

# Poetry Playground

**Grade Level:** First Grade

**Written by:** Betsy Diggins, Normandy Elementary, Littleton, CO.

**Length of Unit:** Six lessons (eight days), each day approximately one hour

## I. ABSTRACT

In this unit, first grade students will study and experience a wide variety of poems. They will develop an appreciation for poetry by participating in various reading, writing, speaking and listening activities. They will learn to identify the rhythms, rhyme and repetition found in many poems. Students will create original art projects to complement poems and they will add movement to the words, thus making the poetry “come alive.”

## II. OVERVIEW

### A. Concept Objectives

1. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
2. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6 )
3. Students develop an appreciation for a variety of poetry.

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

1. “Hope” (Langston Hughes) (p. 24)
2. “I Know All the Sounds the Animals Make” (Jack Prelutsky) (p. 24)
3. “My Shadow” (Robert Louis Stevenson) (p. 24)
4. “The Owl and the Pussycat” (Edward Lear) (p. 24)
5. “The Pasture” (Robert Frost) (p. 24)
6. “The Purple Cow” (Gelett Burgess) (p. 24)
7. “Rope Rhyme” (Eloise Greenfield) (p. 24)
8. “Sing a Song of People” (Lois Lenski) (p. 24)
9. “Solomon Grundy” (traditional) (p. 24)
10. “The Swing” (Robert Louis Stevenson) (p. 24)
11. “Table Manners” [also known as “The Goops”] (Gelett Burgess) (p. 24)
12. “Thanksgiving Day” [“Over the river and through the wood”] (Lydia Maria Child) (p. 24)
13. “Washington” (Nancy Byrd Turner) (p. 24)
14. “Wynken, Blynken, and Nod” (Eugene Field) (p. 24)

### C. Skill Objectives

1. The students will listen attentively and actively engage in various oral language experiences.
2. The students will make logical predictions about the poem.
3. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
4. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
5. The students will illustrate a poem based on the ideas and descriptions in the poem.
6. The students will act out a poem by adding movement to the action words as the poem is read out loud.
7. The students will create a diorama illustrating the experience of riding to grandpa’s house in the poem “Thanksgiving Day.”

8. The students will write a poem about “The Pasture” using their five senses.
9. The students will create a story poem booklet by illustrating and describing the beginning, middle and end of the poem.
10. The students will write a letter to George Washington.
11. The students will write their own "nonsense poems" modeled after those read in class.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, Jr. E. D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1997. 0-385-31987-8.
  2. *Listen, My Children*. Charlottesville, Virginia: Core Knowledge Foundation, 2001. 1-890517-29-1.
  3. Steinbergh, J. W. *Reading and Writing Poetry, A Guide for Teachers*. New York: Scholastic, Inc., 1994. 0-590-49168-7.
- B. For Students
  1. The students will have an understanding of decoding strategies and word attack skills.

### IV. RESOURCES

- A. *Listen, My Children* by Core Knowledge Foundation (Lessons One, Two, Three, Four, Five and Six)
- B. *What Your First Grader Needs to Know* by E. D. Hirsch, Jr. (Lessons One, Two, Four, and Five)

### V. LESSONS

#### Lesson One: An Introduction to Poetry—“My Shadow” (50 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
    - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
    - c. Students develop an appreciation for a variety of poetry.
  2. Lesson Content
    - a. “My Shadow” (Robert Louis Stevenson)
  3. Skill Objective(s)
    - a. The students will listen attentively and actively engage in various oral language experiences.
    - b. The students will make logical predictions about the poem.
    - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
    - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
    - e. The students will illustrate a poem based on the ideas and descriptions in the poem.
- B. *Materials*
  1. *Listen, My Children*
  2. *What Your First Grader Needs to Know*, by E. D. Hirsch, Jr.

3. Overhead projector
  4. Overhead marker
  5. Overhead transparency of the poem “My Shadow” on p. 26 in *What Your First Grader Needs to Know* (copy using an enlargement setting to make the print larger before making the transparency)
  6. Eight 3” × 5” cards
  7. A black marker
  8. For each student:
    - a. A 9” × 11” piece of white construction paper
    - b. A set of crayons
    - c. A set of watercolor paints
    - d. A pocket folder to be used as a Poetry Folder throughout the unit
    - e. Copy of Appendix A, “Rhyme Time”
  9. A sentence strip with “Our Poetry Word Wall” written on it
  10. A large piece of butcher paper for use as a World Wall chart
  11. Appendix B, “Instructions for Crayon Resist Pictures”
- C. *Key Vocabulary*
1. Poem—a piece of poetry; a composition written in verse
  2. Poetry—the language of the imagination or emotions expressed rhythmically; the artistic expression of thought in emotional language
  3. Rhyme—words that end with the same sound
  4. Rhythm—a pattern in the sounds you hear
  5. India-rubber ball—a rubber ball from the time when most rubber came from the country of India
  6. Notion—an idea; opinion; slight feeling or inclination
  7. Arrant—downright, thorough
  8. Coward—a person who is afraid or lacks courage
- D. *Procedures/Activities*
1. Prior to the lesson:
    - a. Set up a word wall to be used throughout this unit. Use the large piece of butcher paper with the sentence strip “Our Poetry Word Wall” attached to the top. Write the alphabet spread out on the butcher paper. The new words will be added to this chart at the end of each lesson under the appropriate letter.
    - b. Write each of the key vocabulary words on a 3” × 5” card.
  2. Introduce and discuss the terms “poem” and “poetry.” Encourage the children to share what they already know about poems.
  3. Read the poem’s title “My Shadow” and show the students the picture. Have students make predictions.
  4. Briefly discuss appropriate behavior when listening to a poem being read out loud. Stress the importance of listening attentively and then actively participating in class discussions about the selection read.
  5. Read “My Shadow” aloud. Discuss the poem focusing on the meaning of the poem, how it makes the reader feel and the meaning of new vocabulary words in the poem.
  6. Introduce the new word “rhythm.”
  7. Read “My Shadow” aloud a second time, having the children tap their hands lightly on their legs to the beat so that they can feel the rhythm.
  8. Introduce the word “rhyme” giving examples of rhyming words.

