

# Literature Response for Home-School Connections: Poetry

**Grade Level or Special Area:** First Grade

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**Length of Unit:** Ten lessons (over eight weeks): 20 minutes home and 20 minute school segments

## I. ABSTRACT

This unit provides schools and teachers an opportunity to take Core Knowledge to the next level by not only supporting the learning that is going on in the classroom, but also by building family literacy and learning at home. The hope is that all students, K-6<sup>th</sup> grade, have a copy of *What Your \_\_\_ Grader Needs to Know* at home to review and respond to topics studied in the classroom, while allowing families to learn with and support their child's education. In this unit, first grade teachers will build home-school connections by enriching students' exposure to first grade Core Knowledge Poetry. These lessons should be used in conjunction with, not as a substitute for, regular classroom instruction. The lessons include an opening session with the teacher reviewing skills that will be practiced at home, a six-part home assignment which includes: read aloud by family, written connection response by student, grammar and usage practice by student, letter formation practice by student, hand-writing practice by student, and a follow-up closure by teacher during which students critique the poems they have read at home and school.

## II. OVERVIEW

### A. Concept Objectives

1. Colorado Reading and Writing Standard 1: Students recognize how to read and understand a variety of materials.
2. Colorado Reading and Writing Standard 2: Students understand how to read and write for a variety of purposes and audiences.
3. Colorado Reading and Writing Standard 3: Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
4. Colorado Reading and Writing Standard 4: Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
5. Colorado Reading and Writing Standard 6: Students understand how to read and recognize literature as a record of human experience.

### B. Content from the *Core Knowledge Sequence*

1. First Grade Language Arts
  - a. Reading and Writing
    - i. Reading Comprehension and Response (p. 24)
      - a) Discuss how, why, and what-if questions about both fiction and non-fiction texts.
      - b) Use complete and detailed sentences to respond to what, when, where, and how questions.
      - c) Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
    - ii. Spelling Grammar, and Usage (p. 24)
      - a) Use correct end punctuation: period, question mark, exclamation point.
      - b) Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.

- c) Form the regular plural of a singular noun by adding s.
  - b. Poetry (p. 24)
    - i. *I Know All the Sounds the Animals Make* (Jack Prelutsky)
    - ii. *My Shadow* (Robert Louis Stevenson)
    - iii. *The Owl and the Pussycat* (Edward Lear)
    - iv. *The Pasture* (Robert Frost)
    - v. *The Purple Cow* (Gelett Burgess)
    - vi. *Rope Rhyme* (Eloise Greenfield)
    - vii. *The Swing* (Robert Louis Stevenson)
    - viii. *Table Manners* (Gelett Burgess)
- C. Skill Objectives
  - 1. Students will listen to poetry read aloud.
  - 2. Students will make text-me, text-world, and text-text connections through listening and responding to poetry.
  - 3. Students will respond orally and in writing to Core Knowledge poems.
  - 4. Students will critique Core Knowledge poems in terms of title, characters, setting, and subject.
  - 5. Students will write sentences with a complete thought, capital letter and end mark.
  - 6. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
  - 7. Students will review the use of end marks: period, question mark and exclamation point.
  - 8. Students will review and write words that rhyme.
  - 9. Students will learn about the function of a table of contents.
  - 10. Students will review and write plural words.
  - 11. Students will practice handwriting skills.
  - 12. Students will practice print formation of the letters of p, s, c, a, o, m, r, and t; both upper and lower case.
  - 13. Students will learn the meaning of vocabulary words.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. “Reading Strategy of the Month” *Making Connections* (online)
  - 2. *Mosaic of Thought* by Susan Zimmerman and Ellin Oliver-Keene
  - 3. *Reading Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis
- B. For Students
  - 1. Kindergarten Language Arts: Reading and Writing: Book and Print Awareness (p. 7)
  - 2. Kindergarten Language Arts: Reading and Writing: Reading and Language Comprehension (p. 8)
  - 3. Kindergarten Language Arts: Reading and Writing: Writing and Spelling (p. 8)
  - 4. Grade 1 Language Arts: Reading and Writing: Reading Comprehension and Response (p. 24)
  - 5. Grade 1 Language Arts: Reading and Writing: Spelling, Grammar, and Usage (p. 24)
  - 6. Grade 1 Language Arts: Poetry (p. 24)

### IV. RESOURCES

- A. *What Your First Grader Needs to Know* by E.D. Hirsch (Lessons Three-Ten)

- B. *Core Knowledge Text Resources* by Core Knowledge Foundation (Lesson Three-Ten)
- C. Picture of shilling, available at: <http://www.tclayton.demon.co.uk/pics/g6/g6s40s.jpg> (Lesson Seven)
- D. Picture of quince, available at: <http://cres.anu.edu.au/~mccomas/quince2.jpg> (Lesson Seven)
- E. Picture of mince (pie), available at: <http://www.smart.com.mt/recipes/mince.jpg> (Lesson Seven)
- F. Picture of a runcible spoon, available at: <http://www.mfordcreech.com/SilverImages/runcible%20hutson.jpg> (Lesson Seven)
- G. Picture of a five-pound note, available at: <http://www.travelin-tigers.com/images/u5.jpg> (Lesson Seven)
- H. Picture of a Bong-tree, available at: [http://www.avossante.com/images/Avossante/January2004/images/399\\_Pick\\_Bong\\_Tree.jpg](http://www.avossante.com/images/Avossante/January2004/images/399_Pick_Bong_Tree.jpg) (Lesson Seven)

## V. LESSONS

### Lesson One: Learn How to Make Literature Connections (one lesson, 30 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing
    - b. Students understand how to read and recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. Discuss how, why, and what-if questions from both fiction and non-fiction texts.
  - 3. Skill Objective(s)
    - a. Students will make text-me, text-world, and text-text connections through listening and responding to poetry.
- B. *Materials*
  - 1. One yellow piece of construction paper
  - 2. One light blue piece of construction paper
  - 3. One light green piece of construction paper
  - 4. Black permanent marker
  - 5. One yellow piece of construction paper with “The character in the poem received a bike for his birthday.” written on it
  - 6. One piece of light blue construction paper with “The story has a wolf as a character.” written on it
  - 7. One piece of light green construction paper with “The story is titled The Very Hungry Caterpillar.” written on it
  - 8. One sentence strip labeled “Text-Me Connection”
  - 9. One sentence strip labeled “Text-World Connection”
  - 10. One sentence strip labeled “Text-Text Connection”
  - 11. Six student volunteers
  - 12. One copy of the *Make Connections!* assessment (Appendix M) for each student (there are two assessments per page that can be cut apart)
- C. *Key Vocabulary*
  - 1. A piece of *text* is writing that I read or that is read to me.
  - 2. A *connection* is two ideas that are joined together.
  - 3. A *text-me connection* is a connection that I make between a piece of text and my life.

4. A *text-world connection* is a connection that I make between a piece of text and the outside world.
5. A *text-text connection* is a connection that I make between two different pieces of text.

