### Poetry: Concrete poem – Sunflowers for Mother's Day

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements of Poetry</strong></td>
<td>Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout.</td>
<td>Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise.</td>
<td>Sensory details and figurative language is underused, or inappropriate to the subject; sound devices are underused, or they fail to add to the meaning of the poem. Word choice is vague, repetitive, and imprecise.</td>
<td>There is no use of poetry elements. Inappropriate use of sensory details, figurative language, or sound devices. Words are misused and unclear.</td>
</tr>
<tr>
<td><strong>Structure and form</strong></td>
<td>The form of the poem is appropriate to the subject. Form and structure emphasize certain words and suggest meanings; pattern emphasizes words important to meaning.</td>
<td>Form is appropriate to the subject; form partially emphasizes words and meanings; an attempt at patterning is evident.</td>
<td>Form should be more appropriate to the subject; an attempt at patterning is limited.</td>
<td>Fails to use apparent form and pattern.</td>
</tr>
<tr>
<td><strong>Overall Impact and effect on reader</strong></td>
<td>The poem enables the reader to see, hear, feel, or think about the subject in a new way. Carries a powerful connection of thought, experience, and emotion.</td>
<td>The poem enables the reader to see, hear, feel, or think about the subject. Carries a sense of thought, experience, and emotion.</td>
<td>The poem somewhat enables the reader to see, hear, feel, or think about the subject. Briefly describes a sense of experience or emotion.</td>
<td>The poem does not enable the reader to see, hear, feel, or think about the subject. Fails to relate experience or emotion.</td>
</tr>
<tr>
<td><strong>Grammar, Usage, Mechanics, and Spelling</strong></td>
<td>There are few or no errors in mechanics, usage, grammar, or spelling.</td>
<td>There are some errors in mechanics, usage, grammar, or spelling.</td>
<td>The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling.</td>
<td>The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.</td>
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</table>
## Building A Structure: Design Process Journal Writing

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<tr>
<td><strong>Evaluation of successful elements</strong></td>
<td>I clearly explained 3 design elements that worked well and told why</td>
<td>I clearly explained 3 design elements but did not clearly explain why on 1 element</td>
<td>I identified 3 design elements that worked well but did not explain why OR I only identified 2 and explained why there were important.</td>
<td>I was not clear on my designs that worked, I did not have more than 1 element, OR I only listed 3 design elements but did not give adequate reasons for their importance.</td>
</tr>
<tr>
<td><strong>What did not work</strong></td>
<td>I clearly explained 3 design elements that did not work well and told why</td>
<td>I clearly explained 3 design elements but did not clearly explain why on 1 element</td>
<td>I identified 3 design elements that did not work well but did not explain why OR I only identified 2 and explained why there were important.</td>
<td>I was not clear on my designs that did not work, I did not have more than 1 element, OR I only listed 3 design elements but did not give adequate reasons for their importance.</td>
</tr>
<tr>
<td><strong>Spelling, capitalization, and punctuation.</strong></td>
<td>My work is free of spelling errors OR has only 1-2 minor errors AND both capitalization and punctuation are all correct.</td>
<td>My work has 3-5 spelling errors AND my capitalization and punctuation has only 1-2 errors.</td>
<td>My work has 5-8 spelling errors AND I have 3-5 punctuation and capitalization errors.</td>
<td>My work has a high number of spelling, capitalization, or punctuation errors.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>My handwriting is neat and easy to read. There are no erasures visible. I wrote in cursive.</td>
<td>My handwriting is somewhat neat. I may have some erase marks. I wrote in cursive. 1-2 of my sentences do not make sense.</td>
<td>My handwriting is difficult to read. I did not erase, write in neat lines, or in cursive. Many sentences do not make sense.</td>
<td>My handwriting is not legible. There are many scribble marks, erasures, and incomplete sentences. My work appears to be &quot;all over the place.&quot;</td>
</tr>
<tr>
<td><strong>Final design</strong></td>
<td>My final paragraph clearly describes my final self-watering pot, and includes many details so that the reader can visualize it.</td>
<td>My final paragraph provides some detail as to what my final self-watering pot will look like but is missing all details to make it clear.</td>
<td>My final paragraph only provides limited information as to what my final self-watering will look like however, there are some details included.</td>
<td>My final paragraph is very brief and includes very little or no detail.</td>
</tr>
</tbody>
</table>
ON YOUR MARK, GET SET, GROW!!!

Pickens County Elementary Teachers
West End: Mary Durham, Grace Henson, and Christy Leatherwood
Crosswell: Kristin Chapman and Heath Moore
SCENARIO

You and your classmates are working in teams to see who can grow the tallest sunflower seedling. However, spring break is approaching and you will need to design a flower pot that is self-watering.
BIG IDEAS

The importance of how things work together
Understand plant needs/uses
Cause and effect relationships

Essential Question:
How do you water your plants when you're on vacation?
MATERIALS AND RESOURCES

- Sunflower seeds
- Soil
- Saran wrap
- Straws
- Modeling clay
- Styrofoam cups
- Cotton balls
- Newspaper
- Computers
- Books about plants
- Project journals
- Peat Pot
CONTENT INFORMATION

Lifecycles, plant needs, water cycle, process skills, measurement, graphing, data analysis, research, poetry, reading nonfiction and fiction text, complete sentences.
DELIVERABLES

self-watering pot
mature seedling
poem
ASSESSMENT

* Project log
* Presentation in pairs
* Effectiveness of self watering pot graded with a rubric
* Concrete poem rubric
TIMELINE

Middle of February through Spring Break
2ND GRADE MATH STANDARDS

2-3.4 Identify quantitative and qualitative change over time.

