

# Rhyming Fun

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

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**Length of Unit:** Eight lessons (approximately eight days, one day = 40 - 50 minutes)

## I. ABSTRACT

In this unit, the students will explore rhyming through games, riddles, songs, and activities. Through poems, the students will learn that poetry is filled with rhythm and patterns, and the students will use these patterns to write their own poems. The students will make connections with the topics in many poems and understand that poetry can be about someone's thoughts, feelings, or experiences, or they can be fictional. Rhyming Fun is an engaging, hands-on unit to introduce this wonderful form of literature.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand a variety of materials read. (Colorado State Reading and Writing Standard #1)
2. Students recognize how to write and speak for a variety of purposes and audiences. (Colorado State Reading and Writing Standard #2)
3. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
4. Students explore the similarities and differences among pieces of literature (including nonfiction). (Douglas County Language Arts Standard #1.4)

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

1. First Grade Language Arts: Poetry (p. 24)
  - a. Hope (Langston Hughes)
  - b. I Know All the Sounds the Animals Make (Jack Prelutsky)
  - c. My Shadow (Robert Louis Stevenson)
  - d. The Owl and the Pussycat (Edward Lear)
  - e. The Pasture (Robert Frost)
  - f. The Purple Cow (Gelett Burgess)
  - g. Rope Rhyme (Eloise Greenfield)
  - h. Sing a Song of People (Lois Lenski)
  - i. Solomon Grundy (Traditional)
  - j. The Swing (Robert Louis Stevenson)
  - k. Table Manners [also known as "The Goops"] (Gelett Burgess)
  - l. Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child)
  - m. Washington (Nancy Byrd Turner)
  - n. Wynken, Blynken, and Nod (Eugene Field)

### C. Skill Objectives

1. The students will learn how to distinguish rhyming words from non-rhyming words.
2. The students will learn that not all rhyming words end with the same letters.
3. The students will learn how to use the alphabet to make rhyming for a given word.
4. The students will work collaboratively to create a list of rhyming words.
5. The students will play a game to practice rhyming.
6. The students will follow directions to create a poetry collection book.
7. The students will understand how to use a table of contents.

8. The students will learn that poems can tell a story, the author's thoughts, or describe something, and they can be very funny and sometimes they are somewhat sad.
9. The students will learn that not all poetry rhymes.
10. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
11. The students will learn that rhyming words sometimes have spelling patterns.
12. The students will illustrate poems, picking out the main idea the author was trying to express.
13. The students will write a continuation to a poem with assistance from the teacher.
14. The students will learn that poetry has a rhythm and beat.
15. The students will clap and jump to the rhythm of different poems.
16. The students will discuss how their past experiences relate to what the authors of poems are writing about.
17. The students will learn that songs are poetry put to music.
18. The students will take a quiz to demonstrate their understanding of rhyming words.
19. The students will sing a song with a group of classmates after locating the rhyming words found in the song.
20. The students will be able to distinguish between fictional and non-fictional poetry topics.
21. The students will write their own poem given a structured outline.
22. The students will share their own poetry with their classmates.
23. The students will solve rhyming math riddles.
24. The students will find the rhyming pattern of the poems in their collection books.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Listen, My Children* by The Core Knowledge Foundation
- B. For Students
  1. Kindergarten Language Arts: Reading and Writing: Phonemic Awareness (p. 7)
  2. Kindergarten Mathematics: Patterns and Classification (p. 17)

### IV. RESOURCES

- A. *Listen, My Children* by The Core Knowledge Foundation (Lessons Two-Eight)
- B. *Three Two One Day* by Debbie Driscoll (Lesson Six)
- C. *Math Appeal* by Greg Tang (Lesson Eight)

### V. LESSONS

#### Lesson One: Rhyming Words (approximately 40 - 50 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students recognize how to write and speak for a variety of purposes and audiences.
  2. Lesson Content
    - a. First Grade Language Arts: Poetry
  3. Skill Objective(s)
    - a. The students will learn how to distinguish rhyming words from non-rhyming words.
    - b. The students will learn that not all rhyming words end with the same letters.

- c. The students will learn how to use the alphabet to make rhyming for a given word.
  - d. The students will work collaboratively to create a list of rhyming words.
- B. *Materials*
- 1. One copy of Appendices A – C for the teacher
  - 2. One pair of scissors for the teacher
  - 3. One alphabet hanging somewhere in the room
  - 4. One copy of Appendix D for every two students and one for the teacher
- C. *Key Vocabulary*
- 1. *Rhyming words* are words that sound the same at the end.
  - 2. *Poetry* is writing that usually rhymes.
- D. *Procedures/Activities*
- 1. *Before the lesson, cut on the dotted lines on Appendices A – C. These strips will be used as a game during the lesson.*
  - 2. Write the words cap, nap, not, spot, run, and sun on the board with the rhyming partners next to each other.
  - 3. Read the words to the students. Ask the students what they notice about these three sets of words. (they rhyme)
  - 4. Explain to the students that rhyming words are words that sound the same at the end. Write down more examples: lit, knit, man, tan, pen, men.
  - 5. Tell the students to stand next to their desks. Tell the class that they are going to play a rhyming game.
  - 6. Explain to the class that you are going to say two words. If the two words rhyme, they need to stand next to their desks. If the words don't rhyme, they need to sit at their desks. Remind the students that rhyming words sound the same at the end. Ask if the students understand how to play the game. Re-explain if necessary.
  - 7. Get the word strips you cut out from Appendices A – C.
  - 8. Read the first two words. Check to see that the students' actions are correct based on the words you read. If the students make an error, remind them to listen carefully to the ending of both words and read the words again.
  - 9. Hold up the strip so the students can see the words. Throughout the game, help the students to realize that not all rhyming words have the same letters at the end of the words. For example, leaf – beef, glue – flew, sir – her. Stress that the words just need to sound the same at the end.
  - 10. Play the game with the students until you have used all of the word strips. Throughout the game, watch to see which students may need additional practice with rhyming.
  - 11. After playing, tell the students to return to their seats.
  - 12. Explain to the class that they just learned something important about rhyming words while they were playing the game. Call on a student to tell you what they learned. (not all rhyming words end with the same letters)
  - 13. Tell the students that they need to be careful when trying to figure out if words rhyme because you can't always just look at the last few letters. This works sometimes, but not all of the time. For example, ask the class if the words bat and coat rhyme. (no because they don't sound the same at the end).
  - 14. Write these two words on the board. Show the students how they both end with the letters "at" but they don't rhyme because the phonograms don't make the same sounds. Reiterate that you can't just look at the ends of words to see if words rhyme.
  - 15. Next, ask the students what kind of writing uses rhyming words. (poetry)

