

Poetry
for
Success
In Phonics

Primary Grades
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Poetry for Success in Phonics

This project enables teachers to use well known and loved poems throughout the year to instruct all learners in phonics and word knowledge skills. Students are able to develop a love for hearing and writing poetry. Schools can celebrate students' writing in the classroom!

TO THE TEACHER:

I have found that my students entering the Second Grade, ideally having two years of phonics instruction, are faced with a Language Arts program that expect ample reading skills and focuses on fluency with a goal of students reading 100 words per minute by the end of the year while containing little instruction focused on phonics, if not only directed to English Language Learners. In reality, many of my students come back from a summer break, lacking reading practice, and read about 25 words per minute. All students, ELL, Remedial, Grade Level, or Advanced, benefit from phonics practice and review. California formally assesses students in these areas for the first time in Second Grade. Many key standards on these tests assess rhyming, poetry, and phonics. I have been shocked to see even my highest readers struggle with these standards on the tests. This project has been created to give a simple and fun way to teach necessary lessons to all students throughout the school year.

Each bi-monthly lesson is based on a seasonal poem from a variety of well known poets: Shel Silverstein, Bruce Lansky, Cristina Rossetti, William Wise, Lewis Carroll, and others. Teachers will display the poem on a poster for the two week period. Classes will read and recite the poem together. Then students will identify rhyming words, the pattern of the poem, and key syllabication of the lines. Then, specific to each poem, classes will participate in activities that highlight key elements of the poem. For instance, key phonetical sounds, synonyms, similes, metaphors, parts of speech, and rhythms of rhyme. Students will participate in follow up activities where they illustrate lines of the poem, create new poems with a given frame or pattern, interact with rhyming words and spelling patterns- eventually culminating in a poetry recital.

Second Grade Standards

Reading

- 1.1 Recognize and use knowledge of spelling patterns (e.g. diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes
- 1.10 Identify simple multiple- meaning words.

- ❖ August
 - Poets Go Wishing by Lilian Moore
 - Catch a Little Rhyme Eve Merriam
- ❖ September
 - Our Tree by Marchette Chute
 - Fly Food by Brod Bagert
- ❖ October
 - Enter This Deserted House by Shel Silverstein
 - Seed, Sprout, Flower by Helen H. Moore
- ❖ November
 - Clouds by Christina G. Rossetti
 - The Crocodile by Lewis Carroll
- ❖ December
 - Snowball by Shel Silverstein
 - A Visit From St. Nicholas by Clement Clarke Moore
- ❖ January
 - New Year's Resolutions by Bruce Lansky
 - Martin Luther King, Jr. by Alex Chung
- ❖ February
 - In Praise of Penguins by Robin Bernard
 - Rain by Suzanne McKay
- ❖ March
 - Don't Pinch! By Bruce Lansky
 - Good Morning by Muriel Sipe
- ❖ April
 - The Folk Who Live in Backward Town by Mary Ann Heberman
 - Nature Is Very Busy by Frances Gorman Risser
- ❖ May
 - When I Grow Up by William Wise
 - Summer Days by Christine Corona

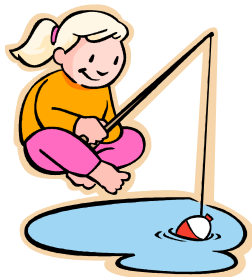
Poets Go Wishing

By Lilian Moore

Poets go fishing with buckets of
words,
fishing and wishing.

Using a line that's loose or tight
(maybe this time a rhyme is right.)

Unreeling, unreeling the words till
they match
the feeling the poet is trying to
catch.



Using the Poem

- Discuss with the children the concept of rhyme. Begin by giving examples of rhyming words. Telling them that rhyming words have the same ending sounds.
- Have the children give examples of rhyming word pairs.
- Read the poem aloud.
- Find rhyming word pairs in the poem.
- Circle the ending spelling patterns of those words to see how they rhyme

Fun with the Poem

- Post the bucket pictures on the wall. Each bucket has a rhyme pattern on it.
- Pass out the word cards to the students.
- Have the students read their words and post them under the bucket they rhyme with.
- Then read the lists of rhyming words.

