

Peanut Butter Taffy Poetry

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Yorba Linda, CA

Grade Level: 1st – 2nd

Summary:

Take one part marshmallow, one part peanut butter and one part AlphaSmart 3000 to create deliciously descriptive poetry! Students in Ms. Greek's classroom learn all about descriptive language as they mix up a batch of taffy. As they mix, Ms. Greek encourages her students to describe what they feel and see. She records their responses on a white board. Then, students wash up and use their own descriptive words to create original poems using their AlphaSmart 3000. See two student samples at the end of this lesson plan. (Note: Identifying information has been removed and AlphaSmart, Inc. has been granted written permission to share these student samples.)

Technology Tools:

AlphaSmart 3000, printer

Classroom computer with Internet access

Internet sites:

Learn how to make taffy at the following sites.

<http://www.exploratorium.edu/cooking/candy/recipe-taffy.html>

<http://www.dailyegyptian.com/fall98/9-1-98/taffy.html>

Additional Resources:

1 bag large marshmallows

1 jar peanut butter

Step-by-step tasks:

1. Introduce the lesson by exploring websites.
2. Present a mini lesson on the importance of including details when writing.
3. Give each child one large marshmallow and 1 teaspoon of peanut butter.
4. Students mix the marshmallow and peanut butter to create taffy. As they work with the mixture, the teacher guides them to tell what they see, feel and smell.
5. Record student responses on a white board, chalk board or butcher paper. Leave posted for students to use as a word wall.
6. Students clean up their desks and wash their hands.
7. Students write original descriptive poems on the AlphaSmart 3000 using words posted on the word wall, chalk board or white board.
8. Students print poems and illustrate.



AlphaSmart Tip: This lesson could work as well with Dana by AlphaSmart. Students work in pairs. One mixes while the other records the descriptive words in an AlphaWord file. Exchange roles so that both students have the opportunity to enter words and mix the taffy. Then beam the file other sets of partners. The beamed files become electronic "word walls" easily accessible with Dana.

Extension ideas:

1. Students write additional descriptive poems of other objects. Then they print their description and fold the paper in half. On one half of the paper, draw the object. Exchange papers. Students read the description and they guess the object. They unfold the paper to see if their guesses were accurate.



AlphaSmart Tip: Students write their description in file 1 and name the object in file 3. Then they pass the AlphaSmart 3000 to another student. That student reads the description, opens file 2 and writes what he or she thinks the object is. Finally, the student opens file 3 to see if the guess was accurate.

Home-to-school connection:

Students work with parents to create additional descriptive poems.



AlphaSmart Tip: Send the AlphaSmart 3000 home with the students. Have parents enter descriptions of common household objects. The student reads the description and tries to find the object in the house.



The taffy was sticky
and gooey.
It smelled like syrup.
It taste like ice cream.
It was delicious.
Yum yum in my
tummy.



Sticky, gooey, squishy
Peanut butter taffy!
It was Yum, Yum
Delicious.
Taffy. Taffy. Taffy!