16. Explain that although not all poetry rhymes, most does. Tell the students that they are going to hear many poems and get to write their own poetry in a few days, but first they need to learn how to make rhyming words.
17. Tell the students that you have a trick that they can use to come up with rhyming words quickly.
18. Write the word “top” on the board.
19. Point to the alphabet hanging in the room. Tell the students that they can use the alphabet to quickly figure out some words that rhyme with the word top.
20. Erase the “t” from the word top. Explain that rhyming words need to sound the same at the end so they are going to keep the “op.” Tell the students that all they need to do is take each letter of the alphabet and try to put it where the “t” was. If it doesn’t make a real word, they just need to try the next letter.
21. Write the letter “a” in front of “op.” Ask the students if aop is a word. (no) Explain that since that didn’t work, they can just try the next letter.
22. Erase the letter “a” and write the letter “b” in front of the “op.” Ask the students if this makes a word. (yes, bop.)
23. Repeat steps 21 - 22 using the rest of the letters from the alphabet. (*If the students catch on to the trick quickly you can stop writing each letter in front of the “op” on the board and just go through the rest of the alphabet verbally.*) As you complete this activity with the students, make a list of the rhyming words on the board.
24. Explain that this is a pretty quick way to come up with rhyming words. Tell the students that there are more rhyming words to the word top than this list they just made. They can also put combinations of letters in front of the “op.” For example: shop, chop, crop, etc.
25. Tell the students that they will now get a chance to make some rhyming words.
26. Have each of the students pair up with a friend.
27. Tell the class that they are going to work as teams to come up with as many rhyming words as they can in 10 minutes.
28. Have the students get out their pencils. Pass out a copy of Appendix D to each pair of students.
29. Explain that both partners need to write their names in the upper right hand corner.
30. Tell the students that on this page they need to work with their partners to try to find rhyming words to the three words written on the page. Choose a student to read the three words. (shin, snap, splat)
31. Explain that under each of these words they will see 10 lines. Point this out on your copy of Appendix D. Tell the students that on these lines they need to write words that rhyme with the word on top. The group that comes up with the most rhyming words in 8 minutes will get a prize. (*Prizes can be stickers, new pencils, etc. Whatever you have available is fine.*)
32. Tell the students that you put the alphabet at the top of the page just in case they wanted to use the trick you showed them. Ask if there are any questions.
33. Tell the students they can begin.
34. Walk around observing the students. Observe how well they work together and whether or not they understand how to make rhyming words.
35. After 8 minutes, tell the students that their time is up. Explain that they need to turn in their papers and you will check them to see who came up with the most rhyming words.

36. Tell the students that you will announce the winners tomorrow. Also, tell them that tomorrow they will play another rhyming game and then start a poetry collection book.
- E. *Assessment/Evaluation*
1. Observation throughout the lesson to see that the students can distinguish between rhyming and non-rhyming words.
  2. Check the students rhyming papers to see that they were able to create rhyming words. Figure out which partnership made the most rhyming words. If many students made similar errors, instruct on this tomorrow at the start of the lesson.

**Lesson Two: My Poetry Collection Book (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand a variety of materials read.
  - b. Students recognize how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. The Swing (Robert Louis Stevenson)
3. Skill Objective(s)
  - a. The students will play a game to practice rhyming.
  - b. The students will follow directions to create a poetry collection book.
  - c. The students will understand how to use a table of contents.
  - d. The students will learn that poems can tell a story, the author's thoughts, or describe something, and they can be very funny and sometimes they are somewhat sad.
  - e. The students will learn that not all poetry rhymes.
  - f. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
  - g. The students will learn that rhyming words sometimes have spelling patterns.
  - h. The students will illustrate poems, picking out the main idea the author was trying to express.

B. *Materials*

1. Approximately 14 pieces of 8 ½" X 11" white construction paper
2. One hole punch
3. One piece of string for each student, cut long enough to use as necklaces
4. One pair of scissor for the teacher
5. One black (or another dark colored) marker for the teacher
6. One bottle of glue
7. One large book
8. One large ball (any kind, one that is easy to see from across the room)
9. One chair
10. One lunchbox
11. One copy of Appendices E – S, copied double sided, for each student and for the teacher, stapled as a booklet with a construction paper cover (any cover)
12. Crayons for each student and the teacher
13. One pencil for each student and one for the teacher
14. Prizes for the winners of the rhyming contest
15. One copy of the poem *The Swing* for the teacher

C. *Key Vocabulary*

1. A *table of contents* is a list of what you will find in the book.

D. *Procedures/Activities*

1. *Before the lesson, cut strips of white construction paper approximately 11" X 4". On each strip of paper write one of the following words, large enough to be seen from across the room, with a dark marker: floor, store, more, toe, low, show, shoe, new, stew, flew, grew, look, took, shook, hall, tall, all, call, bear, care, fair, share, met, let, set, socks, fox, rocks. Hole punch these pieces of paper and loop pieces of string through the holes to create necklaces. These necklaces will be used for a game during the lesson. If you have more than 36 students you will need to make additional necklaces. If you do not have a carpeted room, you may need to come up with additional words as well. See lesson for explanation.*
2. Gather the students to an area where they can sit close to you.
3. Announce the winners of the rhyming word contest from yesterday and pass out prizes. Read the rhyming words that the winners came up with.
4. Next, if you need to instruct or re-explain anything based on the worksheet the students completed yesterday, do it at this time.
5. Explain to the students that to start today's lesson they are going to play a quick rhyming game called HOP TO IT!
6. Pass out a necklace to each student. Make sure the students can read their own word.
7. Have the students put on their necklaces so everyone can see their word, and then have the students return to their desks.
8. Tell the students that for the game you need to put some items around the room. While the students watch, put the container of glue, book, ball, chair, and lunchbox in different areas of the room. Make sure the students notice where you put each of these items.
9. Tell the students that HOP TO IT! is a game where they get to hop around the room to practice rhyming.
10. Tell the students to read the word on their necklace to themselves so they know what it is before the game starts.
11. Next, say to the students, "If your word rhymes with the word door, then you can stand up and HOP TO IT!" (meaning hop to the door). After those students get to the door, ask each of them to read their word. If a student is there in error, instruct as necessary.
12. Repeat step 11 for window, bottle of glue, book, ball, chair, carpet (choose a designated area of the carpet for the students to go to), and lunchbox.
13. Observe the students to see that they understand rhyming words.
14. Next, tell the students that they have 30 seconds to change necklaces with someone and return to their seats. Tell the students that they can pick anyone that they would like to trade with.
15. Play the game again so the students get to practice with new words. *(If the students seem to need more practice with rhyming you can continue to play until you feel confident the students understand.)*
16. After the game has ended, have the students pile their necklaces in the homework box. Tell them that they will use them again another day to write poems.
17. Have the students return to their desks and get out crayons and a pencil.
18. Choose some students to pass out one poetry booklet to each student. While they are being passed out, explain to the class that they are going to make a poetry book filled with wonderful and fun poetry.
19. When each student has a book, explain that they need to decorate the cover of their books before they start working on the inside. Have the students locate the

- front cover of the book. Tell the class that this book will be titled “\_\_\_\_\_’s Poetry Collection.” Write this on the board so the students know how to spell it.
20. Tell the students that they need to write this title on the cover of their poetry book and in the blank they need to write their name so you know whose book it is later. Remind the students to write in pencil first so if they make mistakes they can erase them. After writing the title in pencil, they can trace over it with colored crayons to decorate it.
  21. Allow time for the students to finish the covers of their books.
  22. Next, tell the students that this book is going to be filled with only parts of poems. Explain that some of the poems they are going to hear are very long so you have taken only parts of them to put in their book.
  23. Show the students how to crease open the cover of their books at the staples neatly so they stay open. Have the students open to the table of contents page (Appendix E).
  24. Ask the class if anyone knows what a table of contents is.
  25. Explain that in certain books, they will find a table of contents, and this page lists what they will find in the book. Tell the students it is similar to chapter titles.
  26. Explain that the numbers they see down the left side are page numbers to help them find a poem quickly. Have the students flip quickly through their book and locate the page numbers on the bottom right corner of each page.
  27. Have the students look at the table of contents continued page (Appendix F). Call on a student to read aloud the sentence at the bottom of the page. Explain that on this line they need to write their first and last name in pencil. Allow time for the students to write their names.
  28. When the students are ready, tell them that they are going to write in the title for the first poem. On the board, write *The Swing*. (*If you haven’t discussed titles having capital letters, discuss it at this time*) Tell the students that this is going to be the first poem in their poetry books so they need to write it next to the number one on the table of contents page. Demonstrate where the students need to write it on your sample poetry book. Tell the students to always write in pencil in this book so they can fix their mistakes and to always write as neatly as they can. Allow time for the student to write the title.
  29. When the students have finished, tell the class to open their poetry books to page one. Explain that on this page they should see the title of the poem at the top of the page. Tell the students that poem have authors just like books do. Explain that they need to write in the author’s name on the line under the title. (*If the students do not know the terms title and author, teach them at this time.*) Write Robert Louis Stevenson on the board so the students know how to spell his name. (*If the students do not know about capitalization in names, teach this at this time.*) Demonstrate where the students need to write it on your sample poetry book.
  30. Allow time for the students to write the author’s name. Walk around assisting as necessary.
  31. Tell the students that poems can tell a story, the author’s thoughts, or describe something. Sometimes they are very funny and sometimes they are somewhat sad. Explain that this is what is so great about poetry. When you write it, you can write about anything you want. Remind the students that poetry doesn’t always rhyme, but the poems they are going to put in their book do.
  32. Next, tell the students that you are going to read *The Swing*. Explain to the students that you want them to close their eyes and imagine they are on a swing while you read it.