D. *Procedures/Activities*

1. Explain to students, *Today we are going to talk about how we think about things that we read or things that are read to us. The fancy word for the things that we read or hear read is 'text'. Tell the person sitting next to you what the word 'text' means.*
2. Explain to students, *Throughout this year we are going to read many different stories and poems and it is important that we understand what we read and that we enjoy what we read. Making connections helps us understand and enjoy the pieces of text we read. We have all heard the word connection, but when we talk about connections in reading, it means that we have two ideas that are joined together.*
3. Explain to students, *The first type of connection we will use this year is called a Text-Me Connection. This connection means that a piece of text makes us think of something personal to us.*
4. The teacher demonstrates this concept to the whole group by calling two volunteers up to the front of the class. Hand one child the sign that says, "The character in the poem received a bicycle for his birthday." Hand the other child the blank yellow piece of construction paper.
5. Explain to students, *(Name) is holding a sign that says a little boy received a bicycle for his birthday. (Other name), can you make a Text-Me Connection? Have you ever received a bicycle for your birthday? OR What did you receive for your last birthday?* The teacher then writes the connection the other student made on the blank piece of yellow construction paper, i.e. "I received a bike for my birthday" or "I received ( ) for my last birthday." The teacher then has both children hold their signs in front of them while they join hands.
6. Explain to students, *Now you can see there has been a connection made.* Explain to the whole class that the children are joining hands to make the connection between the two ideas. Have those children sit down and post the two signs together under the sentence strip heading "Text-Me Connection."
7. Explain to students, *The second type of connection we will make in reading this year is called a "Text-Text Connection. This type of connection means that the piece of text makes you think of something else you have read in different story or poem.*
8. Ask two more children to the front of the room and hand one the blue sign with "The story has a wolf as a character." Give the second child the blank piece of blue paper.
9. Explain to students, *(Name) is holding a sign that says a story has a wolf as a character. (Other name), can you think of a different story that also has a wolf as a character?* The teacher then writes the title of a book that the student comes up with (Little Red Riding Hood, Three Little Pigs etc). The teacher then has both children hold the signs in front while they join hands.
10. Explain to students, *Now you can see there has been another connection made.* Explain to the class how this connection was made. Have those children sit down and post the two signs together with the sentence strip heading "Text-Text Connection."

11. Explain to students, *The third type of connection we will make in reading this year is called a Text-World Connection. This type of connection means that the piece of text makes you think of something that is in the world around us.*
  12. Ask two more children to the front of the room and hand one the green sign with “The story is titled The Very Hungry Caterpillar.” Explain, *(Name) is holding a sign that says a story is called The Very Hungry Caterpillar. (Other name) can you think of something in the world that has to do with caterpillars?* The teacher may have to lead the thinking for the world connections; they are a bit harder. The teacher then writes the connection that was made (caterpillars are seen in the spring, caterpillars turn into butterflies, etc). The teacher then has both children hold their signs in front while joining hands once again.
  13. Explain to students, *Now you can see there has been a third connection made.* Explain again how the connection was made and post it under the sentence strip heading “Text-World Connection.”
  14. Explain to students, *This year you are going to read many stories and poems here at school, but you will also read at home with your family. You will be receiving response sheets that ask you to make connections and write about the connections that you make when reading with your family.*
  15. NOTE: To make sure children clearly understand these three types of connections, the teacher will need to constantly model connections he or she makes while reading aloud in content areas to students throughout the year. Teachers should clearly identify they type of connection and how they made it.
- E. *Assessment/Evaluation*
1. To close the lesson, have students pair up with a partner and discuss the three types of connections they learned. The teacher hands out the *Make Connections!* assessment (Appendix M) and reads each sentence in the left hand column and asks the children draw a line to the matching connection (read the right hand column aloud as well.) Teacher moves from student to student checking progress. **Special Needs Accommodation:** For children who will struggle taking the assessment in written form, the teacher may allow the student to respond orally, only explaining whether the scenario is a text-me, text-world, or text-text connection. In the final unit assessment (Appendix L) there are questions dealing with literature connections. If a child mismatches any connections, schedule time to re-teach the concept.

**Lesson Two: Learn How to Critique Poetry (one lesson, 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  - b. Students understand how to read and write for a variety of purposes and audiences
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
3. Skill Objective(s)
  - a. Student will critique Core Knowledge poems in terms of title, characters, setting and subject.
  - b. Students will listen to poetry read aloud.

B. *Materials*

1. One card stock copy of \_\_\_\_\_'s First Grade Poetry Critique form for each student (Appendix K) (Note: the same copy will be used for all response lessons)
2. One copy of *In Search of Cinderella* (Appendix B) for each student
3. One overhead transparency of \_\_\_\_'s First Grade Poetry Critique form for teacher (Appendix K)
4. Over head projector
5. Transparency pens
6. Pencil for each student
7. White board
8. Dry erase markers

C. *Key Vocabulary*

1. A *critique* is a rating or judgment made about a piece of text.
2. A *fact* is a statement that has evidence to prove it is true.
3. An *opinion* is a statement that is based on a personal idea and cannot be proved or disproved.
4. A *character* is a person or thing that does the action in a story or poem.
5. A *setting* is the place and time a story or poem happens.
6. A *subject* is what the story or poem is about.
7. A *title* is the name of a story or poem.

D. *Procedures/Activities*

1. Explain to students, *Today we are going to talk about a special word that helps us think about the enjoyment we get from reading poems. Each week when you return your poetry response sheet, I will look over your assignments while you think and judge the poem that you responded to. The fancy word for judging a piece of text is 'critique'. Critique means to think about the different parts of a poem or story and then give it a 'thumbs up' or a 'thumbs down'. First, I am going to read a poem and then practice critiquing together. This poem is called In Search of Cinderella. It was written by Shel Silverstein and ties into one of the fairy tales you will read this year in first grade. Discuss with your partner the name of the fairy you think goes along with this poem. Remember, the title of the poem is In Search of Cinderella. Give students a chance to discuss their ideas.*
2. Give each student a copy of the poem *In Search of Cinderella* (Appendix B) and ask students to follow along as the poem is read aloud to the class. The teacher may also discuss the poem at this time and clarify vocabulary words.
3. Explain to students, *Now, let's talk about how we are going to critique this poem and fill out our form. Tell the person sitting next to you once again what the word 'critique' means. While students discuss, the teacher will hand out a critique form (Appendix K) to each student. Note: The concept of critiquing will be difficult at first for students to grasp. In time, they will internalize the concepts they are critiquing. In the beginning, they may all just draw smiley faces. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.*
4. Explain to students, *The titles of poems are listed on the left side of the page. Can you find the row with the title In Search of Cinderella? Point to it with your finger. This is the first poem we will critique. The titles of other poems you will critique this year are also listed. We will save this form and take it out when we want to critique a specific poem you read.*