2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.

2-6.2 Organize data in charts, pictographs, and tables.
3RD GRADE MATH STANDARDS

3-3.4 Illustrate situations that show change over time as increasing.

3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.

3-6.1 Apply a procedure to find the range of a data set.

3-6.2 Organize data in tables, bar graphs, and dot plots.
4TH GRADE MATH STANDARDS

4-3.6 Illustrate situations that show change over time as either increasing, decreasing, or varying.

4-5.1 Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.

4-5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile.

4-6.3 Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.

4-6.4 Distinguish between categorical and numerical data.
5TH GRADE MATH STANDARDS

5-3.5 Analyze situations that show change over time.
5-5.1 Use appropriate tools and units to measure objects to the precision of one-eighth inch.
5-6.1 Design a mathematical investigation to address a question.
5-6.2 Analyze how data-collection methods affect the nature of the data set.
2ND GRADE SCIENCE STANDARDS

2-1.1 Carry out simple scientific investigations to answer questions about familiar objects and events.

2-1.2 Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement.

2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.

2-1.4 Infer explanations regarding scientific observations and experiences.

2-1.5 Use appropriate safety procedures when conducting investigations.
3rd Grade Science Standards

3-1.3 Generate questions such as “what if?” or “how?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.

3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.

3-1.7 Explain why similar investigations might produce different results.

3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.

3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).
4 TH GRADE SCIENCE STANDARDS

4-1.1 Classify observations as either quantitative or qualitative.
4-1.5 Recognize the correct placement of variables on a line graph.
4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.
4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.
4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).
5th Grade Science Standards

5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.

5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.

5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.

5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.
SECOND GRADE ELA STANDARDS COVERED

Reading Workshop
• 2-1 Characteristics of poetry

Writing Workshop
• 2-4.1 Prewriting techniques
• 2-4.2 Complete sentences with compound subjects and predicates
• 2-4.4 Grammatical conventions (pronouns, nouns, conjunctions and adjectives)
• 2-4.7 Spacing between words
• 2-4.8 Letter formation in manuscript

Research
• 2-6.1 Questions about a topic (how and why)
• 2-6.4 Internet as a source of information
THIRD GRADE ELA STANDARDS COVERED

Reading Workshop
• 3-1.9 Characteristics of poetry

Writing Workshop
• 3-4.2 Simple, compound and complex complete sentences
• 3-4.3 Multiple-paragraph composition
• 3-4.4 Grammatical conventions
• 3-4.5 Revision strategies to improve organization, content development and quality of voice
• 3-4.6 Editing for capitalization, punctuation and spelling

Research
• 3-6.1 Research topic
• 3-6.2 Print and nonprint sources to access information
• 3-6.6 Internet as a source of information
• 3-6.7 Oral presentations with visual aids
FOURTH GRADE ELA STANDARDS COVERED

READING WORKSHOP

• 4-1.9 CHARACTERISTICS OF POETRY

WRITING WORKSHOP

• 4-5.1 INFORMATIONAL WRITING

RESEARCH

• 4-6.1 RESEARCH TOPIC
• 4-6.2 PRINT AND NONPRINT SOURCES TO ACCESS INFORMATION
• 4-6.6 INTERNET AS A SOURCE OF INFORMATION
FIFTH GRADE ELA STANDARDS COVERED

Reading Workshop
5-1.9 Characteristics of poetry

Writing Workshop
5-4.2 Simple, compound and complex complete sentences
5-4.3 Multiple-paragraph composition
5-4.4 Grammatical conventions
5-4.5 Revision strategies to improve organization, content development and quality of voice
5-4.6 Editing for capitalization, punctuation and spelling

Research
5-6.1 Research topic
5-6.2 Print and nonprint sources to access information
5-6.6 Internet as a source of information
BOOKS

• From Seed to Sunflower—NF (life cycle) by: Sally Morgan  AR 3.9
• Sunflower House—F (little boy makes a sunflower house to make plants grow) by Eve Bunting  AR 2.4
• Cardinal and the Sunflower—NF by: James Preller
• Sunflower—F by: Barrie Watts
• To Be Like the Sun—F by: Susan S. Swanson
• Measuring Angels—F by: Lesley Ely

---When two little girls are given a sunflower seed, they argue and the little plant grows very badly. "That sunflower is not happy," says the teacher. So the children decide to make an angel to help the plant grow. A friendship develops between the two girls and, as they learn to like each other, the little plant grows bigger and bigger...
CONCRETE POEM FOR MOTHER’S DAY

Mom, you are
special because
you take care of
me!
I love
you even
when you
are mean
to me.
Happy Mother’s
Day Mom,
I’ll always
love
you😊
POSSIBLE OUTCOMES

Pot designs or enhancements
Specially designed mulches
Internal water chambers
Terrarium
Reservoir
Water globes
5 gallon bucket used for self watering, self fertilizing

Plastic mulch

Water fill tube

Bucket top with middle cut out; plastic barrier attached around soil.

Ring of fertilizer around plant

Potting mix

Inverted cutoff from other bucket or soil screen

H₂O overflow hole

Soup can (or other) filled with pot mix for H₂O wicking

H₂O wicking
RESOURCES

Poetry Rubric
Project Rubric