33. Read the poem with emotion and enthusiasm to get the students excited. After reading, ask the students if they could imagine themselves on a swing, swinging so high they could see over the fence to look over the town. Allow students some time to share their experiences swinging.
34. Ask the students if they have ever heard the word pleasantest before. Ask the students what they think it might mean. Read the first part of the poem again.
35. Help the students to understand that this word means wonderful, fun, enjoyable, etc. because it is obvious from the words the author used in the rest of the poem that this person on the swing is having fun.
36. Have the students look at the section of the poem you put on page one in their poetry books. Ask the students what is wrong with the lines of the poem you put in their books. (they are missing words)
37. Tell the students that you have taken out the rhyming words and they need to be detectives and try to figure out what words are missing.
38. Call on a student to read the first line of the poem in their book.
39. Ask the students to raise their hand if they can remember what word should come next. (swing) If the students have trouble figuring out the word, ask them what the whole poem was about – swinging.
40. Tell the students that they need to write in the missing word on their paper. Demonstrate in your poetry book where they need to write the word. Write the word on the board so the students know how to spell it correctly.
41. Walk around assisting as necessary.
42. Call on a different student to read aloud the second line of the poem.
43. Ask the students to raise their hands if they think they know the missing word. (blue) If the students have trouble, give them a clue. Tell them that the missing word is a word that describes the sky.
44. Write the word on the board so the students know how to spell it correctly. Demonstrate in your book where the word should be written. Allow time for the students to write the word in their books.
45. Walk around assisting as necessary.
46. Call on a student to read the third line of the poem. Tell the class that this missing word rhymes with the word swing from the end of the first line of the poem. (thing)
47. Tell the students that this word is spelled almost like the word swing. Ask the students what letters the word has in common. (ing) Write the word on the board and demonstrate where it needs to be written in their books.
48. Explain to the class that because some rhyming words end with the same letters it can help them with their spelling. Have the students notice that if they can spell swing, they can also spell thing, wing, spring, etc.
49. Call on a student to read the last line of the poem.
50. Tell the students that the missing word rhymes with the word blue from the second line. (do)
51. Point out that these two words rhyme but they are not spelled the same way. Write the word on the board so the students know how to spell it correctly.
52. Allow time for the students to fill in the blank in their books.
53. Walk around assisting as necessary.
54. Tell the students that they were great poetry detectives. Explain that when poems rhyme it can help us figure out missing words easily.
55. Explain that the next thing the students need to do to finish their page for the poem *The Swing* is to illustrate it. (*If the students do not yet know this term, teach it at this time*).

56. Ask the students what they think the author would have wanted to see next to his poem. Would he want a picture of an elephant? (no)
57. Ask the class what they should draw. (someone swinging)
58. Tell the students that you will give them some time to work on their illustrations. Explain that they need to draw a very detailed picture and color it in neatly.
59. Tell the students that while they illustrate, you will read the whole poem again. Explain that that this might give them more ideas of what to draw.
60. Read the poem and allow time for the students to illustrate the poem.
61. Tell the students that when they are finished they need to turn in their poetry books. Explain that they will get to work in their books tomorrow.
62. *If you have additional time, read other poetry to the students. Gather the students to an area where they can sit close to you. Read poems of your choice from *A Pizza the Size of the Sun* by Jack Prelutsky. Leave out rhyming words every so often and let the students shout out the missing word to provide additional practice with rhyming.*

E. *Assessment/Evaluation*

1. Observe the students while playing HOP TO IT to see that they understand rhyming words.
2. Observation throughout the lesson to see that the students follow directions while making their poetry books.

**Lesson Three: Continuing a Poem (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand a variety of materials read.
  - b. Students recognize how to write and speak for a variety of purposes and audiences.
  - c. Students recognize literature as a record of human experience.
  - d. Students explore the similarities and differences among pieces of literature (including nonfiction).
2. Lesson Content
  - a. I Know All the Sounds the Animals Make (Jack Prelutsky)
  - b. Hope (Langston Hughes)
3. Skill Objective(s)
  - a. The students will write a continuation to a poem with assistance from the teacher.
  - b. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
  - c. The students will illustrate poems, picking out the main idea the author was trying to express.

B. *Materials*

1. Students' poetry collection books from Lesson Two
2. Teacher's poetry collection book from Lesson Two
3. One pencil for each student and one for the teacher
4. Crayons for each student
5. One copy of the poem *I Know All the Sounds the Animals Make* for the teacher
6. One copy of the poem *Hope* for the teacher
7. One copy of Appendix T for the teacher

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Remind the students that yesterday they were able to start their poetry books and hear a poem describing what it is like to swing on a swing. Explain that today they are going to hear an animal poem that is very funny and a very short poem about how someone feels.
2. Have some student helpers pass out the poetry collection books from Lesson Two.
3. Tell the students to get out their pencils and crayons and open their poetry books to the table of contents.
4. On the board, write *Hope*. Tell the students that this is the title of the next poem they are going to hear. Explain that they need to write the title next to the number two in the table of contents. Demonstrate where they need to write by pointing to your sample book.
5. Next, have the students open to page two in their books (Appendix H). Tell the students that under the title they need to write the name of the author. Write Langston Hughes on the board. Explain that this is the name of the person who wrote the poem.
6. Allow time for the students to write his name. Remind the students to capitalize his first and last name.
7. When the students finish, ask the class if they have ever been lonely. Allow a few students to share about a time when they were lonely.
8. Ask some students to share what they do if they have no one to play with.
9. Tell the students that everyone gets lonely sometimes, even the author of this poem.
10. Read *Hope* to the students.
11. Explain that this poem is only 16 words long and the author was telling us that even when he is lonely, he knows he won't always be lonely. Tell the students that the expression by and by is not something they will hear a lot. Explain that this poem was written a long time ago when people used this phrase to mean in a while or shortly.
12. Tell the students that they need to be detectives to figure out the missing rhyming words again.
13. Repeat steps 38 – 42 from Lesson Two to help the students figure out the missing words. Give the students clues to assist if necessary.
14. When they are finished, ask what type of illustration they could draw to show someone feeling lonely. (someone sitting alone, someone crying, etc.) Explain that they can even split their picture space into two spots and on the left draw someone looking lonely and on the right draw someone who isn't lonely anymore.
15. Allow time for the students to draw their pictures.
16. When the students finish, tell they are now going to do a silly poem about animals.
17. Have the students open their poetry books to the table of contents page. Explain that the title of the next poem is very long so they will need to write small in order to fit it on the line next to number three.
18. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *I Know All the Sounds the Animals Make*, on the table of contents page and the author, Jack Prelutsky, on page three (Appendix I).
19. Ask the students if they know the sound that a cow makes. (moo)
20. Repeat step 19 for the animals: lion, mouse, cat, moose, owl, duck, goose, frog, pig, bear, dog, and bee. Have the students make the sounds aloud.