9. Read the poem a third time out loud telling the children to listen for rhyming words. Display the poem on the overhead so the children can read along with the teacher. Encourage them to use their word attack skill of letter-sound relationships when reading along.
  10. Have the students identify the rhyming words. Circle the rhyming words on the overhead as they give the answers.
  11. Choral read the poem one more time with the students to experience the rhythm, rhyme, flow and beauty of the poem.
  12. Have students illustrate the poem by making a crayon resist picture (see Appendix B).
  13. Have the children put their pictures in their Poetry Folder after they are done. They will make poetry books at the end of the unit using the papers completed throughout this unit.
  14. Call the students' attention to the word wall and review the new words learned in this lesson on the 3" x 5" cards. Attach them to the word wall under the correct letters. In this way, as new words are added to the wall, they will be easy to locate because they will be in alphabetical order.
  15. Close the lesson by having students complete Appendix A, "Rhyme Time." Children may refer to the poem on the overhead for help.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the children's understanding of the poem through student illustrations of the poem and through student participation in the readings and discussion of the poem.
  2. The teacher will grade Appendix A, "Rhyme Time."

**Lesson Two: Action Poems <sup>3</sup>/<sub>4</sub>"Rope Rhyme," "The Swing," and "Thanksgiving Day" (two sessions, one hour each)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
    - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
    - c. Students develop an appreciation for a variety of poetry.
  2. Lesson Content
    - a. "Rope Rhyme"
    - b. "The Swing"
    - c. "Thanksgiving Day"
  3. Skill Objective(s)
    - a. The students will listen attentively and actively engage in various oral language experiences.
    - b. The students will make logical predictions about the poem.
    - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
    - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
    - e. The students will illustrate a poem based on the ideas and descriptions in the poem.

- f. The students will act out a poem by adding movement to the action words as the poem is read out loud.
- g. The students will create a diarama illustrating the experience of riding to grandpa's house in the poem "Thanksgiving Day."

B. *Materials*

**DAY ONE**

1. *Listen, My Children*
2. Overhead projector
3. Marker
4. Overhead transparencies of "Rope Rhyme" and "The Swing"
5. For each student
  - a. A copy of Appendix C, "The Swing"
  - b. Their Poetry Folder
  - c. A set of crayons
6. A large piece of chart paper titled "Action Words"
7. A green marker
8. A jump rope

**DAY TWO**

1. *Listen, My Children*
2. Overhead projector
3. Transparency of "Thanksgiving Day" on p. 32 in *What Your First Grader Needs to Know*
4. Large "Action Words" Chart from Day One
5. For each student:
  - a. A Styrofoam meat tray from the supermarket
  - b. A set of crayons
  - c. Markers
  - d. Paints
  - e. Scissors
  - f. Glue
  - g. Poetry Folder
  - h. Assorted pieces of colored construction paper
6. Twelve 3" × 5" cards
7. A green marker for action words
8. Optional: teacher may wish to provide patterns of a horse and sleigh, depending on the abilities and needs of the students

C. *Key Vocabulary*

1. Pleasantest—something that is pleasing or agreeable; nicest
2. Trot—to run with small steps; the pace of a horse more rapid than a walk
3. Dapple-gray—The color of a horse; light gray with white spots
4. Extremely—very, doing something to an excessive degree

D. *Procedures/Activities*

**DAY ONE**

1. Briefly review the meaning of the words: poem, poetry, rhyme, and rhythm referring to the Word Wall
2. Tell students that in this lesson they will continue to study the rhythm and rhyme of several poems that are "action" poems. These poems easily lend themselves to adding movements to the words as the poems are read.

3. Review good listening behavior briefly and introduce the poem “Rope Rhyme.” Read the title, show the students a jump rope and ask them to make predictions about the poem
4. Read “Rope Rhyme,” instructing the children to listen for its rhythm and rhyme.
5. Using the transparency of the poem, circle the rhyming words on the transparency as the children identify them. Ask the students to tell how the poem makes them feel.
6. Read the poem a second time, telling students to listen for action words that give it a fast rhythm or pace.
7. On the large chart paper titled “Action Words” write the students’ responses in green marker in a column as they identify action words in the poem. Then have students suggest a few simple motions that match the words.
8. Read the poem aloud again, having the children do the motions as the words are read. Making the poem “come alive” is a fun activity that the children may wish to repeat several times.
9. Put the poem “The Swing” on the overhead as the students return to their seats. Instruct them to listen carefully for the rhyme and rhythm of this poem.
10. Read “The Swing” aloud and discuss the poem—its rhythm, the pictures it depicts and the way it makes the reader feel. Rhyming words can be briefly identified at this time. Action words from the poem should be added to the large chart “Action Words.”
11. Read the poem a second time encouraging the students to read along. Afterwards identify the feeling of swinging or swaying.
12. Read the poem again. This time have the students sway back and forth as you read each line to experience the poem’s gentle swinging motion.
13. Briefly discuss the similarities and differences of the actions in “Rope Rhyme” and “The Swing.” Point out that they each have their own “feeling.”
14. To close the lesson, have the students complete Appendix C, “The Swing.” After these papers are graded, students will put them in their Poetry Folders.

