

Snowy Eve

Third Grade

Adapted by M Goldman

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Drama

Puppetry

MSCCR STANDARDS

RL. 3.10 Read and comprehend literature, including poetry, at the high end of grades 2-3 text complexity and independently and proficiently.

MSCCR CREATIVE ARTS STANDARDS

TH: Pr6.1.K Convey meaning through the presentation of artistic work.

- a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama,

DURATION

One hour or (two 30 minutes sessions)

OBJECTIVES

The learner will read and understand poetry.

MATERIALS NEEDED

White construction paper

Paint (black, blue, white)

Paint brushes, cups, water, glue

Q-tips

VOCABULARY

Poetry

Stanza

Rhythm

Rhyme

Setting

Foreground

Middle Ground

Background

RECOMMENDED RESOURCES

Copy of the poem and questions for each student.

LESSON SEQUENCE

1. Pass out the copies of poems and introduce the students to the term stanza. Explain that it is almost like a paragraph in a story. Show the students how the poem is divided and have them label and number the stanzas.
2. Call out the first word of a stanza and have students call out the stanza number. (Example: teacher calls out “he” and the students reply “stanza 3”)
3. Have students read the entire poem silently as you read it orally.
4. Ask if the poem has a clear story and if so- who can explain it. The teacher can explain that poems like stories should be chunked into smaller parts for the poetry to make sense.
5. Have everyone read stanza 1 orally. Discuss what that stanza may mean. Continue until all stanzas are read and discussed.
6. Have students answer the questions WS
7. Have students discuss the setting using text to provide the scene, (woods, between the woods, and frozen lake, snowy, no farmhouse, lovely, dark, and deep
8. Have students create a horizon using a horizontal line.
9. Students may paint everything above the line blue, (denoting the sky. Make sure the blue

is fairly dark as you are depicting late afternoon and the poem does not suggest a sun or a lot of light.

10. Have students tear the painted black paper into tall tree. Help students to understand that the base of tree trunk is usually wider than the top of the tree trunk. Have students add the trees strategically placing so that the trees create an image of foreground and background.
11. The students may use Q-tips for adding snowflakes throughout the sky and on trees
12. Display the artwork.

EXTENDED LEARNING ACTIVITIES

Read the poem as a Reader's Theater. *Read Snowflake Bentley with possible science tie ins.*
Read or write other winter poetry

SOURCES

Poem, "Stopping by Woods on a Snowy Evening" by Robert Frost and
dalimouchstache.blogspot.com