

The Night Sky

Developed by:

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Discipline / Subject:

Art/ELA/ Science

Topic:

Create pictures of the Aurora Borealis, Northern Lights, and write poetry.

Grade Level:

Can be modified for any grade level

Resources / References / Materials Teacher Needs:**Texts:**

Northern Lights (Amazing Sights of the Sky) By Martha E.H. Rustad

Aurora: A Tale of the Northern Lights By Mindy Dwyer

Video:

<https://www.youtube.com/watch?v=czMh3BnHfHQ>

<https://www.youtube.com/watch?v=nHn5OO1t1yc>

<https://www.youtube.com/watch?v=QASVcNwSvWg>

Lesson Summary:

Students will create scenes, including the northern lights, of what they might see along the trail and poems with figurative language.

Standards Addressed: (Local, State, or National)

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Learning Objectives:

1. Student will write a poem using and demonstrating a command of the conventions of English
2. Students will include figurative language, such as personification, when writing their poem
3. Student will record and share their poems in a digital format

Assessment:

Poem written

Procedural Activities

1. Introduce the activity by showing the students a picture of the Aurora Borealis, the Northern Lights, on a large screen in the classroom. Give the students about 3 minutes to think about what they are looking at and absorb the beauty. Tell a story, "On March 8th the mushers of the Iditarod will leave Willow, Alaska, heading towards Nome. Along the trail through the wilderness of Alaska no street or town lights will glow. Pretend you are a musher and you are enjoying a cold night out on the trail. You pull over to rest your dogs. As you look up, you see the sky light up with greens and blues. It is the Northern Lights or Aurora Borealis. The thoughts you are feeling are poetic. You pull out a small notebook that you are carrying and start to draw what you see."
2. Today the students will be drawing a picture of the scene they have imagined in their minds during the story. From that scene students will write a poem describing what they notice as they lay in the Alaska wilderness watching these lights.

3. Brainstorm figurative language that should be in their poems such as personification and similes: The greens danced across the sky. The clouds waved as they passed above. The atmosphere was as green as a lime.
4. Provide the students with options and template of several different types of poems: Haiku, Free Verse, Concrete(shape) poems, Acrostic, etc..
5. Once the students have completed their poems, have them share their pieces through Seesaw, Flipgrid, or another app with similar functions. Poems can also be put together in a class booklet and added to the classroom library.
6. This lesson can be extended to include the students creating a picture of the Northern Lights to attach to their poems.
7. Share with the students one or both YouTube videos to give them scientific information as to why this phenomenon occurs. (I use this at the end of the lesson however it can also be in the beginning).

Materials Students Need:

- Pictures of the aurora borealis, northern lights.
- Poetry templates or paper
- If extending the lesson, students will need art materials such as paint, colored pencils, crayons, and drawing paper.

Technology Utilized to Enhance Learning:

- Access to YouTube for the following short videos
<https://www.youtube.com/watch?v=QASVcNwSvWg>
<https://www.youtube.com/watch?v=nHn5OO1t1yc>
- Seesaw, Flip grid, or another app in which students can share their poems.

Other Information:

Student can watch the YouTube video resource prior to the lesson or after the lesson to gain the scientific knowledge of the Aurora Borealis, Northern Lights. I also provided the students with several books to read further about this phenomenon.

Modifications for Special Learners/ Enrichment Opportunities:

Modifications:

- Template for a poem

Enrichment:

- Create a song that would express how you feel when you see the northern lights while mushing down the Iditarod trail. What materials could you use in your sled to create a beat for your song.
- Imagine you were living in a time when science had not discovered why we have northern lights and create a myth or legend as to why the aurora borealis occurs.

Poetry Resources:

Haiku

Haiku contains only three lines, the first and third lines are five syllables long and the middle line has seven syllables. Haiku usually captures a single experience in nature.

Acrostic

An acrostic poem takes as its structure the letters of a word that represents the theme of a poem. For example, a poem about mushing would be organized:

M
U
S
H
I
N
G

Concrete/ Shape

Children can get creative with concrete poems, which display a picture of the theme of the poem in the actual structure of the poem. For example, a poem about a tree could take the shape of an actual tree. A poem about a breeze could meander all over the page like a breeze might.

The Diamante

Line 1: Noun or subject - one word

Line 2: Two Adjectives that describe line 1

Line 3: Three 'ing words that describe line 1

Line 4: Four nouns - the first two are connected with line 1; the last two are connected with line 7

Line 5: Three 'ing words that describe line 7

Line 6: Two adjectives that describe line 7

Line 7: Noun Synonym for the subject

Cinquain

Line 1 - a one word title

Line 2 - a 2 word phrase that describes your title or you can just use two words

Line 3 - a 3 word phrase that describes an action relating to your title or just actions words

Line 4 - a 4 word phrase that describes a feeling relating to your topic or just feeling words

Line 5 - one word that refers back to your title