Extension

- Have students write down the rhyming words.
- Have students draw a picture using some words from one bucket. Ex. A big pig or a small ball.



snake	pig	ball
big	crash	wall
take	wake	trash
tall	flash	call
wig	bake	cake
fall	cash	smash
jig	stash	mall



night	cat	top
time	stop	crime
right	hat	mop
slime	light	sat
flat	pop	kite
rhyme	cop	rat
flight	splat	flop

Catch a Little Rhyme

By Eve Merriam

Once upon a time
I caught a little rhyme

I set it on the floor
But it ran right out the door

I chased it on my bicycle
But it melted to an icicle

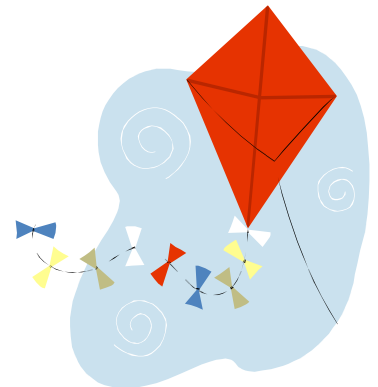
I scooped it up in my hat
But it turned into a cat

I caught it by the tail
But it stretched into a whale

I followed it in a boat
But it changed into a goat

When I fed it tin and paper
It became a tall skyscraper

Then it grew into a kite
And flew far out of sight...



Using the Poem

- Read the poem aloud.
- Have the students identify the different rhyming words. Identify the words that have the same sound and same spelling at the end.
- Then identify the words that have the same sound, but different spellings. Ex. Tail and whale, kite and sight.
- Identify the different spellings for the long vowel sounds. Discuss how rhyming words don't have to be spelled the same to rhyme.
- Brainstorm words with each long vowel sound. Find rhyming matches among the list. Ex. Great, skate, straight.

Fun with the Poem

- Have the students complete the word sort by long vowel sounds.
- Then students need to circle the two rhyming words in each column.
- Finally, students write their own verse of the poem using one of the rhyming word pairs.

Extension

- Make a class poem with all their verses!

LONG A	LONG E	LONG I	LONG O	LONG U

TAKE	CUBE	STONE	FIGHT	SKATE
PARTY	SLIDE	STAY	SEEM	NO
TIE	BLOW	TUNE	TOES	SUIT
FLOAT	TEA	THREW	MAIL	DREAM
TRAIN	TRUE	FEET	HIGH	CRY
TRY	USED	WROTE	ME	TALE

Our Tree

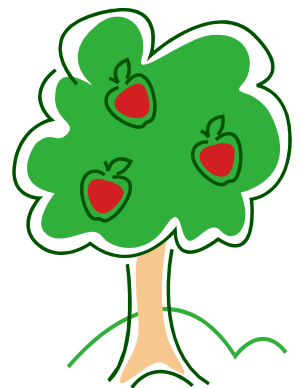
by Marchette Chute

When spring comes round, our apple tree
Is very full of flowers,
And when a bird sits on a branch
The petals fall in showers.

When summer comes, our apple tree
Is very full of green,
And everywhere you look in it
There is a leafy screen.

When autumn comes, our apple tree
Is full of things to eat.
The apples hang from every branch
To tumble at our feet.

When winter comes, our apple tree
Is full of snow and ice
And rabbits come to visit it...
We think our tree is nice.



Using the Poem

- Read the poem aloud.
- Sound out multi-syllabic words (ex. Winter, rabbits, everywhere)
- Have the students identify the different rhyming words.
- Discuss what nouns are. Identify the nouns in the poem.
- Make a list of select nouns (ex. Snow, apple, flower, bird, rabbit, tree)
- Discuss what adjectives are.
- Make a list of at least three adjectives to describe each noun listed.

Fun with the Poem

- Write the words winter and summer on the board.
- Brainstorm adjectives that describe each season. Discuss what antonyms are. Point out how many of the words that describe summer are antonyms of winter. (ex. Hot/cold, sunny/snowy)
- Fold a piece of white construction paper in half. Use the provided labels for each side and the title.
- Paint a picture of an apple tree in the winter and the summer.
- Make a list of antonyms that can be used to describe the trees and the surroundings (ex. Warm/cold sunny/snowy full/bare). Write them under the trees.

Extension

- Write a four line poem for each tree.



MY APPLE TREE



WINTER

SUMMER

Fly Food

By Brod Bagart

I went up in a swing,
Up ever so high,
Then I opened my mouth
And I swallowed a fly.

I thought of fly legs,
And those sticky fly feet
That walk on the yucky things
Flies like to eat.

It's the second worse thing
That could possibly be.
It could only be worse
If the fly swallowed me.



Using the Poem

- Read the poem aloud.
- Have the students identify the different rhyming words.
- Discuss how to determine how many syllables are in words.
- As a class, circle the one syllable words, box the two syllable words, and underline the three syllable words.

