as well!

**Conclusion/Wrap-up:** We will reflect on the inspirations found by the students during their adventures on the trail. They will be encouraged to continue developing their poems and to create illustrations to accompany them.