21. Ask the students if they think preschoolers or really little kids know all the sounds these different animals make. (no)
22. Tell the students that the author of this poem is being very silly. Tell the students to listen carefully.
23. Read the poem *I Know All the Sounds the Animals Make*. As you read, make the sound effects of the animals.
24. After reading, ask the students what is so silly about the poem. (the animals don't make the right sounds)
25. Explain that the very last line of the poem is very funny too. Tell the students that the term marvel means to be in wonder or amazed, so the animals were probably looking at him as if to say, "I can't believe he thinks he knows all the right sounds." But the little boy probably thinks the other animals are saying, "Wow, I can't believe he knows all of the right sounds already."
26. Tell the students that in their poetry books they need to figure out the missing words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. As a clue, tell the students that the end of each line rhymes with the line above it.
27. After the students finish, tell them that they need to draw their illustrations for this silly poem. Explain that they can draw an animal and give it a speech bubble, like a comic strip, showing it making the wrong sound.
28. Allow time for the students to finish their drawings.
29. Next, tell the students to turn in their books and join you in an area of the room where they can sit close to you.
30. Explain that they are going to write a continuation of this poem. Tell the students that this means they are going to add more to the poem that Jack Prelutsky wrote.
31. Tell the students that in his poem, he included many animals but there are many more animals that could be added.
32. Hold up your copy of Appendix T.
33. Ask the students to try to think of more animals they could add to the poem. Using the students' ideas, complete this page. Some examples you could mix up: tweet, bird, horse, neigh, sheep, baaa, chirp, cricket, trumpet, elephant, cluck, chickens, brae, donkey, hiss, snake, howl, coyote, crow, rooster, etc.
34. Tell the students that tomorrow they will hear more poems and go outside to do a rhyming activity.

E. *Assessment/Evaluation*

1. Observation throughout the lesson to see that the students understand rhyming and follow directions to complete their poetry book pages.

**Lesson Four: Poems Have Rhythm (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand a variety of materials read.
  - b. Students recognize how to write and speak for a variety of purposes and audiences.
  - c. Students recognize literature as a record of human experience.
  - d. Students explore the similarities and differences among pieces of literature (including nonfiction).
2. Lesson Content
  - a. My Shadow (Robert Louis Stevenson)
  - b. Rope Rhyme (Eloise Greenfield)

3. Skill Objective(s)
  - a. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
  - b. The students will illustrate poems, picking out the main idea the author was trying to express.
  - c. The students will learn that poetry has a rhythm and beat.
  - d. The students will clap and jump to the rhythm of different poems.
- B. *Materials*
  1. One copy of the poem *My Shadow* for the teacher
  2. One copy of the poem *Rope Rhyme* for the teacher
  3. Students' poetry collection books from Lesson Two
  4. Teacher's poetry collection book from Lesson Two
  5. One pencil for each student and one for the teacher
  6. Crayons for each student
  7. One jump rope for each student (from P.E. teacher or ask parents to supply them)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  1. Tell the students that today they will get to go outside to practice something about poetry, but first they need to hear some poems and add them to their poetry collection book.
  2. Choose some student helpers to pass out the collection books.
  3. Have the students get out a pencil and crayons.
  4. Tell the students that the first poem they are going to add to their collections today is titled *My Shadow* and it is written by Robert Louis Stevenson.
  5. Follow steps 28 – 30 in Lesson Two to have the students write in the title on the table of contents page and the author on page four (Appendix J).
  6. Ask the students if they have ever seen their own shadow when they played outside.
  7. Ask if any of the students know how a shadow is made. (the sun shining on us and our body blocking part of it)
  8. Explain that this poem is about a little boy and his shadow.
  9. Read the poem. While reading, explain any concepts the students may not understand and discuss the words: India-rubber ball, notion, coward, nursie, dew, buttercup, and arrant.
  10. After reading, tell the students that in their poetry books they need to figure out the missing words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
  11. After the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be a little boy playing and his shadow following him.
  12. Allow time for the students to finish their drawings.
  13. Tell the students that the next poem teaches something very important about poetry. It teaches about rhythm. *If the students have Music as a specials class, they may already understand this term.*
  14. Ask the students to clap with you. Start clapping to a moderate beat. While clapping, explain that right now they are all keeping a beat. Explain that when you read poetry you usually read it with a rhythm.
  15. Have the students stop clapping.

16. Tell the students to imagine someone jumping rope while you read a poem titled *Rope Rhyme*. Make sure to read it with a beat.
  17. After reading, tell the students to stand next to their desks. Tell them to pretend they are jumping rope, but they need to stay on beat with your reading.
  18. Read the poem again while the students jump. If they have trouble jumping to the beat, jump with them to demonstrate.
  19. Tell the students that before they go outside they need to add this poem to their collection books.
  20. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *Rope Rhyme*, on the table of contents page and the author, Eloise Greenfield, on page five (Appendix K).
  21. After the students finish writing, follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
  22. After the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be a girl or boy jumping rope and saying a rhyme.
  23. Allow time for the students to finish their drawings.
  24. After the students finish, tell them they will get to go outside to really jump rope to this poem.
  25. When outside make sure all students have a jump rope. If some students do not know how to jump rope yet, have them jump in place. Remind them to try to keep the same speed/beat as you do.
  26. Read the poem a few times while the students jump.
  27. Have the students stop jumping. Ask if any of the students know other jump rope poems. If they do, have them say them while everyone jumps to their beat.
  28. While outside, also tell the students to look at the shadows they make while they are jumping, just like the other poem they just read.
  29. After approximately 10 minutes, have the students come back inside and turn in their poetry books.
  30. Explain that tomorrow they will learn more about how poems have beats and rhythms.
- E. *Assessment/Evaluation*
1. Observe the students throughout the lesson to see that they follow directions and understand how poetry has rhythm.

**Lesson Five: Songs are Poetry to Music (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand a variety of materials read.
  - b. Students recognize how to write and speak for a variety of purposes and audiences.  
Students recognize literature as a record of human experience.
  - c. Students explore the similarities and differences among pieces of literature (including nonfiction).
2. Lesson Content
  - a. Thanksgiving Day [“Over the river and through the wood”] (Lydia Maria Child)
  - b. Sing a Song of People (Lois Lenski)

3. Skill Objective(s)
  - a. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
  - b. The students will illustrate poems, picking out the main idea the author was trying to express.
  - c. The students will discuss how their past experiences relate to what the authors of poems are writing about.
  - d. The students will learn that songs are poetry put to music.
  - e. The students will take a quiz to demonstrate their understanding of rhyming words.
  - f. The students will sing a song with a group of classmates after locating the rhyming words found in the song.