Fun with the Poem

- Explain that verbs are action words.
- Brainstorm verbs the students know.
- Identify the verbs in the poem.
- Have students complete the poem inserting rhyming words and verbs.

Extension

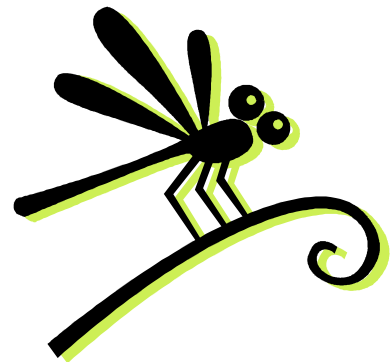
- Illustrate the poem

DRAGONFLY

By: _____

I _____ in a plane,
Up ever so high ,
Then I _____ out the window
And saw a dragon _ _ _ .

I _____ it's wings,
And those tiny feet
That _____ on water.
Isn't that _ _ _ _ !



Enter This Deserted House

By Shel Silverstein

Enter This Deserted House

But please walk softly as you do.
Frogs dwell here and crickets too.

Ain't no ceiling, only blue
Jays dwell here and sunbeams too.

Floors are flowers- take a few.
Ferns grow here and daisies too.

Whoosh, swoosh- too-whit, too-woo,
Bats dwell here and hoot owls too.

Ha- ha- ha, hee-hee, hoo-hooo,
Gnomes dwell here and goblins too.

And my child, I thought you knew
I dwell here... and so do you.



Using the Poem

- Read the poem aloud.
- Obtain a copy of Shel Silverstein's reading of the poem on "Where the Sidewalk Ends" CD
- Have the students listen to his reading a few times
- Discuss the different ways to spell the "oo" sound.
- Brainstorm words that end with the "oo" sound. (ex. New, through, too, flew, blue)

Fun with the Poem

- Discuss the sounds in the poem. Explain that these are called onomatopoeia.
- Select some Halloween themed animals and creatures like wolves, ghosts, black cats, etc.
- Draw pictures of these creatures and write the sound that they might make.

Extension

- Write a Halloween poem using the "oo" sounding words and the onomatopoeias made from your Halloween creatures!

Seed, Sprout, Flower

By Helen H. Moore

A seed is planted:

First a sprout,

then a stem,

and leaves,

and buds

come out.

Buds grow bigger,

smelling sweet,

bees and birds come

'round to eat.

Bees and birds

help flowers spread

their new seeds on

the garden bed...

A seed is planted.



Using the Poem

- Read the poem aloud.
- Discuss the “ou” sound.
- Have students identify words with the “ou” sound from the poem.
- Identify the rhyming words in this poem.
- Explain how not all poems rhyme. This poem only has a few rhyming word pairs.

Fun with the Poem

- Read to the students a book about the life cycle of a butterfly or a frog.
- Discuss five stages or changes that occur in the animal’s life
- Draw a picture of each stage.
- Write a sentence for each stage.
- Make it into a poem using the following forms. Remind the students that they don’t have to worry about everything rhyming, because not all poems rhyme.

Extension

- Act out the poems.

The Life Cycle of a Frog

By: _____

A frog is born.

First, _____

Then, _____

Next, _____

After that, _____

Finally, _____

A frog is born.



The Life Cycle of a Butterfly

By: _____

A butterfly is born.

First, _____

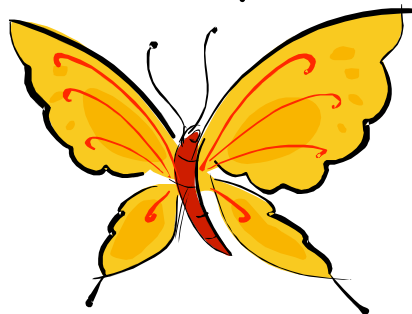
Then, _____

Next, _____

After that, _____

Finally, _____

A butterfly is born.



Clouds

By Christina G. Rossetti

White sheep, white sheep
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?



Using the Poem

- Read the poem aloud.
- Identify the rhyming words.
- Diagram the poem to show how the pattern is ABCB.

Fun with the Poem

- Explain that a metaphor is a written visualization in the reader's mind used to describe something. In this poem, the reader visualizes sheep to understand better what clouds look like and how they move.
- Read the book If Dogs were Dinosaurs by David Schwartz. This book gives more examples of metaphors.
- Think of metaphors to describe parts of animals' bodies. (ex. Knife for teeth, a paintbrush for a lion tail, a fan for an elephant's ear)
- Fold a piece of construction paper in half. On the front side, have the students draw the animal and write the body part they are describing. (Jaguar's teeth are...)- include a picture of a jaguar. Inside, draw the animal with the object visualized. (knives- include a picture of a jaguar with knives for teeth.