5. Explain how to fill out the form with students, *We will draw faces to explain how we feel about the different parts of the poem. A smiley face means that you thought it was great, a straight face means if was ok, and a sad face means that it was poor or not good.* Draw faces on the board and ask students to point to the faces on their critique forms.
6. Explain to students, *Now it is time to do our critique. First, you must think about the title or name of the poem. Did you like the title In Search of Cinderella? Did it help you understand what the poem was going to be about? Was the title funny? In the title box, make a smiley, straight, or sad face.* The teacher can use the overhead transparency to model his or her own opinion after students have fill out theirs.
7. Call several students up to the board and have them draw the face on the white board that they put on their critique form for the title and tell why they gave it that rating. Now is a great time to also discuss fact and opinion. Students should understand that how they mark their critique form is their personal opinion. Other students may disagree or agree with that opinion, but they are not allowed to say the child is wrong. If students need further clarification, the teacher may try the following: Write ‘\_\_\_\_ is a teacher at \_\_\_\_ school.’ on the white board. Explain that statement is a fact because it can be proven - you see that person teaching at the school everyday. Write ‘\_\_\_\_ ice cream is the best tasting ice cream in the world!’ on the white board. Explain that this statement is an opinion because it is based on one’s own personal idea - some people may not like that flavor. It is neither right nor wrong.
8. Explain to students, *The second portion of the critique form we will fill out is ‘characters’. Find the characters box and point to it with your finger. You will think about the characters in the poem. Remember characters do the action in the story or poem. The character in In Search of Cinderella is the person that has to take the slipper around to different girls so they can try it on. Is the character interesting? Would you like to have the job of putting shoes on people’s feet? Were you able to understand how the character felt? Was the character nice or grumpy? Did the character make you laugh or feel sad? In the character box, make a smiley, straight, or sad face.* Once again, the teacher can fill out the overhead transparency copy and call students to the white board and draw the face they noted on their critique form and tell why they chose that rating.
9. Explain to students, *Find the setting box and point to it with your finger. The third thing in the poem you will critique is the setting or the place and time the poem happened. Where was the setting? In a fairy tale kingdom? Was the setting interesting? Did the setting help make the poem easier to understand? Did the setting match the idea of the poem? In the setting box, make a smiley, straight or sad face.* Call students to the board and have them note the rating they gave the setting and tell why they chose it.
10. Explain to students, *Last, you will give an overall rating to the poem. Did you enjoy reading this poem or not? Were there more good or bad things about this poem? It might help to look at the other boxes you just filled in. What type of face did you mainly draw in those other boxes? That rating is probably how you mainly feel overall about this poem.* The teacher can model how to look at the previous ratings to come up with an overall rating.
11. Review any concepts students may not be clear about. Collect the forms and save for use in the following lessons.

E. *Assessment/Evaluation*

1. The assessment will be done by teacher observation as to how the children filled out the form. Their opinions will not be assessed. In the unit final assessment there are questions regarding vocabulary terms learned in this lesson.

**Note: The following lessons can be done in any order throughout the year; however, make sure the family note found in Appendix A is given to families before any poetry response sheets are assigned. In addition, these lessons should only be assigned AFTER the content has been covered in the classroom. The lessons are intended to enrich learning and allow for practice, not serve as a substitute for regular teacher instruction in the classroom.**

**Lesson Three: *The Pasture* Response (three segments, 5 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *The Pasture* (Robert Frost)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Students will critique Core Knowledge poems in terms of title, characters, setting and subject.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Student will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
  - g. Students will review the use of end marks: period, question mark and exclamation point.
  - h. Students will practice print formation of the letters p, s, c, a, o, m, r, and t; both upper and lowercase.

- i. Students will practice handwriting skills.
- B. *Materials*
1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Pasture* from *Core Knowledge Text Resources Grade 1* (p. 6)
  2. One copy of the 1st Grade Core Knowledge Poetry Response Sheet - *The Pasture* for each student (Appendix C)
  3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (Appendix K)
  4. White board
  5. Dry erase markers
- C. *Key Vocabulary*
1. A *text-world connection* is a connection that I make between a piece of text and the outside world.
  2. A *capital* is the type of letter that is used at the beginning of a sentence.
- D. *Procedures/Activities*
1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Pasture* (Appendix C). Explain, *We have read and discussed the poem The Pasture in class. This week at home, you will read the poem again with your family. You and your family will make a text-world connection and write a sentence about that connection. Tell your partner what a text-world connection is.*
  2. Explain to students, *You will also review the proper way to begin a sentence. I want you to think, not say, the type of letter that is used at the beginning of every sentence.* Give students a moment to come up with their idea.
  3. Explain to students, *I also want you to practice writing the letter 'p'. Let's put our pointy finger in the air and write a lowercase 'p'.* Instruct students with the stroke: One stroke way down, back up and around. Remind students to use the top line, mid line and base line correctly while writing. Tell students they will also practice handwriting by writing the word 'pasture'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Pasture* (Appendix C) and a copy of the poem if needed.
  4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Pasture* (Appendix C). **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Pasture* (Appendix C) that was completed at home. While the teacher checks the assignment sheets, students will critique the poem *The Pasture* using \_\_\_'s 1<sup>st</sup> Grade Poetry Critique form (Appendix K) (see Lesson Two). **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
  6. The teacher will then review proper sentence components and text-world connections.
  7. Explain to students, *On your response sheet you had to review how to write sentences correctly.* Write 'the dog ran around the tree.' on the white board. Call a student up and ask them to correct any problems they see with the sentence. The teacher may at this time teach the editing mark for a capital which

is underling the letter three times. After the student fixes the sentence explain, *Remember, all sentences begin with a capital letter.*

8. Explain to students, *While I read this poem, I made a text-world connection. I enjoy walking outdoors and have walked in pastures, meadows, and prairies before and I know that I might also see horses, prairie dogs, quail, and bees. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'The animal I might see is a...'*

E. *Assessment/Evaluation*

1. The teacher should look over the response sheet (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>The Pasture</i> (Appendix C)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Capital, Letter 'p', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem issues should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poetry responses in this unit have been completed.

**Lesson Four: *The Swing* Response (three segments, 10 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *The Swing* (Robert Louis Stevenson)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.

- b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
- c. Students will respond orally and in writing to Core Knowledge poems.
- d. Student will critique Core Knowledge poems in terms of title, characters, setting, and subject.
- e. Students will write sentences with a complete thought, capital letter and end mark.
- f. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
- g. Students will review the use of the end marks: period, question mark, exclamation point.
- h. Students will practice print formation of the letter p, s, c, a, o, m, r, and t; both upper and lowercase.
- i. Students will practice handwriting skills.

B. *Materials*

- 1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Swing* (p. 11) from *Core Knowledge Text Resources Grade 1*
- 2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D)
- 3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (used in previous lessons) (Appendix K)
- 4. Pencils for students
- 5. White board
- 6. Dry erase markers

C. *Key Vocabulary*

- 1. A *text-me connection* is a connection that I make between a piece of text and my life.
- 2. An *exclamation point* is an end mark used to show excitement in a sentence.

D. *Procedures/Activities*

- 1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D). Explain, *We have read and discussed the poem The Swing in class. This week at home you and your family will read the poem again and make a text-me connection. You will also write a sentence about the connection you made. Tell your partner what a text-me connection is.*
- 2. Explain to students, *You will also review the proper end mark that is used to show excitement in a sentence. I want you to think about the three end marks that you can use to end a sentence. Can you see them in your mind?* The teacher will then call up three students to the front of the class. Explain, *Now I want these students to demonstrate what each of the end marks look like.* Ask the first student to have a straight expression on his face while he curls up into a ball - this is the period. Explain that all telling sentences end with a period. Have the child recite a sentence that would end with a period. Have the student put up her eyebrows up while she leans over and curves her body to the right - this is the question mark. Explain that question marks go at the end of sentences that ask a question. Have the child recite a sentence that would end with a question mark. Ask the third student to stand straight up and down with his arms straight above his head while he opens his mouth showing excitement. This is the exclamation point. Explain that an exclamation point is placed at the end of a sentence to show excitement. Have the student recite a sentence that would end with an exclamation point.