## **DAY TWO**

1. Prior to this lesson, write the action words each on a 3” × 5” card in green marker that are written on the “Action Words” chart from Day One. Also make cards for the following words in today’s poem: carry, blow, stings, bites, hear, trot.
2. Briefly discuss and review the actions and feelings from “Rope Rhyme” and “The Swing.”
3. Introduce students to a different action poem, “Thanksgiving Day,” by reading the title and showing them the poem and illustrations (p. 32 in *What Your First Grader Needs to Know*). Have students make predictions about the poem.
4. Read “Thanksgiving Day” aloud. Discuss the poem—its rhyme, rhythm, images and the experiences it portrays.
5. Choral read the poem with the students. On the large “Action Words” chart add the action words from this poem. Have students identify a movement for this poem from the way it makes them feel—a rhythmic, gentle bouncing on a horse.
6. Many children may be familiar with this poem as a song. Sing the poem with the students. Then sing it a second time as the children add movement to it. Have the students “pretend” and act out riding on a horse—a gentle up and down motion—as they sing along.
7. Have students make dioramas depicting this poem. Discuss images from the poem that they may wish to create. Using the Styrofoam butcher trays and construction paper, have them draw/paint a background. Then have them add

details by drawing people, a sleigh, a horse, etc. on separate pieces of construction paper and attaching them to the background in such a way that they “stand out” and create a three dimensional picture.

8. Have students share their dioramas with the class. Save dioramas for the Culminating Activity at the end of this unit.
  9. Using the 3” × 5” action word flash cards, review action words by having students read the words and use them in a sentence orally. Then place the words on the Word Wall alphabetically. Tell students the words are written in green to help identify them as action words.
- E. *Assessment/Evaluation*
1. The teacher will grade student work on Appendix C, “The Swing.”
  2. The teacher will assess student dioramas for relevance to the poem, accuracy, completeness, and neatness.

### **Lesson Three: Simple Poems $\frac{3}{4}$ ”Hope” and “The Pasture” (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
  - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6 )
  - c. Students develop an appreciation for a variety of poetry.
2. Lesson Content
  - a. “Hope”
  - b. “The Pasture”
3. Skill Objective(s)
  - a. The students will listen attentively and actively engage in various oral language experiences.
  - b. The students will make logical predictions about the poem.
  - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
  - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
  - e. The students will illustrate a poem based on the ideas and descriptions in the poem.
  - f. The students will write a poem about “The Pasture” using their five senses.

B. *Materials*

1. *Listen, My Children*
2. Overhead projector
3. Transparency marker
4. Transparencies of “Hope” on p. 25 and “The Pasture” on p. 27 in *Listen, My Children*
5. Five 3” × 5” cards for vocabulary words
6. Colored markers—one black and one green
7. For each student:
  - a. A pencil
  - b. A set of crayons

- c. Poetry Folder
  - d. a copy of Appendix E, “Five Senses Poem”
  - 8. Two large pieces of chart paper
  - 9. Appendix D, “Instructions for Five Senses Poetry”
- C. *Key Vocabulary*
- 1. Lonely—all by yourself; solitary
  - 2. Pasture—grass land where cattle graze
  - 3. Fetch—to bring or get something
  - 4. Spring—a source of water issuing from the ground
  - 5. Totters—to tremble or rock as if about to fall; to move unsteadily; to wobble
- D. *Procedures/Activities*
- 1. Prior to the lesson:
    - a. Write the above key words on 3” × 5” cards. Use the green marker for the action words “fetch” and “totters.” Write the others with a black marker.
    - b. On one piece of chart paper, write the poem “The Beach” (see Appendix D, “Instructions for Five Senses Poetry.”)
    - c. On another piece of chart paper write the title “Five Senses.” Divide the chart into five columns and write the following headings in the columns: see, hear, smell, taste, feel
  - 2. Tell students that today they will hear two poems that are very different from “action poems.” These are simple poems with a calming effect on the reader.
  - 3. Read the title of the first poem, “Hope,” and show the students the picture about the poem on the transparency. Have students make predictions.
  - 4. Read aloud “Hope.” Afterwards, discuss the poem—its length, how it makes the reader feel, its powerful meaning of loneliness. Have the students identify rhyming words and underline them on the transparency.
  - 5. Have the students read the poem aloud several times encouraging them to repeat the lines and memorize the poem. Call on several students to recite the poem from memory.
  - 6. Introduce the second poem, “The Pasture,” on the overhead, reading the title and showing the students the pictures. Ask the children to make predictions about the poem.
  - 7. Tell the children to listen for any words or lines that are repeated as you read “The Pasture” aloud.
  - 8. Discuss the poem’s meaning and how it makes the reader feel. Have students identify the lines that are repeated and underline them on the transparency.
  - 9. Direct the students’ attention to the Five Senses Chart and discuss the five senses. Tell the students to listen for words that exemplify the various senses as you read the poem aloud again.
  - 10. Discuss what you see in the pasture and record the responses in the “see” column. Go through each of the senses, having children identify what they might hear, smell, taste and feel, recording their responses in the appropriate columns.
  - 11. Read “The Beach” poem from the large chart and discuss it. Tell children that they will write their own Five Senses poem about the pasture modeling “The Beach” poem and using the words from the Five Senses Chart.
  - 12. Have students write their own Five Senses poem using Appendix E and then have them draw a picture of “The Pasture.”
  - 13. Collect the student poems for grading. Later, return them to the students to put them in their Poetry Folders.

14. Review the new vocabulary words from this lesson on the 3" × 5" cards and have several students place them on the Word Wall in the appropriate places.
- E. *Assessment/Evaluation*
1. Assess student Five Senses Poems (Appendix E) using Appendix F, "Teacher Checklist for Five Senses Poem"

**Lesson Four: Story Poems <sup>3</sup>/<sub>4</sub>"Wynken, Blynken, and Nod" and "The Owl and the Pussycat" (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
  - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6 )
  - c. Students develop an appreciation for a variety of poetry.
2. Lesson Content
  - a. "Wynken, Blynken, and Nod"
  - b. "The Owl and the Pussycat"
3. Skill Objective(s)
  - a. The students will listen attentively and actively engage in various oral language experiences.
  - b. The students will make logical predictions about the poem.
  - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
  - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
  - e. The students will illustrate a poem based on the ideas and descriptions in the poem.
  - f. The students will create a story poem booklet by illustrating and describing the beginning, middle and end of the poem.

