

**Instructional Plan for *Twilight at Stroudwater*  
Language Arts Lesson**

<b>Objectives</b> <i>Students will be able to...</i>	<b>Maine Learning Results – English Language Arts</b>	<b>Activities</b>	<b>Assessments</b>
Describe and interpret the feeling of sunset in Kimball’s <i>Twilight at Stroudwater</i> .	Visual Arts MLR <ul style="list-style-type: none"> <li>• A2 Elements of Art and Principles of Design (a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions about <i>Twilight at Stroudwater</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> </ul>
Read (or watch) and interpret <i>The Way to Start a Day</i> by Byrd Baylor.	<ul style="list-style-type: none"> <li>• A1 Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency (a, c, e, f)</li> <li>• A2 Literary Texts (d, e, f)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading (or watching) and class discussions about <i>The Way to Start a Day</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> </ul>
Read and interpret <i>Twilight Comes Twice</i> by Ralph Fletcher.	<ul style="list-style-type: none"> <li>• A1 Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency (a, c, e, f)</li> <li>• A2 Literary Texts (d, e, f)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and class discussions about <i>Twilight Comes Twice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> </ul>
Write a haiku that evokes the feelings of sunset using descriptive vocabulary.	<ul style="list-style-type: none"> <li>• B1 Interconnected Elements (a, b, c, g, h)</li> <li>• B2 Narrative (a, d)</li> </ul>	<ul style="list-style-type: none"> <li>• Students write notes about their ideas for what they do at sunset and how it makes them feel.</li> <li>• Students learn the 5-7-5 format of haikus and write a haiku based on their notes about sunset.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Student writing – <i>Sunset notes</i></li> <li>• Student writing – <i>Sunset haikus</i></li> <li>• Teacher checklist/rubric – <i>Sunset haikus</i></li> </ul>
Visually communicate the mood they created in their haiku by making a drawing.	Visual Arts MLR <ul style="list-style-type: none"> <li>• B1 Media Skills</li> <li>• B3 Making Meaning</li> <li>• E2 The Arts and Other Disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose a color for their background and make a drawing that reflects the activities and mood of their sunset haiku</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Self-assessment – <i>Interview questions about sunset drawings</i></li> </ul>