3. Explain to students, *I also want you to practice writing the letter 's'. Let's put our pointy finger in the air and write a lowercase 's'.* Have children practice air writing using the following stroke: curve left, curve right, around and stop. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly when they write the word 'swing'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D) and a copy of the poem if needed.
  4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D) that was completed at home. The teacher will hand out the \_\_\_'s 1<sup>st</sup> Grade Poetry Critique forms (Appendix K) (used in previous lessons) (see Lesson Two). The children critique the poem *The Swing* while the teacher checks response sheets. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
  6. Once checked, the teacher will close the lesson by modeling text-me connections and the use of exclamation points.
  7. Write 'I won a million dollars' on the white board. Call three students to the front who want to act out end marks as done in Segment 1 of this lesson. Review what each of the end marks does and how each student should stand, and then have students vote on the correct mark that should be used at the end of the sentence on the board by cheering (quietly as possible). Explain, *How would a person speak and act if they had just won money? Would they stand there with a straight face like the period? Would they have an excited look like the exclamation point?* The class should choose the exclamation point. At this time, the teacher may want to allow all children to get out of chairs and 'act' like the exclamation point.
  8. Ask students to return to their seats and explain, *While I read this poem I made a text-me connection. When I was little, I remember swinging very high. My stomach got a funny feeling and I would almost hang in the air before swinging back down. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as 'When I swing I feel...'*
- E. **Assessment/Evaluation**
1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Swing* (Appendix D) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding marks. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>The Swing</i> (Appendix D)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Exclamation point, Letter 's', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been completed.

**Lesson Five: *The Purple Cow* Response (three segments, 10 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *The Purple Cow* (Gelett Burgess)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Student will critique Core Knowledge poems in terms of title, characters, setting, and subject.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
  - g. Students will review the use of the end marks: period, question mark, exclamation point.

- h. Students will practice print formation of the letter p, s, c, a, o, m, r and t; both upper and lowercase.
  - i. Students will practice handwriting skills.
- B. *Materials*
1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Purple Cow* (p. 6) from *Core Knowledge Text Resources Grade 1*
  2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E)
  3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (used in previous lessons) (Appendix K)
  4. Pencils for students
  5. A picture book for each child (the books can all be different) (try to use books that might have question marks in them)
- C. *Key Vocabulary*
1. A *text-me connection* is a connection that I make between a piece of text and my life.
  2. A *question mark* is an end mark that is used in a sentence that asks a question.
- D. *Procedures/Activities*
1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E). Explain, *We have read and discussed the poem The Purple Cow in class. This week at home you and your family will read the poem again and make a text-me connection. You will also write a sentence about the connection you made. Tell your partner what a text-me connection is.*
  2. Explain to students, *You will also review the proper end mark that is used at the end of a sentence that asks a question. Can you see the end mark in your mind?* The teacher will then give each child a picture book. Explain, *Now I want you to look through the book. Try to find the end mark that goes at the end of a question sentence.* Give students two minutes to look through the books to see if they can find a question mark. *Once you think you have found the end mark, put your thumb up.* Choose several children to show the marks they found and discuss if they are used correctly in the question sentence. The teacher might model how to read question sentences with expression (voice goes up at the end of the sentence).
  3. Explain to students, *I also want you to practice writing the letter 'c'. Let's put our pointy finger in the air and write a lowercase 's'.* Have children practice air writing using the following stroke: Half circle left, around and stop. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly when they write the word cow. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E) and a copy of the poem if needed.
  4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E). **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E) that was completed at home. The teacher will hand out the \_\_\_'s 1<sup>st</sup> Grade Poetry Critique forms (used in previous lessons) (Appendix K). The children critique the poem *The Purple Cow* while the teacher checks response

sheets. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a ‘thumbs up’ or ‘thumbs down’ sign to the teacher.

6. Once checked, the teacher will close the lesson by modeling text-me connections and the use of question marks.
7. Recite the following sentences and ask students to put their thumbs up if the sentence needs a question mark and down if it needs a different end mark. ‘Do you like cake?’ ‘The cat is brown.’ ‘Is that my pencil?’ ‘I found my sock!’
8. Explain to students, *While I read this poem I made a text-me connection. I would really like to see a blue and orange cow. It would be like a Denver Bronco cow! I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as ‘I would like to see...’*

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Purple Cow* (Appendix E) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>The Purple Cow</i> (Appendix E)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Question mark, Letter ‘c’, Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been completed.

**Lesson Six: *I Know All the Sounds the Animals Make Response (three segments, 10 minutes at school, 20 minutes at home, 10 minutes at school)***

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.

- c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *I Know All the Sounds the Animals Make* (Jack Prelutsky)
3. Skill Objective(s)
- a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Student will critique Core Knowledge poems in terms of title, characters, setting, and subject.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
  - g. Students will review and write plural words.
  - h. Students will practice print formation of the letter p, s, c, a, o, m, r, and t; both upper and lowercase.
  - i. Students will practice handwriting skills.
- B. *Materials*
- 1. *What Your First Grader Needs to Know* book for each student OR a copy of *I Know All the Sounds the Animals Make* (p. 1) from *Core Knowledge Text Resources Grade 1*
  - 2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F)
  - 3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (used in previous lessons) (Appendix K)
  - 4. Pencils for students
  - 5. White board
  - 6. Dry erase markers
  - 7. Two pencils, two books, and two chairs
- C. *Key Vocabulary*
- 1. A *text-text connection* is a connection that I make between a piece two different pieces of text.
  - 2. A *plural* is a word that means more than one.
- D. *Procedures/Activities*
- 1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F). Explain, *We have read and discussed the poem I Know All the Sounds the Animals Make in class. This week at home, you and your family will read the poem again and make a text-text connection. You will also write a sentence about the connection you made. Tell your partner what a text-text connection is.*
  - 2. Explain to students, *You will also review how to make words plural. When you make a word plural, it means there is more than one o something.* The teacher will demonstrate how to make words plural by holding up several objects, writing the root word on the board, and then adding an 's' to make the word plural. *If you look in my hand, you can see that I am holding a pencil. This is what the word pencil looks like.* Write 'pencil' on the board. *If I pick up another*

*pencil, I will then have two pencils. I want you to think, not, say what you think I need to add to the word 'pencil' to make it plural. Write a '+' symbol next to the word pencil. Call a student up to add an 's'. Discuss with students the rule for making plurals then write the word plural. The example should look like this: pencil + s = pencils. Review the same procedure with the books and chairs.*

3. Explain to students, *I also want you to practice writing the letter 'a'. Let's put our pointy finger in the air and write a lowercase 'a'.* Have children practice air writing using the following stroke: Circle around back up and down. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly when they write the word 'sound'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F) and a copy of the poem if needed.
4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F) that was completed at home. The teacher will hand out the \_\_\_'s 1<sup>st</sup> Grade Poetry Critique forms (Appendix K) (see Lesson Two) (used in previous lessons). The children will critique the poem *I Know All the Sounds the Animals Make* while the teacher checks response sheets. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
6. Once checked, the teacher will close the lesson by modeling text-text connections and plural words.
7. Write the following words on the board: dog, cat, and window. Ask student volunteers to come to the front and make the words plural. Review skill if needed.
8. Explain to students, *While I read this poem I made a text-text connection. I remember reading the poem The Purple Cow, which also had an animal in it. The purple cow was also strange like the mixed up animals in I Know All the Sounds the Animals Make. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'I would like to see...'*

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *I Know All the Sounds the Animals Make* (Appendix F) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>I Know All the Sounds the Animals Make</i> (Appendix F)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Plurals, Letter 'a', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been completed.

**Lesson Seven: *The Owl and the Pussycat Response* (three segments, 10 minutes at school, 20 minutes at home, 15 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - c. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *The Owl and the Pussycat* (Edward Lear)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Students will critique Core Knowledge poems in terms of title, characters, setting and subject.
  - e. Students will practice writing sentences with a complete thought, capital letter and end mark.
  - f. Students will review the use of capital letters in names, the pronoun I and at the beginning of sentences.
  - g. Students will review and write plural words.