B. *Materials*

1. *Listen, My Children*
2. *What Your First Grader Needs to Know*
3. Overhead projector
4. A transparency marker
5. Transparency of "Wynken, Blynken, and Nod" on pp. 30 and 31 of *What Your First Grader Needs to Know*
6. Transparency of "The Owl and The Pussycat" on pp. 14 and 15 in *Listen, My Children*
7. Five 3" × 5" cards for vocabulary words
8. For each student:
  - a. A set of crayons
  - b. A pencil
  - c. A copy of Appendix H
  - d. Poetry Folder
9. Large piece of butcher paper
10. A set of colored markers
11. Appendix G, "Sequencing Chart"
12. A stapler and staples

C. *Key Vocabulary*

1. Five-pound note—the English version of a five-dollar bill
2. Shilling—an English coin, not worth a lot
3. Mince—chopped spiced fruit, often made into mincemeat pie
4. Quince—a fruit like an apple that grows on bushes
5. Elegant—of a high grade or quality; splendid
6. Tarried—delayed
7. Fowl—a bird of any kind

D. *Procedures/Activities*

1. Prior to the lesson
  - a. Write the following new vocabulary words on 3" × 5" cards in black marker (use a green marker for action words): beautiful, elegant, tarried, ruffled, twinkling.
  - b. Make a large Sequencing Chart (see Appendix G).
2. Briefly review the types of poems read so far in this unit reminding students of the wide variety of poems they have read. In this lesson, they will read and hear poems that tell a story.
3. Using the transparency of "Wynken, Blynken, and Nod," read the title and show the students the illustration. Have the students make predictions about the poem.
4. Read aloud "Wynken, Blynken and Nod." Discuss the poem and how it makes the reader feel. Help the children to interpret and understand the story of the poem. Have the students identify orally the rhyming words in the poem.
5. Show students the large Sequencing Chart (Appendix G) and discuss the terms beginning, middle, and end as they relate to stories and story poems.
6. Tell students to listen for the beginning, middle and end of the story poem as it is read aloud again.
7. Have students identify and discuss the beginning, middle and end of the poem, recording their responses on the chart.
8. Introduce "The Owl and the Pussycat" as another story poem, showing the picture on the transparency so the children can make predictions.
9. Read "The Owl and the Pussycat" aloud and then discuss the poem's story line and also how it makes the reader feel. Clarify the meaning of any unfamiliar words, especially those listed in the vocabulary portion of this lesson.
10. Have students identify and discuss the beginning, middle and end of this poem after it is read aloud a second time. Record student responses on the Sequencing Chart.
11. Using Appendix H, have the students make their own story poem booklets. They may refer to the Sequencing Chart for help as they make a booklet about one of the two story poems read in this lesson. After they are evaluated, return the booklets to the students and have them put the booklets in their Poetry Folders.
12. Read the new vocabulary words on the 3" × 5" cards and have several students add them to the Word Wall.
13. Close the lesson by having the students choral read the poem aloud with the teacher.

E. *Assessment/Evaluation*

1. The teacher will observe the students' participation in the poem discussion and in the choral reading of the poem.
2. The teacher will evaluate the Story Poem booklets using Appendix I.

**Lesson Five: People’s Lives Poetry<sup>3/4</sup>”Solomon Grundy,” “Washington” and “Sing a Song of People” (two sessions, one hour each)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
  - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6 )
  - c. Students develop an appreciation for a variety of poetry.
2. Lesson Content
  - a. “Solomon Grundy”
  - b. “Washington”
  - c. “Sing a Song of People”
3. Skill Objective(s)
  - a. The students will listen attentively and actively engage in various oral language experiences.
  - b. The students will make logical predictions about the poem.
  - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
  - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
  - e. The students will illustrate a poem based on the ideas and descriptions in the poem.
  - f. The students will write a letter to George Washington.

**B. Materials**

**DAY ONE**

1. *Listen, My Children*
2. Overhead projector
3. Transparency marker
4. Transparencies of “Solomon Grundy” and “Washington” poems
5. A large piece of chart paper
6. Markers
7. Eight 3” × 5” cards for new vocabulary words
8. For each student
  - a. A pencil
  - b. A set of crayons
  - c. Copy of Appendix J, “Washington Letter”
  - d. Poetry Folder

**DAY TWO**

1. *What Your First Grader Needs to Know*
2. Overhead projector
3. Transparency of “Sing a Song of People”
4. For each student
  - a. A copy of Appendix K
  - b. A set of crayons
  - c. A set of markers
  - d. A pencil
  - e. Poetry Folder
5. Appendix L

6. Piece of chart paper and
7. Markers
8. Three 3" × 5" cards with new vocabulary words written on them

C. *Key Vocabulary*

1. Christened—to baptize; to name
2. Whippoorwill—a bird with a distinctive call that sounds like its name
3. Stanza—a verse or connected number of lines in poetry
4. Summons—to send for, to call up
5. Strife—struggle; conflict; quarrel or war
6. Subway—a passage under a street; an underground railway
7. Grumpy—moody; grumbling or complaining
8. Elevator—a building machinery for taking people to different levels or floors

D. *Procedures/Activities*

**DAY ONE**

1. Prior to the lesson write key vocabulary words one through five on the 3" × 5" cards (use the green marker for action words).
2. Introduce students to a new group of poems, those that describe peoples' lives. Show them a calendar opened to the current month, telling them that they will recognize something from the calendar in the poem to be read.
3. Read "Solomon Grundy" aloud. Discuss the poem and have children identify the calendar component in it.
4. Using the overhead transparency read the poem with the children several times. Then have them practice reading or reciting the poem with a partner. Give each pair of students an opportunity to read or recite by memory "Solomon Grundy" to their classmates.
5. Introduce the second poem about people's lives by showing the transparency of "Washington." Have the children make predictions about the poem and briefly discuss what they already know about George Washington.
6. Read "Washington" aloud. Discuss the poem and how it is different from "Solomon Grundy." Read and explain the meanings of new vocabulary words.
7. Read the poem together aloud, having students identify the rhyming words as you circle them on the transparency.
8. Give the children additional reading practice by reading the poem several more times in different ways. Divide the class into different groups, and have them read the different stanzas (ex. choral reading, partner reading, boys read a stanza—girls read a stanza).
9. Post the large piece of chart paper and divide it into two columns titled "As a boy" and "As a man." Have the students identify the things Washington did in the poem and record the responses in the appropriate columns on the chart.
10. Have students write a letter to Washington using Appendix J. They may refer to the chart just completed and posted.
11. After these papers are evaluated, put them in their Poetry Folders.
12. Close the lesson with reviewing/reading the new vocabulary words. Have several students place them on the Word Wall.