Extension

- Write a poem about an animal. Include two verses. Each with a metaphor. Try to follow the ABCB pattern!

Elephant

Back and forth, back and forth
Your fans flap all day.
It must be handy to have them,
To swat flies away!

A slithering snake
Hanging from a tree
Your snake trunk
Frightens me!

The Crocodile

By Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!



Using the Poem

- Read the poem aloud.
- Difference between the long I and short I sounds.
- Identify the words in this poem that contain either the long I or short I.
- Review the different spelling patterns for the long I.
- Have the students stand. Read a list of words, some having the long I, and some having the short I. If the word has a long I, have the students jump. If the word has a short I, the students need to squat down.

Fun with the Poem

- Give the students each a copy of the word cards. These have words with either the long I or short I on them, but the key letters are missing.
- Students must fill in the missing letters.
- Then give the students the pictures of the crocodile and the fish.
- They must sort the cards with the long I sound on the crocodile, and the short I sounds on the fish.

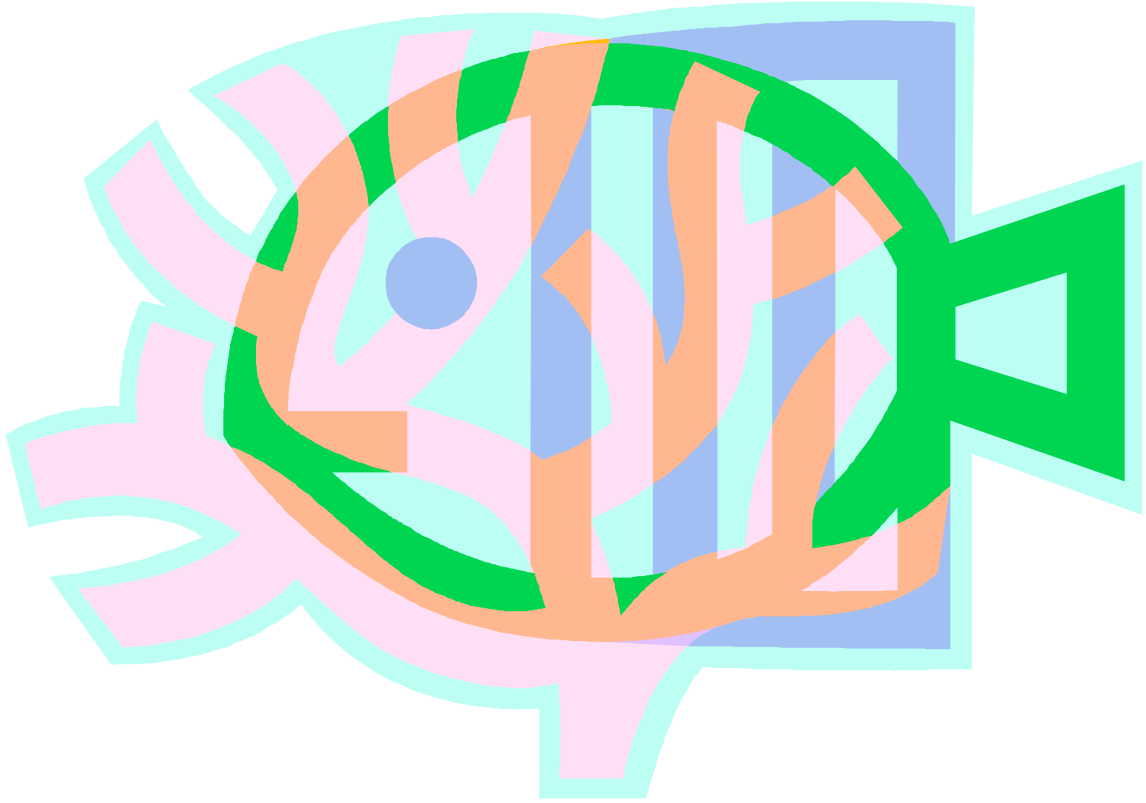
Extension

- Write poems about fish having one verse using long I rhyming words and the other using short I words.