B. *Materials*

1. One copy of the poem *Thanksgiving Day* for the teacher
2. One copy of the poem *Sing a Song of People* for the teacher
3. Students' poetry collection books from Lesson Two
4. Teacher's poetry collection book from Lesson Two
5. One pencil for each student and one for the teacher
6. Crayons for each student
7. One copy of Appendix U for the teacher
8. One clipboard for each student
9. One yellow crayon for each student and one for the teacher
10. One copy of Appendix V for  $\frac{1}{4}$  of your class (you'll be putting the students into four groups for an activity)
11. One copy of Appendix W for  $\frac{1}{4}$  of your class (you'll be putting the students into four groups for an activity)
12. One copy of Appendix X for  $\frac{1}{4}$  of your class (you'll be putting the students into four groups for an activity)
13. One copy of Appendix Y for  $\frac{1}{4}$  of your class (you'll be putting the students into four groups for an activity)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Choose student helpers to pass out the collection books.
2. Have the students get out a pencil and crayons.
3. Tell the students that the first poem they are going to read today is all about people. Ask the students if they have ever people-watched before. Explain that people watching is when you just sit and watch what other people do.
4. Ask the students where would be some good places to people watch. One example would be the airport because there are so many people to watch, and you can imagine where they are going. Maybe they are taking a vacation or visiting their family.
5. Explain that the author of this poem wrote about when she was watching people in a busy city.
6. Read the poem *Sing a Song of People*. While reading, explain any concepts the students may not understand and discuss the words: subway, taxis, singly, and grumpy. Explain that this poem helps us remember that the world is a very big place filled with lots of people, some we will never get to know.
7. After reading, follow steps 28 – 30 in Lesson Two to have the students write in the title, *Sing a Song of People*, on the table of contents page and the author, Lois Lenski, on page six (Appendix L).

8. After the students finish writing, follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
9. After the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw some of the pictures the author describes, maybe someone in a taxi or an elevator.
10. Allow time for the students to finish their drawings.
11. When the students finish, remind them that yesterday they jumped rope while saying the poem *Rope Rhyme*. Ask the students what they learned about poems yesterday. (you can read them with a beat or rhythm)
12. Explain that songs are actually poems put to music. Ask the students if they know the song *Twinkle, Twinkle, Little Star*. Have the students sing it with you.
13. After singing, explain that this song is actually a poem.
14. Hold up your copy of Appendix U. Have the students help you find the rhyming words in the song. Color the rhyming words with a yellow crayon.
15. Tell the students that when they get home they should play one of their favorite songs; they will realize that it is actually a poem. So, musicians are actually poets too.
16. Tell the students that the next poem they are going to add to their collection is also a song they probably already know.
17. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *Thanksgiving Day*, on the table of contents page and the author, Lydia Maria Child, on page seven (Appendix M).
18. After the students finish writing, explain that they may only know the first few parts of this poem as a song. Tell the students they can sing along while you read it if they know the song.
19. Read the poem a second time without anyone singing. While reading, explain any concepts the students may not understand and discuss the words: wood, sleigh, drifted, first-rate play, trot, and dapple-gray. Explain that this poem describes what is like for this family on Thanksgiving Day, how excited they are to visit their grandparents.
20. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
21. After the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw the sleigh being pulled by horses in the snow.
22. Allow time for the students to finish their drawings.
23. Tell the students to put their poetry books in the homework box.
24. Next, tell the students that they are going to work in groups in a little bit to do an activity, but first they are going to take a quiz on rhyming.
25. Have the students return to their seats and get out a yellow crayon and a pencil.
26. Explain that for the quiz they are going to get a copy of a song. They need to color in the rhyming words with their yellow crayon, just like you did on the *Twinkle, Twinkle, Little Star* sheet.
27. Pass out the copies you made of Appendices V - Y. *While passing out the song sheets, make sure that you separate your strongest readers by giving them different songs. These strong readers will be able to assist those students just learning how to read once the students break up into groups.*

28. Tell the students to put their name on their paper as soon as they get it and they can start. Ask if there are any questions. Re-explain as necessary.
  29. Walk around the room assisting as necessary. Your beginning readers may need you to read the poem aloud to them so they can identify the rhyming words.
  30. Allow time for the students to finish their quizzes. *You may want to walk around and quickly grade the quizzes as the students finish. It doesn't take very long and this way the students will not change their answers when they get into groups to practice their songs.*
  31. After all of the students have finished, tell them that they are going to put on a short concert for the class.
  32. Have the students put away their pencils and crayons.
  33. Explain that they will get into groups according to which song they have and practice singing it. Then you will give each group a chance to perform their songs for the rest of the class. Tell the students that they can add actions if they want or they can just sing the song.
  34. Ask if there are any questions.
  35. Designate different areas of the room for each song. For example, if you are going to be singing *I'm a Little Teapot* go over by the door, etc.
  36. Have the students go to their designated area and start practicing their song with their group.
  37. Walk around assisting as necessary. Sing the tunes to the students if they are not familiar with their song. Let the students in the group coach each other.
  38. After the students have practiced their songs, have them return to their seats.
  39. Discuss clapping afterwards and other concert behavior such as listening quietly, not laughing at someone, and offering encouragement.
  40. Call up one group at a time to sing the song to the rest of the class.
  41. After the concert finishes, have the students turn in their song sheets to the homework box.
  42. Tell the students that tomorrow they will get to write their own poems.
- E. *Assessment/Evaluation*
1. Observation throughout the lesson to see that the students follow directions and understand rhyming.
  2. Grade the students' quizzes to see that the students can distinguish between rhyming and non-rhyming words.

**Lesson Six: Writing a Poem (approximately 50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand a variety of materials read.
    - b. Students recognize how to write and speak for a variety of purposes and audiences.
    - c. Students recognize literature as a record of human experience.
    - d. Students explore the similarities and differences among pieces of literature (including nonfiction).
  2. Lesson Content
    - a. Washington (Nancy Byrd Turner)
    - b. Wynken, Blynken, and Nod (Eugene Field)
    - c. Solomon Grundy (Traditional)
  3. Skill Objective(s)
    - a. The students will follow a rhyming pattern to fill in missing words in a section of a poem.

- b. The students will illustrate poems, picking out the main idea the author was trying to express.
- c. The students will be able to distinguish between fictional and non-fictional poetry topics.
- d. The students will write their own poem given a structured outline.
- e. The students will share their own poetry with their classmates.

B. *Materials*

- 1. One copy of the poem *Washington* for the teacher
- 2. One copy of the poem *Wynken, Blynken, and Nod* for the teacher
- 3. One copy of the poem *Solomon Grundy* for the teacher
- 4. *Three Two One Day* by Debbie Driscoll
- 5. Students' poetry collection books from Lesson Two
- 6. Teacher's poetry collection book from Lesson Two
- 7. One pencil for each student and one for the teacher
- 8. Crayons for each student
- 9. One copy of Appendix Z for the teacher
- 10. One copy of Appendix AA for every student (cut these in half – two for each student)

C. *Key Vocabulary*

- 1. *Fiction* means made up or fantasy.
- 2. *Non-fiction* means not made up, or true.

D. *Procedures/Activities*

- 1. Tell the students that today they are going to add two poems to their poetry books and then write their own poems today.
- 2. Choose some student helpers to pass out the poetry collection books.
- 3. Have the students get out a pencil and their crayons.
- 4. Explain that there are two types of writing, fiction and non-fiction. Ask the students if they know what these words mean.
- 5. Explain that fiction means it is made up (fantasy), and non-fiction means it was not made up, meaning it is a true story.
- 6. Tell the students that today they are going to have one poem of each type to add to their poetry books.
- 7. Have the students open their books to the table of contents.
- 8. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *Wynken, Blynken, and Nod*, on the table of contents page and the author, Eugene Field, on page eight (Appendix N).
- 9. Read the poem. While reading, explain any concepts the students may not understand and discuss the words: herring, dew, afraid, and trundle-bed.
- 10. Explain that this poem is actually describing a dream that a little boy or girl is having. Tell the students that this is a fictional story because we couldn't actually go sailing up in the sky in a wooden shoe. It is all a dream.
- 11. Ask the students if they can remember any dreams they have had before. Allow a few students to share their dreams.
- 12. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
- 13. After the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw a large wooden shoe that can fly.
- 14. Allow time for the students to finish their drawings.