**DAY TWO**

1. Briefly review the two "people" poems from Day One.
2. Introduce "Sing a Song of People" showing the transparency picture and reading the title. Have the students make predictions.
3. Read "Sing a Song of People" aloud. Discuss the poem and its meaning, rhyme, new words and how it makes you feel.

4. Read the poem a second time telling students to focus on the different actions that the busy people do in the poem. Have children identify “action phrases” in the poem and write them on a large piece of chart paper.
  5. Have students complete Appendix K, “Sing a Song of People.” They may refer to “action phrases” written on the chart. Put papers in Poetry Folders.
  6. Read new vocabulary words and have students put them on the word wall.
  7. Read the poem with the students several times for reading practice and to feel the fast, hectic pace of the poem.
  8. Play several Word Wall Games (see Appendix L).
- E. *Assessment/Evaluation*
1. Washington letters (Appendix J) will be evaluated for relevance to the poem, neatness, accuracy, and completion.
  2. The teacher will grade Appendix K for each student.

**Lesson Six: Nonsense Poems  $\frac{3}{4}$ ” “The Purple Cow,” “Table Manners,” and “I Know All the Sounds the Animals Make” (two sessions, one hour each )**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
    - b. Students read and recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6 )
    - c. Students develop an appreciation for a variety of poetry.
  2. Lesson Content
    - a. “The Purple Cow”
    - b. “Table Manners”
    - c. “I Know All the Sounds the Animals Make”
  3. Skill Objective(s)
    - a. The students will listen attentively and actively engage in various oral language experiences.
    - b. The students will make logical predictions about the poem.
    - c. The students will use the word attack skill of letter-sound relationships when reading. (graphophonics) (Colorado State Reading and Writing Standard #1)
    - d. The students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (Colorado State Reading and Writing Standard #6)
    - e. The students will illustrate a poem based on the ideas and descriptions in the poem.
    - f. The students will write their own "nonsense poems" modeled after those read in class.

B. *Materials*  
**DAY ONE**

1. *Listen, My Children*
2. Transparency of “The Purple Cow”
3. Transparency of “Table Manners”
4. Overhead projector
5. Transparency marker
6. For each student
  - a. A pencil

- b. A set of crayons
  - c. A copy of Appendix M
  - d. Poetry Folder
  - e. A 9" × 11" piece of construction paper
7. Appendix L
  8. A large piece of butcher paper
  9. A set of markers

DAY TWO

1. *Listen, My Children*
2. Transparency of "I Know All the sounds the Animals Make"
3. Overhead projector
4. Large piece of butcher paper
5. A set of markers
6. For each student
  - a. A copy of Appendix N
  - b. A pencil
  - c. A set of crayons
  - d. Poetry Folder
7. Transparency of Appendix N
8. Transparency marker

C. *Key Vocabulary*

1. Broth—a liquid in which meat, fish or vegetables have been cooked; soup
2. Disgusting—repulsive; offensive; sickening; gross
3. Manners—a way of acting; your behavior
4. Marvel—admire; are astonished by; wonder
5. Nonsense—words or language having no meaning or conveying silly ideas

D. *Procedures/Activities*

DAY ONE

1. Show the students the 3" × 5" card with "nonsense" written on it. Discuss the meaning of the word. Tell students that in today's lesson they will hear and read nonsense poems that are silly and make the reader laugh.
2. Show students the poem and illustrations of "Table Manners" on the overhead. Have students make predictions.
3. Read "Table Manners" aloud. Discuss the poem by having the students identify the disgusting habits of the Goops. How does the poem make the reader feel?
4. Have the students read the poem with you several times for fun and to experience the rhythm and flow of the poem.
5. On a large piece of butcher paper create a poem entitled "School Manners." Modeling the format of "Table Manners," have the children all work together with you to write a poem about how the Goops would behave in school.
6. Read the class poem aloud together and then have the children illustrate it on construction paper. Instruct them to write the title at the top of their paper (School Manners) and then draw what they "see" when reading the poem.
7. Introduce the second nonsense poem "The Purple Cow" on the overhead. Have the children read it aloud with you. Discuss the poem—its rhythm, rhyme, how it makes the reader feel.
8. Tell students they will make up their own nonsense poem by changing the color word and animal name in the poem. Model what the students are to do and then have them create their own poems on Appendix M.

9. Have the students share their animal poems with the class and then put them in their Poetry Folders.
10. Play a Word Wall game (see Appendix L).

#### DAY TWO

1. Prior to the lesson, make a chart entitled “Animal Sounds” on a piece of butcher paper, divide the chart into two sections with the following headings: “Animal Name” and “The Sound the Animal Makes.”
  2. Briefly review what a “nonsense” poem is and how it makes the reader feel.
  3. Introduce “I Know All the Sounds the Animals Make” by showing students the poem and illustration on the overhead. Have students make predictions about the poem.
  4. Read the poem aloud and then discuss the rhythm, rhyme and silly parts of the poem.
  5. Re-read the poem again, telling students to listen for animal names and animal sounds. Have the students name an animal and then identify the correct sound that animal makes. Record their responses on the chart.
  6. Have the students read the poem several times with you to experience the jumbled, funny parts.
  7. Tell students that they will use the animal sounds chart to help them write their own silly poems.
  8. Using the overhead transparency of Appendix N, model filling in the blanks by “mixing up” the animals and their sounds from the large chart. Read the new poem you created with the children.
  9. Have the students write their poems and illustrate them on Appendix N. Then have several students share their poems with the class. Put the papers in their Poetry Folders.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the Animal Sounds poem that the students created on Appendix N for accuracy, neatness, and completeness.