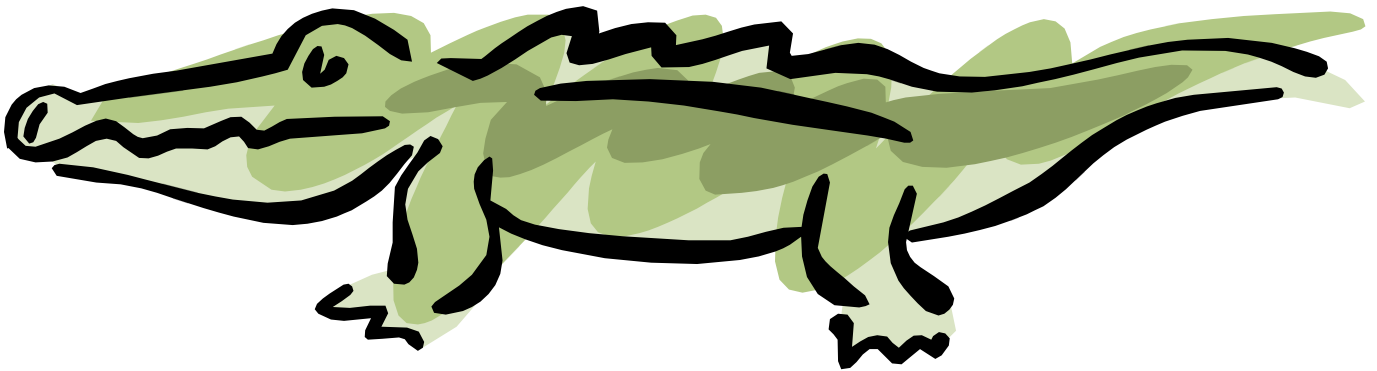
WORD LIST:

Time	Bike
Pie	Right
Delight	Fly
Slice	Nine
Tiny	Fix
Bite	Bit
Ripe	In
Nice	Spice
Bring	It
Tie	Thin
Big	Light
Cry	Until

P__S	B_T_	L___T	N_C_
B_K_	D_G	F_X	F_V_
H_T	F___T	M_X	L_P
R_D_	T__	W_G	W_SH
CR_	M_C_	H_LL	L_CK
F_SH	_N	FL_	BR_NG
T_M_	L___T	P_G	T__



SHORT I



LONG I

Name: _____

Assessment

1. Which word rhymes with slide?

- Fly
- Flip
- Ride
- Hid

2. How can you spell the long o sound?

- OI
- O_E
- AO
- OU

3. Write a short I word.

4. Write a word with the long I sound.

5. Which word is an antonym of cold?

6. Write a word with the “ou” sound.

7. What onomatopoeia might you use if you were writing about a snake?

8. What word rhymes with snail?

- Day
- Male
- Make
- Tall

9. What word rhymes with flew?

- We
- Blow
- Too
- Straw

10. Write a word with the long e sound.

Snowball

By Shel Silverstein

I made myself a snowball
As perfect as could be.
I thought I'd keep it as a pet
And let it sleep with me.
I made it some pajamas
And a pillow for its head.
Then last night it ran away,
But first- it wet the bed.



Using the Poem

- Read the poem aloud.
- Identify the rhyming words.
- Discuss how Snowball is a compound word.
- Brainstorm other compound words. Make sure the class understands the meaning of the words.