15. Tell the students that the next poem is about a very important person. Give the students the following clues to see if they can guess whom the poem is about: He is on the one-dollar bill. He was our first president. (George Washington)
16. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *Washington*, on the table of contents page and the author, Nancy Byrd Turner, on page nine (Appendix O).
17. Read the poem. While reading, explain any concepts the students may not understand and discuss the words: minnows, whippoorwills, bugles, summons, and strife.
18. Explain that this poem is non-fictional because it is about George Washington when he was young and how he decided to become a soldier.
19. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
20. When the students finish, point out that this poem has a different rhyming pattern than the other poems they have added to their books so far. Explain that the first line rhymes with the fourth line, and the second and third lines rhyme. Most of the poems they have added so far have had first and second line rhyming or first and third.
21. Next, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw George Washington when he was a boy fishing at the river.
22. Allow time for the students to finish their drawings.
23. Have the students turn in their poetry books and gather them to an area where they can sit close to you.
24. Tell the students that you are going to read a very short poem that has the days of the week listed in it. Explain that it is a poem about someone named Solomon Grundy.
25. Read *Solomon Grundy*.
26. Explain that this goes through Solomon's life very quickly, from when he was born to when he died in only 10 lines.
27. Ask the students to say the days of the week in order starting with the first day of the week, Sunday. *If the students know a song, have them sing it now.*
28. Next, take out the book *Three Two One Day*.
29. Tell the students that this is a rhyming book about what a little girl does throughout the week.
30. Read the story.
31. After reading, tell the students that they are going to get a chance to write their own days of the week poem.
32. Explain that the poems they are going to write will be similar to the one in this book, but their poem will only be about one day of the week, not all of them.
33. Tell the students that you have written two poems, one about Saturday and one about Monday. Read the poems on Appendix Z to the students.
34. Explain that everyone's poem will be titled "On \_\_\_\_\_." Tell the students that everywhere they see the word "on" they are going to write the day of the week they are writing about after it. Point this out on your poems.
35. Tell the students that on the next lines, they need to write about things they do on that day. Point out that none of the lines have complete sentences. They are more like lists of what they do on a certain day.

36. Hold up one half of Appendix AA. Tell the students that they will each get a half page like this one. In the first blank next to the word “on,” they need to write the day they want to write about. In the blank next to the word “By” they need to write their first and last name. Next, explain that they need to find both places where it says “on” and write in the day they will be writing about, like the title.
37. Remind the students that in the rest of the blanks they need to write about things they do on those days.
38. Ask if there are any questions. Re-explain if necessary.
39. Have the students return to their desks and get out a pencil.
40. Choose some student helpers to pass out a half sheet to each student. While they are passing them out, write the days of the week on the board.
41. Tell the students to choose a day they want to write about and write it in the first blank on their paper after the word “title.”
42. Walk around assisting as necessary.
43. Next, tell the students to write their names on the line next to the word “By.”
44. When the students are finished, tell the students that they need to write the day of the week they chose in two more spots on the page. Ask the class if they remember where. (after the word on in the first line and last line of the poem)
45. Explain that the last thing they need to do is think about things they do on the day they picked and write them in the blanks. Ask if there are any questions.
46. Tell the students that they can begin their poems.
47. Walk around assisting as necessary. Tell the students if they would like to write another poem about a different day once they have finished you have extra papers.
48. When some students finish, have them read their poems aloud to the class.
49. Collect the poems to hang somewhere in the room.
50. Tell the students that tomorrow they will add two more poems to their collections and read a math rhyming book.

E. *Assessment/Evaluation*

1. Observation throughout the lesson.
2. Read the students poems to see that they followed directions, and wrote neatly. Hang them somewhere in the room for display.

**Lesson Seven: Rhyming Riddles (approximately 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand a variety of materials read.
  - b. Students recognize how to write and speak for a variety of purposes and audiences.
  - c. Students recognize literature as a record of human experience.
  - d. Students explore the similarities and differences among pieces of literature (including nonfiction).
2. Lesson Content
  - a. The Owl and the Pussycat (Edward Lear)
  - b. Table Manners [also known as “The Goops”] (Gelett Burgess)
3. Skill Objective(s)
  - a. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
  - b. The students will illustrate poems, picking out the main idea the author was trying to express.
  - c. The students will solve rhyming math riddles.

- B. *Materials*
1. One copy of *The Owl and the Pussycat* for the teacher
  2. One copy of *Table Manners* for the teacher
  3. *Math Appeal* by Greg Tang
  4. Students' poetry collection books from Lesson Two
  5. Teacher's poetry collection book from Lesson Two
  6. One pencil for each student and one for the teacher
  7. Crayons for each student
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Choose student helpers to pass out the poetry collection books.
  2. Have the students get out a pencil and crayons.
  3. Explain that the first poem they are going to add to their books today is a fictional poem about an owl and a cat that can talk.
  4. Read *The Owl and the Pussycat*. While reading, explain any concepts the students may not understand and discuss the words: five-pound note, elegant, fowl, charmingly, tarried, Bong-tree, shilling, mince, quince, and runcible spoon.
  5. Ask the students what they liked most about the story. Let a few students share.
  6. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *The Owl and the Pussycat*, on the table of contents page and the author, Edward Lear, on page ten (Appendix P).
  7. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
  8. When the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw the owl playing his guitar in the boat for the cat.
  9. Allow time for the students to finish their drawings.
  10. Tell the students that the next poem they are going to hear is another very silly one. Ask the students what it means to have good manners. Allow a few students to share what they think it means.
  11. Explain that having good manners means being polite, always saying please and thank you, etc.
  12. Tell the students that this next poem is about a family called the Goops. They are not very polite. Tell the students the poem is called *Table Manners*.
  13. Read the poem. While reading, explain any concepts the students may not understand and discuss the words: broth and disgusting.
  14. Ask the students to tell you some things that the Goops should do at the dinner table to show they have good manners. Allow a few students to share.
  15. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *Table Manners*, on the table of contents page and the author, Gelett Burgess, on page eleven (Appendix Q).
  16. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
  17. When the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to divide

- their drawing space in half and draw the Goops having dinner on one side and a polite family having dinner on the other side.
18. Allow time for the students to finish their drawings.
  19. Have the students turn in their poetry books.
  20. Gather the students in an area where they can sit close to you.
  21. Tell the students that today they are going to try to solve rhyming riddles.
  22. Hold up the book *Math Appeal*. Explain that this book is filled with math riddles that all rhyme. Tell the students that they are very fun and some of them get pretty hard. Each page has a math problem that they need to use a picture to solve and the author gives clues that rhyme.
  23. Read *Math Appeal* and do the activities with the students.
  24. When you are finished reading, tell the students that tomorrow is the last day they will add poems to their collection books.
- E. *Assessment/Evaluation*
1. Observation throughout the lesson to see that the students are following directions.

**Lesson Eight: Rhyming Patterns (approximately 40 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand a variety of materials read.
    - b. Students recognize how to write and speak for a variety of purposes and audiences.
    - c. Students recognize literature as a record of human experience.
    - d. Students explore the similarities and differences among pieces of literature (including nonfiction).
  2. Lesson Content
    - a. The Pasture (Robert Frost)
    - b. The Purple Cow (Gelett Burgess)
  3. Skill Objective(s)
    - a. The students will follow a rhyming pattern to fill in missing words in a section of a poem.
    - b. The students will illustrate poems, picking out the main idea the author was trying to express.
    - c. The students will find the rhyming pattern of the poems in their collection books.
- B. *Materials*
1. One copy of *The Pasture* for the teacher
  2. One copy of *I Never Saw a Purple Cow* for the teacher
  3. Students' poetry collection books from Lesson Two
  4. Teacher's poetry collection book from Lesson Two
  5. One pencil for each student and one for the teacher
  6. Crayons for each student
  7. One blue crayon for each student and one for the teacher
- C. *Key Vocabulary*
1. A *pasture* is a big field.
- D. *Procedures/Activities*
1. Choose student helpers to pass out the poetry collection books.
  2. Have the students get out a pencil and crayons.
  3. Tell the students that they only have two more poems to add to their collection books and both of them are very short.

4. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *The Pasture*, on the table of contents page and the author, Robert Frost, on page twelve (Appendix R).
5. Explain to the students that a pasture is like a big field. Usually they are filled with tall grass and, sometimes, small rivers. Tell the students that this poem is about someone who has a pasture by his house.
6. Read the poem. While reading, explain any concepts the students may not understand and discuss the words: spring, shan't, calf, and totters.
7. After reading, ask the students if they have ever been in a pasture before or if they have ever seen a baby cow. Allow a few students to share their experiences.
8. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
9. When the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. One idea would be to draw a picture of a mother cow licking its baby to clean it. They could also show the calf almost falling down because the mother's tongue is so strong and the baby is so little.
10. Allow time for the students to finish their drawings.
11. When the students finish, explain that the last poem is also about a cow. Tell the students that they may have heard this silly poem before.
12. Read *I Never Saw a Purple Cow*. Ask the students if they have ever seen a purple cow. (no) Explain that there are many very colorful animals, but a purple cow is now one of them.
13. Follow steps 28 – 30 in Lesson Two to have the students write in the title, *I Never Saw a Purple Cow*, on the table of contents page and the author, Gelett Burgess, on page thirteen (Appendix S).
14. Next, tell the students that in their books, the poem is missing some words. Follow steps 38 – 42 of Lesson Two to help the students fill in the words. Give clues or reread sections of the poem to help them if they have trouble filling in the blanks.
15. When the students finish, tell them that they need to draw their illustrations for this poem. Ask the students what they might draw. (a purple cow)
16. Allow time for the students to finish their drawings.
17. Tell the students that there is one last thing they are going to do in their poetry books. Have the students get out a blue crayon.
18. Explain that this past week they have seen that poems have rhyming patters. Sometimes the first and second line rhyme, sometimes the first and third, etc.
19. Tell the students that they are going to label the patterns in their poetry books.
20. Have the students open their books to page one, *The Swing*. Reread the section of the poem aloud.
21. Ask the students which words rhyme. (swing and thing, blue and do)
22. Explain that next to the word swing they are going to write a capital A. Tell the students they also need to write a capital A next to the word that rhymes with swing, thing. Demonstrate where to write this in your sample book.
23. Tell the students that they need to write a capital B next to the word blue. Ask which other word they need to write a capital B next to. (do)
24. Explain to the students that this poems rhyming pattern is ABAB.
25. Ask if there are any questions.

26. Tell the students that they are going to quickly go back to each poem and write down its rhyming pattern.
  27. Repeat steps 20 – 24 for all of the poems in their collection books.
  28. Have the students turn in their poetry books.
- E. *Assessment/Evaluation*
1. Observation throughout the lesson to see that the students follow directions.
  2. Observation while labeling the poems' rhyming patterns to see that the students understand this skill.
  3. Look through the students' poetry books to see that the words are spelled correctly and the patterns are labeled.

## **VI. CULMINATING ACTIVITY**

- A. Pass out the necklaces the students used in Lesson Two. Tell the students to find a partner that is wearing a necklace that rhymes with the word on their necklace. Once the students are paired up, pass out a piece of paper and a pencil to each group. Have the students write a short rhyming poem using the words on their necklaces.
- B. Have the students choose their favorite poem from the unit to memorize. Invite the Kindergarteners to the room for Poppin' Poetry where the first graders recite their poems. Make popcorn for a snack.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Do They Rhyme #1 (Lesson One)
- B. Appendix B: Do They Rhyme #2 (Lesson One)
- C. Appendix C: Do They Rhyme #3 (Lesson One)
- D. Appendix D: Making Rhyming Words (Lesson One)
- E. Appendix E: Table of Contents (Lessons Two - Eight)
- F. Appendix F: Table of Contents Continued (Lessons Two - Eight)
- G. Appendix G: The Swing (Lessons Two and Eight)
- H. Appendix H: Hope (Lessons Three and Eight)
- I. Appendix I: I Know All the Sounds the Animals Make (Lessons Three and Eight)
- J. Appendix J: My Shadow (Lessons Four and Eight)
- K. Appendix K: Rope Rhyme (Lessons Four and Eight)
- L. Appendix L: Sing a Song of People (Lessons Five and Eight)
- M. Appendix M: Thanksgiving Day (Lessons Five and Eight)
- N. Appendix N: Wynken, Blynken, and Nod (Lessons Six and Eight)
- O. Appendix O: Washington (Lessons Six and Eight)
- P. Appendix P: The Owl and the Pussycat (Lessons Seven and Eight)
- Q. Appendix Q: Table Manners (Lessons Seven and Eight)
- R. Appendix R: The Pasture (Lesson Eight)
- S. Appendix S: I Never Saw a Purple Cow (Lesson Eight)
- T. Appendix T: What's Next (Lesson Three)
- U. Appendix U: Twinkle, Twinkle, Little Star (Lesson Five)
- V. Appendix V: Pat-A-Cake (Lesson Five)
- W. Appendix W: Its Raining, Its Pouring (Lesson Five)
- X. Appendix X: The Itsy Bitsy Spider (Lesson Five)
- Y. Appendix Y: I'm a Little Teapot (Lesson Five)
- Z. Appendix Z: On Saturday (Lesson Six)
- AA. Appendix AA: Day of the Week Poem (Lesson Six)

## VIII. BIBLIOGRAPHY

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- B. Driscoll, D. *Three Two One Day*. New York, NY: Simon & Schuster, 1994. 0-671-79330-6.
- C. Prelutsky, J. *A Pizza the Size of the Sun*. New York, NY: Greenwillow Books, 1996.
- D. Tang, G. *Math Appeal*. New York, NY: Scholastic Press, 2003. 0-439-21046-1.

Appendix A  
Do They Rhyme #1

Look

Cook

Talk

Cake

Splash

Splat

Wish

Fish

Appendix B  
Do They Rhyme #2

Pot

Top

Leaf

Beef

Glue

Flew

March

April

Appendix C  
Do They Rhyme #3

Stop

---

Mop

Star

---

Car

In

---

Out

Sir

Her

# Making Rhyming Words

Appendix D

Name \_\_\_\_\_

Name \_\_\_\_\_

a b c d e f g h i j k l m n o p q r s t u v w x y z

shin

snap

splat

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# Table of Contents

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# Table of Contents (Continued)

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13.

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This book was made by: \_\_\_\_\_

Appendix G

Title: The Swing

Author:

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How do you like to go up in a \_\_\_\_\_,  
Up in the air so \_\_\_\_\_;  
Oh, I do think it the pleasantest \_\_\_\_\_,  
Ever a child can \_\_\_\_\_!

Appendix H

Title: Hope

Author: \_\_\_\_\_  
\_\_\_\_\_

---

Sometimes when I'm \_\_\_\_\_,  
Don't know \_\_\_\_\_;  
Keep thinkin' I won't be \_\_\_\_\_,  
By and \_\_\_\_\_.

Appendix I

Title: I Know All the Sounds the Animals Make

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

I roar like a mouse and I purr like a moose,  
I hoot like a duck and I moo like a \_\_\_\_\_.  
I squeak like a cat and I quack like a frog,  
I oink like a bear and I honk like a \_\_\_\_\_.  
I croak like a cow and I bark like a bee,  
No wonder the animals marvel at \_\_\_\_\_.

Appendix J

Title: My Shadow

Author:

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I have a little shadow that goes in and out with \_\_\_\_\_,  
and what can be the use of him is more than I can \_\_\_\_\_.  
He is very, very like me from the heels up to the \_\_\_\_\_;  
and I see him jump before me, when I jump into my \_\_\_\_\_.