### **VI. CULMINATING ACTIVITY**

- A. Students will make poetry booklets. First, they will review the papers that they have saved in their Poetry Folders, completing or correcting them as needed—finishing illustrations and coloring, completing sentences or lists, etc. The teacher will point out which papers are to be included in the booklets. Each student will make a cover for their booklet on a 9” × 11” piece of white construction paper and title it “My Poetry Booklet.” They will draw pictures based on the poems covered in this unit on their papers and then attach the completed cover to all of their poetry papers. Each student will turn this booklet in for a grade.
- B. Have a Poetry Celebration Day. Invite parents to class to hear the children share their poetic creations. Display the students’ dioramas and poetry booklets. Give each child an opportunity to share several pages from their poetry booklets. They may read one of their poems or read/recite any of the poems covered in this unit

### **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A<sup>3/4</sup> Rhyme Time
- B. Appendix B<sup>3/4</sup> Instructions for Crayon Resist Pictures
- C. Appendix C<sup>3/4</sup> “The Swing”
- D. Appendix D<sup>3/4</sup> Instructions for Five Senses Poetry
- E. Appendix E<sup>3/4</sup> Five Senses Poem

- F. Appendix F<sup>3/4</sup> Teacher Checklist for Five Senses Poem
- G. Appendix G—Sequencing Chart
- H. Appendix H—Beginning, Middle and End
- I. Appendix I—Teacher Evaluation of Beginning, Middle and End Papers
- J. Appendix J—Washington Letter
- K. Appendix K—”Sing a Song of People”
- L. Appendix L—World Wall Games
- M. Appendix M—My Animal Poem
- N. Appendix N—The Sounds Animals Make

### **VIII. BIBLIOGRAPHY**

- A. Hirsch, Jr. E. D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1997. 0-385-31987-8.
- B. *Listen, My Children*. Charlottesville, Virginia: Core Knowledge Foundation, 2001. 1-890517-29-1.
- C. Steinbergh, J. W. *Reading and Writing Poetry, A Guide for Teachers*. New York: Scholastic, Inc., 1994. 0-590-49168-7.

## Appendix A Rhyme Time

Draw a line connecting each word in the column on the left to the word that rhymes with it in the column on the right.

me

slow

grow

bed

play

up

head

way

all

see

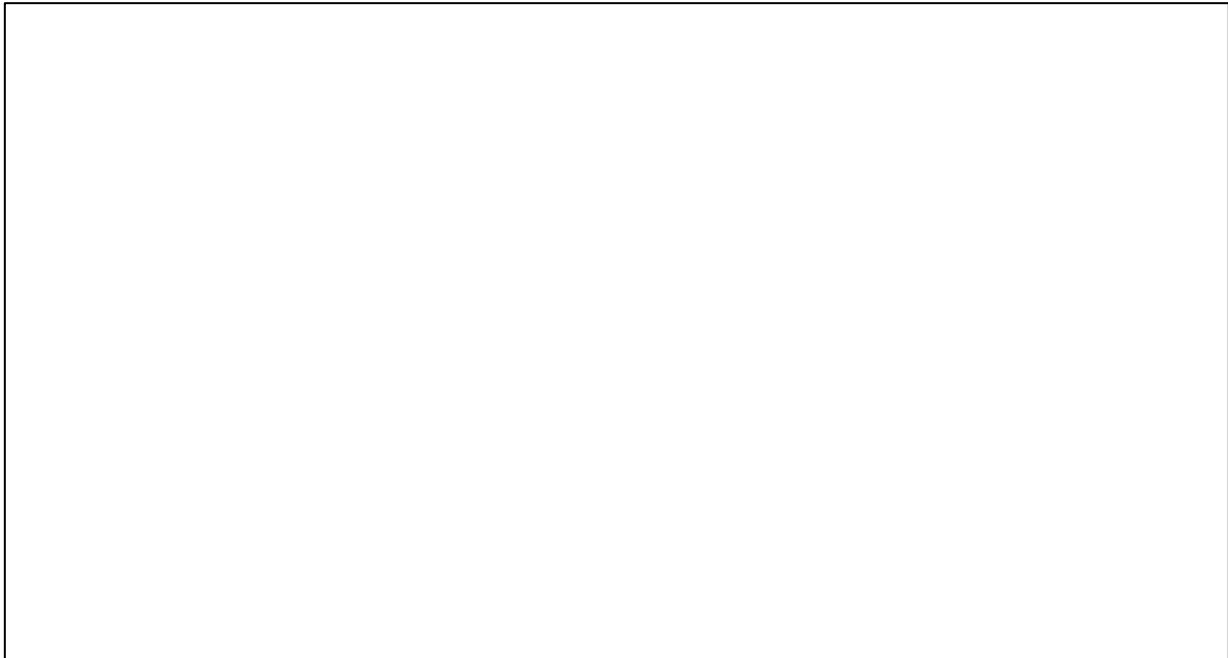
buttercup

ball

Write two rhyming words of your choice.