- h. Students will practice print formation of letter p, s, c, a, o, m, r, and t; both upper and lowercase.
- i. Student will practice handwriting skills.
- j. Students will learn the meanings of vocabulary words.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Owl and the Pussycat* (p. 4) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G)
3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (used in previous lessons) (Appendix K)
4. White board
5. Dry erase markers
6. Picture of shilling, available at:  
<http://www.tclayton.demon.co.uk/pics/g6/g6s40s.jpg>
7. Picture of quince, available at: <http://cres.anu.edu.au/~mccomas/quince2.jpg>
8. Picture of mince (pie), available at: <http://www.smart.com.mt/recipes/mince.jpg>
9. Picture of a runcible spoon, available at:  
<http://www.mfordcreech.com/SilverImages/runcible%20hutson.jpg> (or a spork from a fast-food restaurant)
10. Picture of a five-pound note, available at: <http://www.travelin-tigers.com/images/u5.jpg>
11. Picture of a Bong-tree, available at:  
[http://www.avossante.com/images/Avossante/January2004/images/399\\_Pick\\_Bong\\_Tree.jpg](http://www.avossante.com/images/Avossante/January2004/images/399_Pick_Bong_Tree.jpg)

C. *Key Vocabulary*

1. A *text-me connection* is a connection that I make between a piece of text and my life.
2. A *shilling* is an English coin.
3. A *five pound note* is an English form of money similar to a dollar bill.
4. *Quince* is a yellow apple like fruit.
5. *Mince* is chopped spiced fruit used to make pies.
6. A *runcible spoon* is an eating utensil that looks like a fork and spoon put together.
7. A *Bong tree* is a palm looking tree.

D. *Procedures/Activities*

1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G). Explain, *We have read and discussed the poem The Owl and the Pussycat in class. This week at home, you will read the poem again with your family. You and your family will make a text-me connection and write a sentence about that connection. Tell your partner what a text-me connection is.* Give students a moment to discuss with their partner.
2. Explain, *This poem also had many interesting vocabulary words in it. As a quick review I want you to also talk about the meanings of three vocabulary words we discussed in class - a runcible spoon, a five-pound note, and mince. Discuss those words with your partner to see if you can remember what those three vocabulary words mean.* Note: These vocabulary words should have been discussed during the initial exposure to the poem.

3. Explain to students, *I have pictures to help you remember what those three vocabulary words mean. First, this is a runcible spoon. It is an eating utensil that looks like a spoon and a fork put together. Have you every used a 'spork' at a fast food restaurant? Well, that is the same thing as a runcible spoon. Show the picture of a spork. Next, I have a picture of a five-pound note. This is similar to dollar bills that we use in the United States. In England however, bills are called notes. Show picture. Last, this is a picture of mince being baked into a pie or tart. Mince is chopped spiced fruit. Show picture.*
4. Explain to students, *After you read the poem with your families, you will be asked to draw a picture of each of those vocabulary words.*
5. Explain to students, *I also want you to practice writing the letter 'o'. Let's put our pointy finger in the air and write a lowercase 'o'. Have children practice writing the letter in the air using the following stroke: Whole circle left, around and close. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly when they write the word 'owl'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G) and a copy of the poem if needed.*
6. **Segment 2** (20 minutes at home): Student has one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
7. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G) that was completed at home. The teacher will hand out the 1<sup>st</sup> Grade Poetry Critique forms (Appendix K) (used in pervious lessons) (see lesson two). The children will critique the poem *The Owl and the Pussycat* while the teacher checks the response sheet. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
8. Once checked, the teacher will close the lesson by modeling text-me connections and reviewing vocabulary words.
9. Explain, *We have learned several interesting vocabulary words during our study of this poem. At home, you had to illustrate a runcible spoon, mince, and a five pound note. If you would like to share your illustrations with your partner do that now. Give students who choose a chance to show off their art. You are all great artists! Now I want to review three more vocabulary words. I have a picture of a shilling, which is an English coin. Show picture. I also have a picture of a quince. Show picture. As you can see a quince looks like a yellow lemon, but it tastes more like an apple. We also learned about a Bong tree, which is a palm looking tree. Palm trees are found in warmer climates. Show picture. Revisit any of the six vocabulary words children are still unclear about.*
10. Explain, *While I read this poem, I made a text-me connection. I thought of the vocabulary word 'five-pound note'. As we have learned, a five pound note is a form of money in England similar to dollars used in the United States. This made me think of the trip I took to England when I was a senior in high school. I had a lot of fun on that trip! I remember that before I could spend any money, I had to learn how much a five-pound note was in terms of dollars from the Untied States.*

Each pound is about \$2.00, so a five-pound note is similar to \$10 in the United States.

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat* (Appendix G) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>The Owl and the Pussycat</i> (Appendix G)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Vocabulary, Letter 'o', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been completed.

**Lesson Eight: *My Shadow* Response (three segments, 10 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *My Shadow* (Robert Louis Stevenson)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.

- d. Students will critique Core Knowledge poems in terms of title, characters, setting and subject.
- e. Students will write sentences with a complete thought, capital letter and end mark.
- f. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
- g. Students will learn the function of a table of contents.
- h. Students will practice print formation of the letter p, s, c, a, o, m, r, and t; both upper and lower case.
- i. Students will practice handwriting skills.

B. *Materials*

- 1. *What Your First Grader Needs to Know* book for each child at home OR a copy of *My Shadow* (p. 2) from *Core Knowledge Text Resources Grade 1*
- 2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *My Shadow* (Appendix H)
- 3. Students' copies of \_\_\_'s First Grade Poetry Critique forms (used in previous lessons) (Appendix K)
- 4. Pencils for students
- 5. White board
- 6. Dry erase markers
- 7. One copy of any textbook (same for each child) for each child
- 8. One copy of *What Your First Grader Needs to Know* book for teacher

C. *Key Vocabulary*

- 1. A *text-world connection* is a connection that I make between a piece of text and the outside world.
- 2. A *table of contents* is a title list at the front of a book that tells the pages pieces of text are on.

D. *Procedures/Activities*

- 1. **Segment 1** (10 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *My Shadow* (Appendix H). Explain, *We have read and discussed the poem My Shadow in class. This week at home, you will read the poem again with your family. You will also make a text-world connection and write a complete sentence about that connection. Tell your partner way a text-world connection is.*
- 2. Explain (if children do not already know), *Today we are also going to learn about the table of contents. A table of contents is the title list at the front of a book that tells you what page a story or poem is on. Without the table of contents, we would have to look at each page to try to figure out where to find a piece of text. Show students the table of contents in the What Your First Grader Needs to Know book. Demonstrate how to use the table of contents. Your assignment is to read My Shadow. This is how you can use the table of contents. I will go to the section under 'Poetry' and look down the list until I find the title My Shadow. Here it is. Now I'm going to run my finger to the right until I hit a number. That number is the 26. That means the poem is located on page 26. Next week I will have you practice using the table of contents.*
- 3. Explain, *I also want you do practice writing the letter 'm'. Let's put our pointy finger in the air and write a lowercase 'm'.* Have children practice writing the letter in the air using the following stroke: One stroke down, back up, and a bump and a bump. Also, remind students to write neatly and to use the top, mid, and base lines correctly when they are practice writing the word 'shadow'. Send

home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *My Shadow* (Appendix H) and a copy of the poem if needed.