Title: Rope Rhyme

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

Get set, ready now, jump right \_\_\_\_\_.  
Bounce and kick and giggle and \_\_\_\_\_.  
Listen to the rope when it hits the \_\_\_\_\_.  
Listen to that clappedy-slappedy \_\_\_\_\_.  
Jump right up when it tells you \_\_\_\_\_.  
Come back down, whatever you \_\_\_\_\_.

Title: Sing a Song of People

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

Sing a song of people walking fast or \_\_\_\_\_;  
People in the city, up and down they \_\_\_\_\_.  
People on the sidewalk, people on the \_\_\_\_\_;  
People passing, passing, in back and front of \_\_\_\_\_.  
People on the subway underneath the \_\_\_\_\_;  
People riding taxis round and round and \_\_\_\_\_.

Appendix M

Title: Thanksgiving Day

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

Over the river and through the \_\_\_\_\_,  
To grandfather's house we \_\_\_\_\_;  
The horse knows the way to carry the \_\_\_\_\_  
Through the white and drifted \_\_\_\_\_.

Appendix N

Title: Wynken, Blynken, and Nod

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

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Wynken, Blynken, and Nod one \_\_\_\_\_,  
sailed off in a wooden \_\_\_\_\_,  
sailed on a river of crystal \_\_\_\_\_,  
into a sea of \_\_\_\_\_.

Appendix O

Title: Washington

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

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Perhaps when the marches were hot and \_\_\_\_\_  
He'd think of the river flowing \_\_\_\_\_  
Or, camping under the winter \_\_\_\_\_,  
Would hear the whippoorwill's far-off \_\_\_\_\_.  
Boy or soldier, in peace or \_\_\_\_\_,  
He loved America all his \_\_\_\_\_!

Title: The Owl and the Pussycat

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

The owl and the Pussy-cat went to \_\_\_\_\_  
In a beautiful pea-green \_\_\_\_\_.  
They took some \_\_\_\_\_,  
And plenty of \_\_\_\_\_,  
Wrapped up in a five-pound \_\_\_\_\_.

Title: Table Manners

Author: \_\_\_\_\_  
\_\_\_\_\_

---

The Goops they lick their \_\_\_\_\_,  
And the Goops they lick their \_\_\_\_\_;  
They spill their broth on the \_\_\_\_\_,  
Oh, they lead disgusting \_\_\_\_\_!

Appendix R

Title: The Pasture

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

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I'm going out to fetch the little \_\_\_\_\_  
That's standing by the mother. It's so \_\_\_\_\_.  
It totters when she licks it with her \_\_\_\_\_.  
I shan't be gone long.—You come too.

Appendix S

Title: I Never Saw a Purple Cow

Author: \_\_\_\_\_  
-----  
\_\_\_\_\_

---

I 've never seen a purple \_\_\_\_\_,  
I never hope to see \_\_\_\_\_;  
But I can tell you, any\_\_\_\_\_,  
I 'd rather see than be \_\_\_\_\_.

# What's Next

*A continuation of I Know All the Sounds the Animals Make*

By: Jack Prelutsky

I \_\_\_\_\_ like a \_\_\_\_\_ and I \_\_\_\_\_ like a \_\_\_\_\_.

I \_\_\_\_\_ like a \_\_\_\_\_ and I \_\_\_\_\_ like a \_\_\_\_\_.

I \_\_\_\_\_ like a \_\_\_\_\_ and I \_\_\_\_\_ like a \_\_\_\_\_.

I \_\_\_\_\_ like a \_\_\_\_\_ and I \_\_\_\_\_ like a \_\_\_\_\_.

I \_\_\_\_\_ like a \_\_\_\_\_ and I \_\_\_\_\_ like a \_\_\_\_\_.

No wonder the animals marvel at me!

Twinkle, Twinkle, Little Star



Twinkle, twinkle, little star  
How I wonder what you are.

Up above the world so high,  
like a diamond in the sky.



Twinkle, twinkle, little star  
How I wonder what you are.



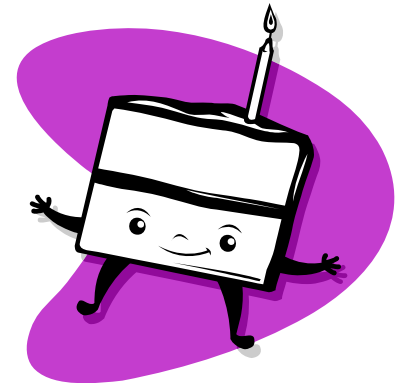
# Pat-a-Cake

**Pat-a-cake, pat-a-cake, baker's man,**

**Bake me a cake as fast as you can.**

**Pat it and prick it and mark it with a T.**

**Put it in the oven for Tommy and me.**



# **It's Raining, It's Pouring**

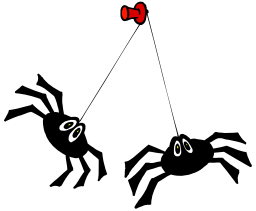
**It's Raining, it's Pouring,**

**The old man is snoring.**

**He fell out of bed and bumped his head**

**And couldn't get up in the morning.**

# The Itsy Bitsy Spider

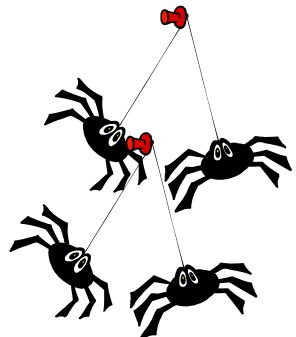
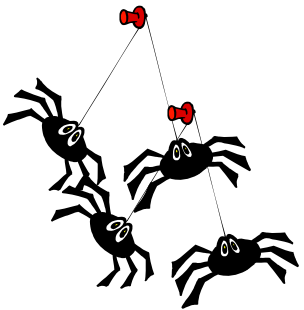


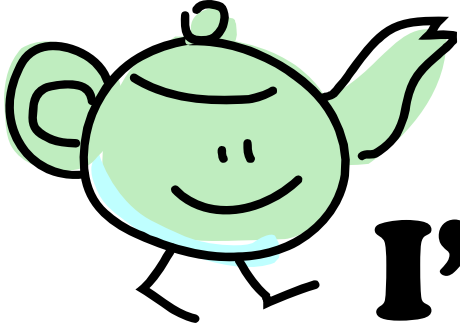
**The itsy bitsy spider  
climbed up the water spout.**

**Down came the rain  
And washed the spider out.**

**Out came the sun  
And dried up all the rain.**

**And the itsy bitsy spider  
Climbed up the spout again.**





# I'm a Little Teapot

**I'm a little teapot, short and stout.**

**Here is my handle, and here is my spout.**

**When I get all steamed up, hear me shout.**

**Tip me over and pour me out!**



Appendix Z

Title: On Saturday

By: \_\_\_\_\_

Play on Saturday.

Ride and skate day.

Visit my friends day.

Games and movie day.

Play on Saturday.

---

Title: On Monday

By: \_\_\_\_\_

Smile on Monday.

Back to school day.

Learning and laughing day.

Reading and talking day.

Smile on Monday.

Appendix AA  
**Day of the Week Poem**

Title: On \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_ on \_\_\_\_\_.

\_\_\_\_\_ day.

\_\_\_\_\_ day.

\_\_\_\_\_ day.

\_\_\_\_\_ on \_\_\_\_\_.

Title: On \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_ on \_\_\_\_\_.

\_\_\_\_\_ day.

\_\_\_\_\_ day.

\_\_\_\_\_ day.

\_\_\_\_\_ on \_\_\_\_\_.