-----

Draw a picture of the two rhyming words



## Appendix B

### Instructions for Crayon Resist Pictures

A. *Materials*

1. For each student:
  - a. A 9" × 11" piece of white construction paper
  - b. A set of crayons
  - c. A set of paints
  - d. "My Shadow" poem on the overhead (for easy reference)

B. *Steps*

1. Show students how to write the title "My Shadow" on the top of their paper, reminding them to capitalize the first letter of each word in the title.
2. Direct the students to draw an illustration about "My Shadow" using their crayons. Tell them to include a picture of their shadow and color it dark, SOLID-BLACK, pressing hard on the crayons.
3. After their pictures are drawn, have the children lightly brush stroke different colors with their water paints to provide the background colors to their pictures. Have them lightly paint the entire page. Their crayon drawings and shadow will "appear" through the paints. The harder they pressed on their crayons, the clearer the images will come through the paints.
4. When the pictures are dry, have students put them in their Poetry Folders.

**Appendix C**  
***The Swing***

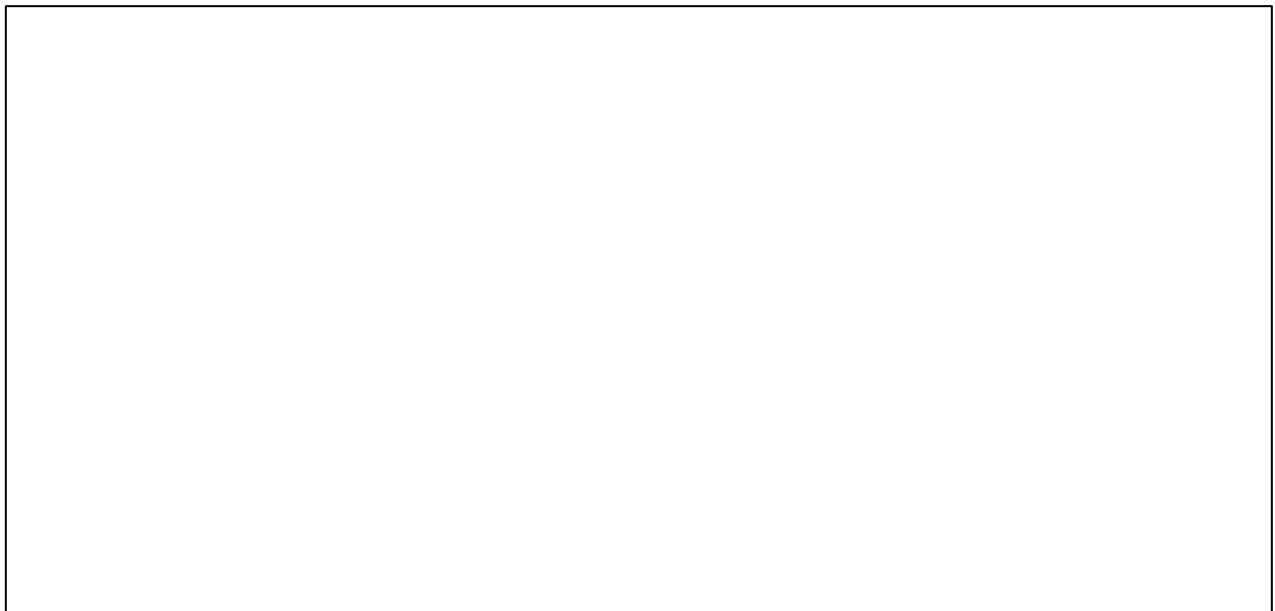
Directions: Circle the rhyming words in this poem as we read it.

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside<sup>¾</sup>

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!

Draw and color a picture of what you “see” in the poem when you are swinging on the swing.



## Appendix D

### Instructions for Five Senses Poetry

1. Write the following poem on a piece of large chart paper, posted for the students to see.

The Beach  
I see seashells on the sand.  
I hear waves crashing.  
I smell suntan oil.  
I taste salty air.  
I feel the hot, hot sun.  
I know a sunburn is near.

2. Read the poem aloud with the students.
3. Identify and discuss the five senses words used to describe the beach.
4. Have students write their own Five Senses poem using the poem format on Appendix E, adapted from the above poem. The title of their poem will be “The Pasture” and the experiences will be based on that poem. (Note: For the sense of taste, tell the students to imagine the taste of the spring or air or water.)
5. The teacher and class may wish to read “The Pasture” poem on the overhead again together to review the images described before they begin their writing.
6. Encourage students to refer to the Five Senses chart for ideas and the spelling of unfamiliar words.

## Appendix E Five Senses Poem

Our five senses are seeing, hearing, smelling, tasting, touching. Use them to write a poem about “The Pasture” by finishing the lines below.

Title \_\_\_\_\_

I see \_\_\_\_\_

I hear \_\_\_\_\_

I smell \_\_\_\_\_

I taste \_\_\_\_\_

I feel \_\_\_\_\_

I shan't be gone long. <sup>3</sup>/<sub>4</sub> You come too.

Draw and color a picture of “The Pasture”



## Appendix F

### Teacher Checklist for Five Senses Poem

Teacher Expectations	Student Performance	
	Yes	No
1. The title of the poem is written accurately		
2. "Seeing" line is completed accurately		
3. "Hearing" line is completed accurately		
4. "Smelling" line is completed accurately		
5. "Tasting" line is completed accurately		
6. "Feeling" line is completed accurately		
7. The lines in the student's poem combine to give a clear picture of "The Pasture"		
8. The student's picture demonstrates the visual images described in the poem "The Pasture"		
9. The student's work is none neatly including a detailed picture with quality coloring		
10. The student's poem demonstrates a clear understanding of each of the five senses.		

**Appendix G**  
**Sequencing Chart**

<b>Title of Poem</b>	<b>Beginning</b>	<b>Middle</b>	<b>End</b>
“Wynken, Blynken, and Nod”			
“The Owl and the Pussycat”			

**Appendix H**  
**Beginning, Middle and End**

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

Draw a picture and write what happened in the story-poem. Cut and staple the parts into a booklet.

Picture	What Happened?
	At the beginning
	In the middle
	At the end

## Appendix I

### Teacher Evaluation of Beginning, Middle and End Papers

Directions: Enter the number that best represents the student work done on the paper.