4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *My Shadow* (Appendix H) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
5. **Segment 3** (10 minutes): To close the lesson, ask each student to take out his or her response sheet for *My Shadow*. Also, the teacher will hand out the \_\_\_'s 1<sup>st</sup> Grade Poetry Critique forms (used in previous lessons) (see lesson two) (Appendix K). The teacher will check over the response sheets while the students critique the poem *My Shadow*. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
6. Explain to students, *You learned about the title list at the beginning of a book that tells the page poems are found on. I want you to think, not say, what that list is called. Give students a moment to come up with their idea. It is called the table of contents. It is the list in the front of a book that helps us find poems and stories easier and quicker. Now you are going to practice using the table of contents. Give each child a copy of a textbook with a table of contents. I want you to turn to the part of the book that you think will have the table of contents. Did you turn to the middle? The front? The table of contents is located in the front. The teacher should give the students several titles to find in the textbook. Reteach any concepts still unclear.*
7. Explain to students, *While I read this poem I made a text-world connection. I thought about what my shadow looked like when I was outside. Sometimes my shadow is short and sometimes it is long. I think the shape of my shadow has to do with the position of the sun. However, you can also have a shadow indoors. I wonder how shadows are made indoors. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'I think shadows are made by...'*

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *My Shadow* (Appendix H) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>My Shadow</i> (Appendix H)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Table of Contents, Letter 'm', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been covered.

**Lesson Nine: *Rope Rhyme Response* (three segments, 5 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and for the pronoun I.
  - f. *Rope Rhyme* (Eloise Greenfield)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Students will critique Core Knowledge poems in terms of title, characters, setting, and subject.
  - e. Students will write sentences with a complete thought, capital letter and end mark.
  - f. Students will review the use of capital letters in names, the pronoun I, and at the beginning of sentences.
  - g. Students will review and write words that rhyme.
  - h. Students will practice print formation of the letters p, s, c, a, o, m, r, and t; both upper and lower case.
  - i. Students will practice handwriting skills.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Rope Rhyme* (p. 7) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I)
3. Students' copies of \_\_\_'s First Grade Poetry Critique form (Appendix K)
4. White board
5. Dry erase markers

C. *Key Vocabulary*

1. A *text-me connection* is a connection that I make between a piece of text and my life.

2. *Rhyming words* are words that have the same ending making them sound alike.
- D. *Procedures/Activities*
1. **Segment 1** (5 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I). Explain, *We have read and discussed the poem Rope Rhyme in class. This week at home, you will read the poem again with your family at home. You and your family will make a text-me connection and write a sentence about that connection. Tell your partner what a text-me connection is.*
  2. Explain to students, *You will also review rhyming words. I want you to think, not say, two words that rhyme. Remember words that rhyme sound alike at the end.* Give students a moment to come up with their idea. Have child give examples of rhyming words.
  3. Explain to students, *I also want you to practice writing the letter 'r'. Let's put our pointy finger in the air and write a lowercase 'r'.* Have students practice writing the letter in the air using the following stroke: Short stroke down, back up, half a bump. Also, remind students to use neat handwriting and use the top, mid, and base lines correctly when practicing writing the word 'rhyme'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I) and a copy of the poem if needed.
  4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
  5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I). Also, hand out the \_\_'s 1<sup>st</sup> Grade Poetry Critique forms (Appendix K) (used in previous lessons) (see lesson two). The teacher will check over the response sheets while students critique the poem *Rope Rhyme*. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
  6. The teacher will then model the use of rhyming words and text-me connections.
  7. Explain to students, *On your response sheet you had to come up with rhyming words. Write 'dog' and tree on the white board. Call on two students to see if they can name words that rhyme with those two words. Help and reteach if necessary.*
  8. Explain to students, *While I read this poem, I made a text-me connection. I haven't jumped rope in a long time so I think that it might be a little hard to do. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as 'I think jumping rope is...'*
- E. *Assessment/Evaluation*
1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme* (Appendix I) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>Rope Rhyme</i> (Appendix I)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Rhyming words, Letter 'r', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been covered.

**Lesson Ten: *Table Manners* Response (three segments, 5 minutes at school, 20 minutes at home, 10 minutes at school)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to read and write for a variety of purposes and audiences.
  - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
  - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
  - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
  - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
  - d. Use correct end punctuation: period, question mark, exclamation point.
  - e. Use capitalization for the first word of a sentence, for names of people, and the pronoun I.
  - f. *Table Manners* (Gelett Burgess)
3. Skill Objective(s)
  - a. Students will listen to poetry read aloud.
  - b. Students will make text-world connections through listening to literature.
  - c. Students will respond orally and in writing to Core Knowledge poems.
  - d. Students will critique Core Knowledge poems in terms of title, characters, setting, and subject.
  - e. Students will practice writing complete sentences with a complete thought, capital letter and end mark.
  - f. Students will review the use of capital letters in names and the beginning of sentences.
  - g. Students will review the end mark period.
  - h. Students will practice print formation of the letter p, s, c, a, o, m, r, and t; both upper and lower case.
  - i. Students will practice handwriting skills.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *Table Manners* (p. 12) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J)
3. Students' copies of \_\_\_'s First Grade Poetry Critique form (Appendix K)
4. White board
5. Dry erase markers
6. Pencils for students

C. *Key Vocabulary*

1. A *text-world connection* is a connection that I make between a piece of text and the outside world.
2. A *period* is the end mark that is used at the end of a telling sentence.
3. An *editing mark* is a mark used to show a correction in writing.

D. *Procedures/Activities*

1. **Segment 1** (5 minutes at school): To open the lesson, give each child a copy of the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J). Explain, *We have read and discussed the poem Table Manners in class. This week at home, you will read the poem again with your family. You and your family will make a text-world connection and write a sentence about the connection that you make. Tell your partner what a text-world connection is.*
2. Explain to students, *You will also review the proper type of end mark that always goes at the end of a sentence that tells something. I want you to think, not say, the type of end mark that goes at the end of a telling sentence.* Give students a moment to come up with their ideas.
3. Explain, *I also want you to practice writing the letter 't'. Let's put our pointy finger in the air and write a lowercase.* Have students practice writing the letter in the air using the following stroke: One stroke down, lift and cross. Also, remind them to write neatly and use the top, mid, and base lines correctly when practicing writing the word 'manners'. Send home the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J) and a copy of the poem if needed.
4. **Segment 2** (20 minutes at home): Students have one week to complete the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
5. **Segment 3** (10 minutes at school): To close the lesson, ask each child to take out his or her 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J). The teacher also hands out the 1<sup>st</sup> Grade Poetry Critique forms. While the teacher checks the sheets, students will critique the poem *Table Manners*. **Special Needs Accommodation:** For children who will struggle with internalizing the different concepts that need to be critique, allow those children to only fill out the overall critique column. These children may also just give a 'thumbs up' or 'thumbs down' sign to the teacher.
6. The teacher will then review the use of periods and model how to make text-world connections.
7. Explain to students, *On your response sheet you had to review how to write sentences correctly.* Write 'The cat climbed the tree' on the white board. Call a student up to the board and ask them to correct any problem they see with the sentence. The teacher may also want to teacher the editing mark for a period,

which is a circled period placed at the end of the sentence. The same editing mark can be used for question marks and exclamation points (a circled question mark or a circled exclamation point placed at the end of the sentences.) If time permits give several other examples using all three editing marks for end marks.

8. Explain to students, *While I read this poem, I made a text-world connection. A table manner that I always use is to keep elbows off the table while eating. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'The table manner we talked about was...'*

E. *Assessment/Evaluation*

1. The teacher should look over the 1<sup>st</sup> Grade Core Knowledge Poetry Response Sheet - *Table Manners* (Appendix J) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their sheets.

