



# Earth Day Exploration & Poem

By: Jessica Shaffer

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Science  
Grades 3–5



## Introduction

Students will work to understand Earth Day, its history, and how it evolved to what it is today. Various types of learning will be utilized, as well as cross-curricular connections will be made. There will be choice offered in this project as well to incorporate technology and art.

## Learning Objectives

Students will research Earth Day and apply learned knowledge to the creation of an acrostic poem.

## Materials Needed

- Chromebook/tablet
- [Earth Day template](#)
- Colored pencils/crayons/markers
- Chart paper
- [Writer's checklist](#)

## Procedure

### Day 1

1. As a class, brainstorm what you know about Earth Day and create an anchor chart for the students.
2. Watch "[The Beauty of Planet Earth](#)" short video (about 6 minutes long) on Youtube. This is just one option of a video to watch. Depending on the grade level, you can find one that best suits your classroom needs.
3. Take the [National Geographic Quiz](#) to see "how green you are".
4. Read the [National Geographic Kids article](#) on "The History of Earth Day".
5. Depending on the grade level, have students create a paragraph or two about how they can be more green and help to "Save the Earth". You can create a Google Document assignment in Google Classroom and have students submit this electronically, or you can have them write it on paper.

### Day 2

Continued on page 2



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Continued from page 1

1. Review different ways that students can be “more green”. Have a discussion about conserving the Earth’s resources and how to reduce, reuse, and recycle.
2. Complete [“Earth Day Quiz”](#). This is a lot of information and definitely a higher level than elementary, but it gives valuable explanations to each answer. There are two options of how to complete this: 1. As a class and discuss as you go (choose the specific questions you wish to complete). 2. Have students work in partners to complete this.
  - This quiz is comprised of 25 questions.
  - Select your answer choice. Whether you choose the correct or incorrect option, an explanation to the correct answer is explained. Additionally, there is a link to “Learn More” with each question which brings you to another article that correlates with the particular question.
3. You can assess this assignment in multiple ways.
  - Students can work through the quiz and then have a class discussion at the end.
  - Have a simple exit ticket asking for three new pieces of information learned and what is interesting about it. This can be through Google Forms on Google Classroom or on paper.
  - For fifth grade, you might want to present a challenge and assign one of the questions for each set of partners to explore more in depth and report back to the class on.

## Day 3

1. Review figurative language and come up with class examples of:
  - Similes
  - Metaphors
  - Hyperbole
  - Personification
  - Alliteration
  - Onomatopoeia
2. Pass out the Earth Day Acrostic Poem rough draft paper, rubric, and Writer’s Checklist. Go over the Writer’s Checklist and rubric and the requirements with the students. The students should be using the checklist throughout each step of the project. There are six required pieces of figurative language to be used in this poem, but “Earth Day” has eight letters. Students may use the figurative language in any lines they wish to. The other two lines of the poem can be anything the students choose, but it must relate to Earth Day. Again, you may change the requirements for this and make it more specific, or more or less challenging depending on the class or student. One way to challenge students is to have the poem “flow” throughout the lines with one



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Continued from page 2

leading into the other.

3. Create a model to show the students what is expected. Year-to-year, you can save student samples to share with the class, but you want to give students a visual and deeper understanding of the expectations.
4. Bring students outside with their rough draft paper and rubric on a clipboard and pencil. Since it is Earth Day, students will sit among nature to create this project. If for some reason the weather does not cooperate, you can put on nature sounds and a cute nature background on the Promethean Board if you have one to set the stage.

## Day 4

1. Students should continue to work on rough draft and begin to peer edit each other's rough drafts. The peer editor should initial the Writer's Checklist. Once peer editing is completed, the rough draft and Checklist should be handed into the teacher. The teacher(s) will be doing a second check on the rough draft before students begin the final copy. Teacher will then initial the checklist.
2. Early finishers will work on "Earth Day Activity Packet". This includes a sheet to match animals to their correct habitat, a coloring page, a word search, and an activity to complete at home if the students are looking for an extension or a challenge (you can use any type of activity you choose, but this is one option).

## Day 5

Students will create final copies of their Earth Day acrostic poem. You can offer the students options for this project. Students may create their final copy on paper using the template provided or students may create their final copy in a Google Document on Google Classroom. Either option, students can make their final copy colorful and neat. If this project is not completed at school, you can send this home to have it completed. Students will hand in their Rubric & Writer's Checklist, as well as the poem if it is completed on paper

## Evaluation

Use [Rubric & Writer's Checklist](#)