Assessment	Description
4	Advanced
3	Proficient
2	Partially Proficient
1	In need of Improvement

Skill	Score
1. Student has accurately written the poem's title	
2. The beginning of the poem is correctly described and illustrated.	
3. The middle of the poem is correctly described and illustrated.	
4. The end of the poem is correctly described and illustrated.	
5. The student's artwork is detailed and colorful.	
6. The student's writing is neat and legible.	

**Appendix J**  
**Washington Letter**

Date \_\_\_\_\_

Dear \_\_\_\_\_

I really liked your poem, \_\_\_\_\_  
Title

As a boy you \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

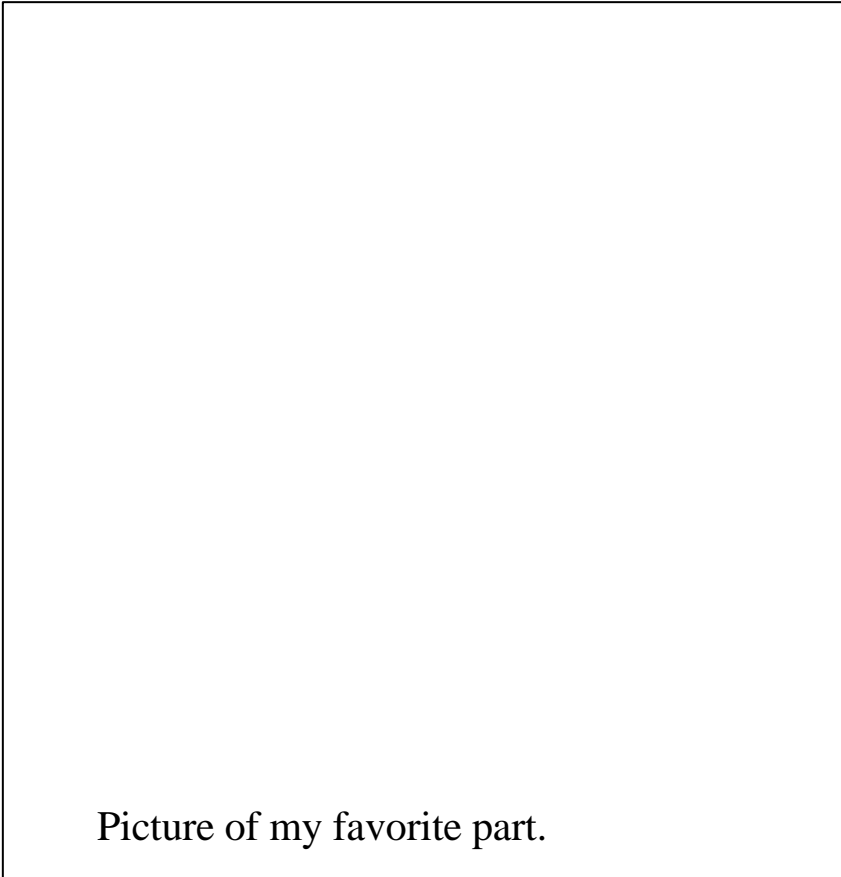
As a man you \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Admirer,

\_\_\_\_\_



Picture of my favorite part.

**Appendix K**  
**Sing a Song of People**

Directions: Write some of the things the busy people do in the poem like walking fast.

1.	
2.	
3.	
4.	
5.	

Illustrate the poem “Sing a Song of People”

## Appendix L

### Word Wall Games

Suggested Word Wall Games to play throughout this unit.

1. **Name That Word.** Choose one student to be the “pointer.” The pointer will point to various Word Wall words and have the other students say the words aloud. This can be done individually or as a group. After a certain number of words, a new pointer will take a turn. Make sure each child has a turn being the pointer.
2. **I Spy With My Little Eyes.** The teacher says, “I spy with my little eyes, a word that means \_\_\_\_\_.” The Students look at the Word Wall to locate the word with that meaning. The child who guesses the word correctly gets to play the role of the teacher next.
3. **Ready, Set, Action.** The teacher points to an action word (green) on the Word Wall and says “ready, set, action.” The students have to demonstrate the correct action for the word. This may be done as a whole group or the teacher may call on individual students.
4. **Rainbow Writing.** The teacher calls out a word from the Word Wall. The students rainbow-write the word by making each letter of the word a different color. As a variation, the teacher may have the students color the vowels one color and the consonants another color. Have individual students choose a word for the class to rainbow-write.
5. **Twenty One Questions.** The teacher chooses a word from the Word Wall for the students to identify. The children ask questions about the word that can only be answered with a “yes” or “no” to learn clues about the word. The first child to guess the word correctly then gets to play the teacher’s role.
6. **Concentration.** Word Wall words can be written on 3” × 5” cards. Make two cards for each word. The children can play concentration with a partner.
7. **Word Wall Bingo.** Give students a blank Bingo card and have them write Word Wall words in the boxes. Write the words on index cards to use as calling cards. As a word is called, students put markers on the words called until someone gets a “Bingo.”



**Appendix N**  
**The Sounds Animals Make**

Directions: Write your own nonsense poem about the sounds animals make by filling in the blanks. Don't be afraid to make up silly animal sounds. Then draw a picture of the animals in your poem.

Title: I Know All the Sounds That the Animals Make

by \_\_\_\_\_

(student name)

I know all the sounds that the animals make,

And make them all day from the moment I wake,

I \_\_\_\_\_ like a \_\_\_\_\_ and  
          (animal sound)            (animal name)

I \_\_\_\_\_ like a \_\_\_\_\_,  
          (animal sound)            (animal name)

I \_\_\_\_\_ like a \_\_\_\_\_ and  
          (animal sound)            (animal name)

I \_\_\_\_\_ like a \_\_\_\_\_.  
          (animal sound)            (animal name)

No wonder the animals marvel at me.