Skills to complete on the 1 <sup>st</sup> Grade Core Knowledge Poetry Response Sheet - <i>Table Manners</i> (Appendix J)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Period, Letter 't', Handwriting	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student. Please see Appendix L for a quiz that can be given to assess comprehension after all poem responses in this unit have been covered.

**VI. CULMINATING ACTIVITY**

- A. Teacher will distribute 'We Love Poetry!' assessment (Appendix L) after all poems have been covered. Read all questions to students and have them circle the appropriate answers. While children are drawing a picture of their favorite poem, the teacher may go around and quickly check the assessments. Collect assessments and grade using the following scale:

1. 100%-80% - proficient
2. 79%-70% - partially proficient
3. 69%-0% - unsatisfactory

**Special Needs Accommodation:** For children who will struggle taking the test in written form, have them answer the questions one-on-one with the teacher.

- B. Host a Poetry Party and allow children to bring in their favorite poems from home to share with the class. Teachers may read poems for children who are unable to decode words. Treat them to a Poem Punch and Critique Crackers to tie back into the vocabulary used throughout the unit. Samples of quince and mince may be handed out as well to also tie back into vocabulary study during the unit.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Family letter
- B. Appendix B: *In Search of Cinderella* poem copy
- C. Appendix C: 1st Grade Core Knowledge Poetry Response Sheet - *The Pasture*
- D. Appendix D: 1st Grade Core Knowledge Poetry Response Sheet - *The Swing*
- E. Appendix E: 1st Grade Core Knowledge Poetry Response Sheet - *The Purple Cow*
- F. Appendix F: 1st Grade Core Knowledge Poetry Response Sheet - *I Know All the*

- Sounds the Animals Make*
- G. Appendix G: 1st Grade Core Knowledge Poetry Response Sheet - *The Owl and the Pussycat*
  - H. Appendix H: 1st Grade Core Knowledge Poetry Response Sheet - *My Shadow*
  - I. Appendix I: 1st Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme*
  - J. Appendix J: 1st Grade Core Knowledge Poetry Response Sheet - *Table Manners*
  - K. Appendix K: \_\_\_\_\_'s First Grade Poetry Critique
  - L. Appendix L: We Love Poetry! Assessment
  - M. Appendix M: Making Connections Assessment

### VIII. BIBLIOGRAPHY

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## Appendix A

Date: \_\_\_\_\_ Adult Signature: \_\_\_\_\_

Dear First Grade Families,

This year your child will bring home Core Knowledge Poetry reading response assignments to be completed with assistance. Your help completing these assignments is crucial. Your child will practice several different skills, which are not yet mastered, and will need your guidance. These poems have been read in class; however repeated exposure to pieces of text leads to better comprehension; therefore, you are asked to revisit the poems with your child. Please note the due date (usually one week after assigned) as well as the line for an adult signature. The assignments should take about 20 minutes. Any papers without a proper signature/effort will be returned for completion.

The assignments have several parts. First, your child will write his or her name (first and last if there is room). You will read the poem that is noted on the assignment sheet to your child and then have him or her respond in writing to the prompt included. Your child is asked to make a text-me, text-world, or text-text connection. This simply means your child is connecting the text to himself (text-me), the world around him (text-world), or another piece of text (text-text). Making connections not only helps your child understand the poem better, but also makes the reading more meaningful. When writing the response, please help your child formulate one simple, but complete sentence. Students have been taught that a sentence is a complete thought with a capital at the beginning and an end mark at the end.

Example: for money.

This is NOT a complete sentence because it leaves a hanging thought, and there is no beginning capital letter.

Example: I think Jack should have traded the cow for money.

This IS a proper sentence because there is complete thought included as well as a capital letter at the beginning and a period at the end.

Please allow your child to do the actual writing. You may help him or her sound out words for spelling. Remember, this is practice and spelling does not have to be perfect. It is good practice for children to sound out all sounds they hear in words. Harder words may be spelled for them.

The homework paper also includes a grammar section. Your child will be asked to identify one of the following: a capital letter, a period, a question mark, an exclamation point, rhyming words, table of contents, plural words, vocabulary words, or capitalization of names and the letter 'I'.

Then, your child will practice writing one letter. The child will write two capital and three lowercase letters. Please remember capital letters and tall lowercase letters (t, k, b, d etc) start at the solid top line. Lowercase letters are usually short (m, o, n) and start on or near the dotted mid line. Letters with tails (q, g, y etc.) will start on or near the dotted mid line and extend below the base line at the bottom.

To finish, you child will practice writing complete words and rethinking ideas from the poem you read together. If you have any questions, please don't hesitate to ask. Thanks for helping your child have a successful school year!

Appendix B

*In Search Of Cinderella from A Light in the Attic*

By Shel Silverstein

From dusk to dawn,  
From town to town,  
Without a single clue,  
I seek the tender, slender foot  
To fit this crystal shoe.  
From dusk to dawn,  
I try it on  
Each damsel that I meet.  
And I still lover he so, but oh,  
I've started hating feet.

Appendix C

**1st Grade Core Knowledge Poetry Response Sheet - *The Pasture***

Name: \_\_\_\_\_

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\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *The Pasture*.

Make a text-world connection and write one sentence explaining something else you might see if you walked in a pasture on a spring day. Remember to write neatly and use correct punctuation.

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Write the word for the type of letter you always put at the beginning of every sentence.

-----  
\_\_\_\_\_

Practice writing the letter 'p'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

-----  
\_\_\_\_\_

Write the word 'pasture' twice. While writing the word, think about what a pasture looks like.

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\_\_\_\_\_

Appendix D

**1st Grade Core Knowledge Poetry Response Sheet - *The Swing***

Name: \_\_\_\_\_

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\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *The Swing*.

Make a text-me connection and write one sentence explaining how you feel when you swing high up into the air. Remember to write neatly and use correct punctuation.

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Write the word for the type of punctuation you use at the end of a sentence to show excitement.

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\_\_\_\_\_

Practice writing the letter 's'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

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\_\_\_\_\_

Write the word 'swing' twice. While writing the word, think about the best swing you have been on.

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\_\_\_\_\_

Appendix E

**1st Grade Core Knowledge Poetry Response Sheet - *The Purple Cow***

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *The Purple Cow*.

Make a text-me connection and write one sentence explaining two crazy colors you would like a cow to be. Remember to write neatly and use correct punctuation.

Write the word for the type of punctuation you use at the end of a sentence asking a question.

Practice writing the letter 'c'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Write the word 'cow' twice. While writing the word, think about your colorful cow!

Appendix F

Poetry Response Assignment Sheet - *I Know All the Sounds the Animals Make*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *I Know All the Sounds the Animals Make*.

Make a text-text connection and write one sentence explaining another poem you have read that has animals in it. Remember to write neatly and use correct punctuation.

Write the word animal. Write the word again, but make it plural by adding an 's' to the end.

Practice writing the letter 'a'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Write the word 'sound' twice. While writing the word, think about your favorite animal sound.

Appendix G

Core Knowledge Poetry Response Assignment Sheet- *The Owl and the Pussycat*

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *The Owl and the Pussycat*.

Make a text-me connection and write one sentence explaining something one of the vocabulary words reminds you of. For example: five-pound note, runcible spoon, guitar etc. Remember neatness and correct punctuation.

Draw a picture of what you think a runcible spoon, a quince and a five-pound note look like.

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Practice writing the letter 'o'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Write the word 'owl' twice. While writing the word, think about an owl playing a guitar!

Appendix H

**1st Grade Core Knowledge Poetry Response Sheet - *My Shadow***

Name: \_\_\_\_\_

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\_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *My Shadow*.

