WEEK 8   Day 3

Text Talk	
Daniel Finds a Poem	

Big Ideas	Animals, including humans, are connected to each other and to their environments.
Weekly Question	How are people and animals interconnected?
Content Objectives	I can identify words and phrases that describe nature. (RL.1.4) I can use key details in the story to determine the author's message about nature. (RL.1.2)
Language Objective	I can explain the meaning of descriptive words and phrases in the story. (L.1.5)
Vocabulary	**dew**: tiny drops of water that form at night **glisten**: to shine, or glitter. **crisp**: firm, dry and brittle; usually used to signal a positive attribute. **twilight**: when the sun sets and the sky has a soft glowing light.

Materials and Preparation	● *Daniel Finds a Poem,* Micha Archer
	
	On the whiteboard, write:
	   What words and phrases does the author use to describe nature? [Leave space to create a bulleted list under the question.]
	
	   Why do you think the author chose to have Daniel talk to animals?
	
	   What is the author's message about nature?

Opening 1 minute	Introduce the text and set a purpose.

	Today we have a new story called Daniel Finds a Poem, *written and illustrated by Micha Archer. You'll see that the character, Daniel, spends a lot of time in nature and even talks with the animals he finds! As we read, we'll pay close attention to the words and phrases that Micha Archer uses to describe the natural world around Daniel. Then we'll think about what she tells about nature—what her message is.*
Text and Discussion 10 minutes page 5	*What does the author mean by "morning dew glistens?"* *What part of the illustration shows the morning dew?* After eliciting a few responses, model identifying descriptive language. *When I read the phrase, "morning dew glistens," I can imagine a sparkling, wet spider web. I know that dew is wet, so I can almost feel the wet web on my fingertips and see the shining drops of water. Let's write this down as one phrase that describes the nature around Daniel.* Write down "morning dew glistens" under the first question on the whiteboard.
page 9	*I heard some more descriptive language on this page. How did the squirrel describe the leaves?* (crisp and crunching) *When something is* **crisp**, *it is dry and breaks easily, just like the leaves under our feet in the fall.* Add "crisp leaves crunch" to the list on the whiteboard.
page 15	*What words did the author use on this page to help us imagine the nature around Daniel?* After eliciting a few responses, add "cool pool" to the list.
page 17	Think, Pair, Share. *What was the sand around Daniel like? What words in the text helped you imagine it?* Add the phrase "sun-warmed sand" to the list. Read to the end of the story.
Key Discussion 8 minutes	Think, Pair, Share. *How does Daniel feel about the nature around him? How do you know? You can use the words and phrases we found in the text to describe how Daniel feels.*

	Invite children into a whole group discussion. *Now let's think about some choices this author made.* *Why do you think the author chose to have Daniel talk to animals?* *What is the author's message about nature—what is she trying to tell us?* (Nature is beautiful and special) *If Micha Archer wants us to think about nature as beautiful and special, why do you think she decided on the title,* Daniel Finds a Poem*?*
Closing 1 minute	*We have been learning about how humans and animals are connected with one another. One thing that animals and the natural world do for humans is give us inspiration for art, like poetry!*
Standards	**RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **L.1.5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share.
	    Do children identify descriptive words and phrases?
	    Do children use the descriptive language in the story to determine the author's message?

Notes

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