Make a text-world connection and write one sentence explaining what makes a shadow.

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

What is the title list at the beginning of a book called? It tells what page poems are on.

-----  
\_\_\_\_\_

Practice writing the letter 'm'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

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\_\_\_\_\_

Write the word 'shadow' twice. While writing the word, think about chasing your shadow.

-----  
\_\_\_\_\_

Appendix I

**1st Grade Core Knowledge Poetry Response Sheet - *Rope Rhyme***

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *Rope Rhyme*.

Make a text-me connection and write one sentence explaining why you think jumping rope is either hard or easy.

Say the word hat. Write two words that rhyme with the word hat.

Practice writing the letter 'r'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Write the word 'rhyme' twice. While writing the word, think about words that rhyme.

Appendix J

**1st Grade Core Knowledge Poetry Response Sheet - *Table Manners***

Name: \_\_\_\_\_

Due on: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Read the poem *Table Manners*.

Make a text-world connection and write one sentence explaining one table manner you should always have while eating.

Write the word that tells the type of end mark you should use at the end of the telling sentence.

Practice writing the letter 't'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Write the word 'manners' twice. While writing the word, think about good table manners.

## Appendix K

### \_\_\_\_\_ 's First Grade Poetry Critique

Ratings: ☺ = Great!

☹ = Ok

☹=Poor

	Title	Characters	Setting	Subject	Overall Critique Of This Poem
	<i>In Search of Cinderella</i>				
	<i>I Know All the Sounds the Animals Make</i>				
	<i>My Shadow</i>				
	<i>The Owl and the Pussycat</i>				
	<i>The Pasture</i>				
	<i>The Purple Cow</i>				
	<i>Rope Rhyme</i>				
	<i>The Swing</i>				
	<i>Table Manners</i>				

Appendix L, page 1  
***We Love Poetry!***

Name: \_\_\_\_\_

1. What is a pasture?
  - a. a type of car used in the city
  - b. a grassy area where animals live
  - c. a space station in outer space
  
2. What is a critique?
  - a. a rating given to a piece of text
  - b. a story read aloud to the class
  - c. a type of math problem
  
3. What is needed to make a shadow?
  - a. light or the sun
  - b. a dark night
  - c. a pool of water
  
4. What is a setting?
  - a. The place and time a story or poem took place.
  - b. The name of a character in a poem.
  - c. The place where your teacher keeps her papers.
  
5. What was silly about the poem *I Know All the Sounds the Animals Make*?
  - a. The animal sounds were mixed up
  - b. The traffic sounds were mixed up
  - c. The school sounds were mixed up
  
6. What does it mean to make a text-me connection?
  - a. I connect the text to the world
  - b. I connect the text to a piece of music
  - c. I connect the text to myself
  
7. What playground item went "Up in the air so blue"?
  - a. a merry-go-round
  - b. a swing
  - c. a slide

**Appendix L, page 2**

8. What is a runcible spoon?
- a. a knife used to eat with
  - b. an ice cream scoop
  - c. a fork and spoon put together (spork)
9. Write the name of a funny color you would like to see on a cow.

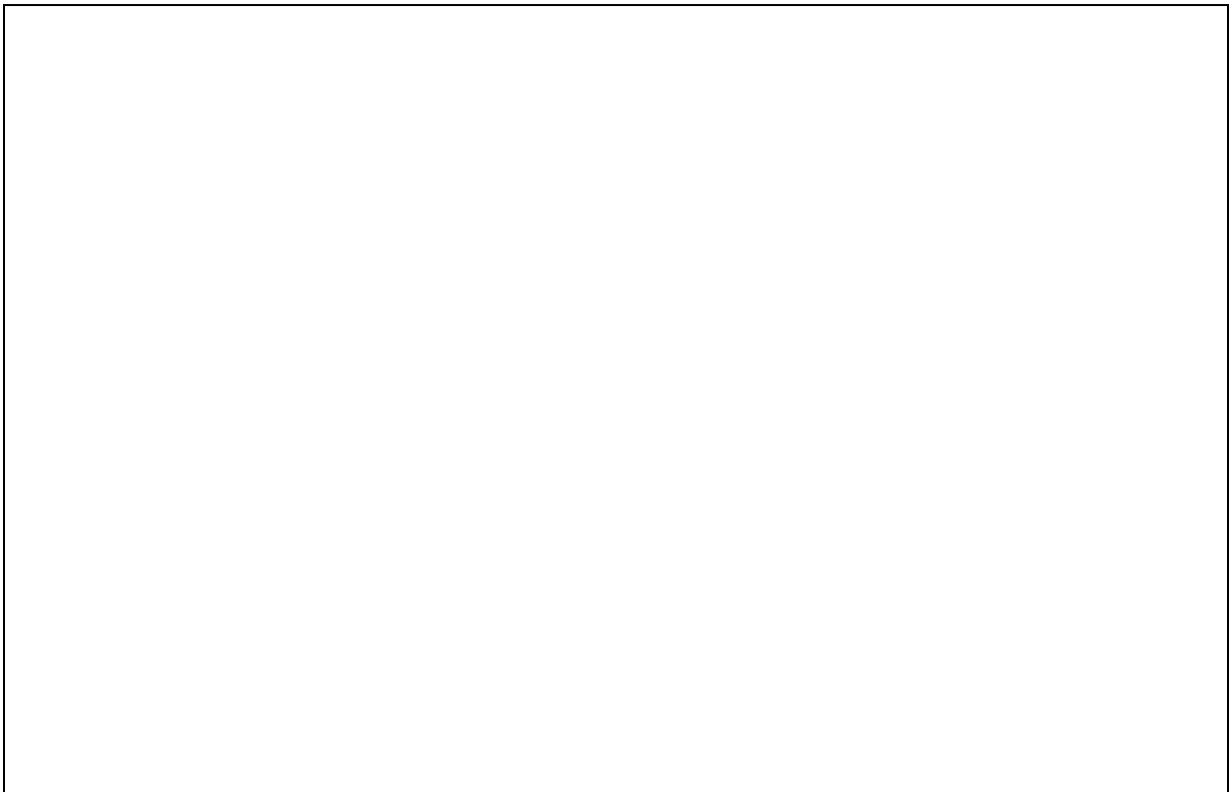
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10. Did you enjoy reading poems?
- True (yes)                  False (no)

Extra credit!

In the box, draw a picture of your favorite poem write the title on the line.

Poem Title: \_\_\_\_\_



Appendix L, page 3  
**We Love Poetry! Answer Key**

1. b
2. d
3. g
4. j
5. m
6. r
7. t
8. x
9. answers vary
10. answers vary

## Make Connections!

Draw a line between the connections.

Name: \_\_\_\_\_

The poem talks about a little boy who eats ice cream on a hot summer day.

The child explains that one of the seven continents is Africa. (Text-World)

The story has a princess as a character.

The child explains that *The Princess and the Pea* also has a princess character. (Text-Text)

The story has Africa as a setting.

The child remembers she bought ice cream from from the ice cream truck last summer. (Text-Me)

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## Make Connections!

Draw a line between the connections.

Name: \_\_\_\_\_

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Appendix M, page 2  
**Making Connections Answer Key**

The poem talks about a little boy who eats ice cream on a hot summer day.

The story has a princess as a character.

The story has Africa as a setting.

The child explains that one of the seven continents is Africa. (Text-World)

The child explains that *The Princess and the Pea* also has a princess character. (Text-Text)

The child remembers she bought ice cream from from the ice cream truck last summer. (Text-Me)