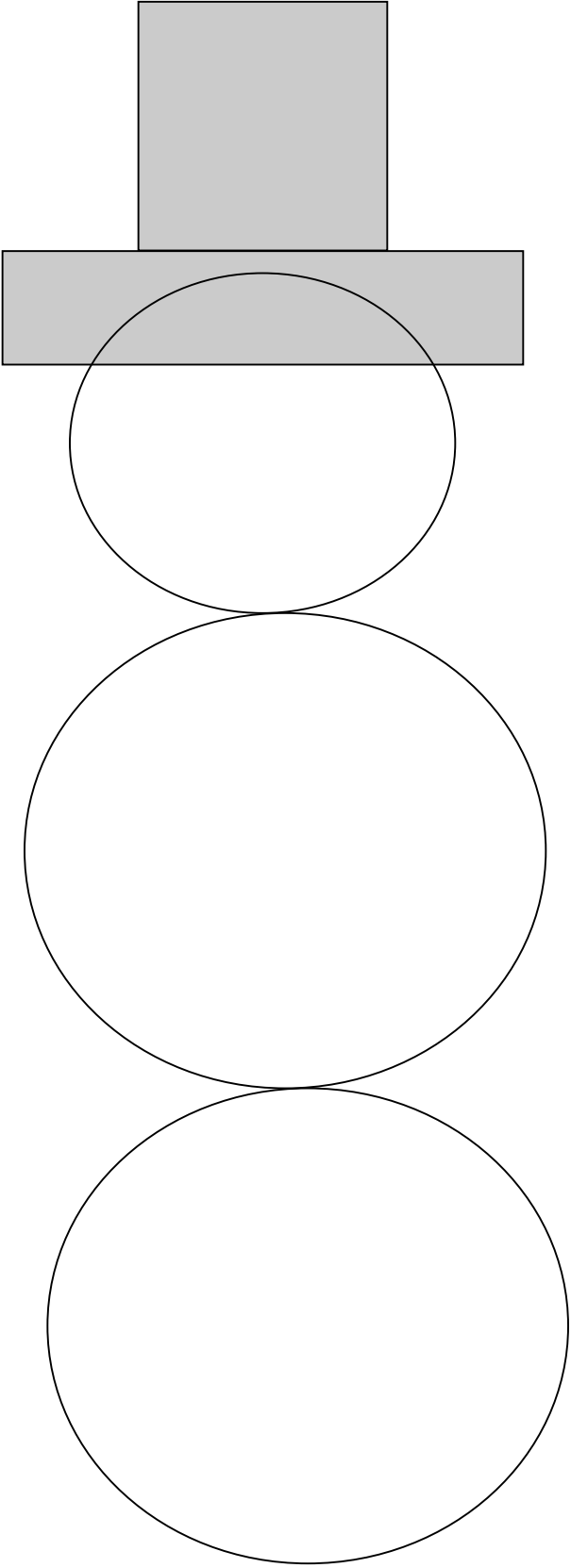
Fun with the Poem

- Draw a snowman on the board. Write a compound word on the brim of its hat.
- On the two snowballs that make the body of the snowman, write the two words that make up the compound words.
- Have the students make their own compound word snowmen.

Extension

- Write a poem titled “Snowman.”





A Visit From St. Nicholas

By Clement Clarke Moore

T'was the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mamma in her 'kerchief, and I in my cap,
Had just settled down for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.

Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave the lustre of mid-day to objects below,
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name;

Now, Dasher! Now, Dancer! Now, Prancer and Vixen!
On, Comet! On Cupid! On, Donner and Blitzen!
To the top of the porch! to the top of the wall!
Now dash away! dash away! Dash away all!

As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky,
So up to the house-top the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my hand, and was turning around,
Down the chimney St. Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes -- how they twinkled! His dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard of his chin was as white as the snow;

The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath;
He had a broad face and a little round belly,
That shook, when he laughed like a bowlful of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread;

He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose;
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, ere he drove out of sight,
"Merry Christmas to all, and to all a good-night!"



Using the Poem

- Read the poem aloud. Illustrated versions of this poem are available. I recommend Mary Engelbreit's [The Night Before Christmas](#).
- As you read the book to the students, pause to have them identify the rhyming words. As they progress in the skill, have them predict the second rhyming word before you read it.
- Explain how this poem had an AA BB pattern. Where the first and second lines rhymed.
- Review some of the rhyming word pairs from the story.

Fun with the Poem

- Have the students match the rhyming words from the poem.
- Go online to www.maryengelbreit.com and print off some of the coloring activities and look at the online activities provided for kids from this book.

Extension

- Watch the video “Mary Engelbreit’s Night Before Christmas.”
- Write a poem about the adventure the fairy has in the video. Try to follow the pattern AABB.

THE NIGHT BEFORE CHRISTMAS

RHYMING MATCH-UP

house	
flash	
clatter	
snow	
soot	
Vixen	
sight	
roof	
merry	
head	
belly	
around	
rose	

all	
care	
heads	
whistle	
jerk	
came	
teeth	
flew	
St. Nick	
elf	
cap	
appear	
sky	
back	

THE NIGHT BEFORE CHRISTMAS

RHYMING MATCH-UP

Cut these words and match them to their rhyming word!

foot	name	cherry	pack
mouse	reindeer	myself	thistle
Blitzen	quick	too	wall
dread	hoof	jelly	there
below	work	matter	nose
nap	sash	wreath	bound
fly	night	beds	



New Year's Resolutions

By: Bruce Lansky

Last year I did some rotten things.
This year I will be better.
Here are some resolutions
I will follow to the letter:

I won't make dumb excuses
When my homework isn't done;
When the truth is that I did no work
'cause I was having fun.

I won't fly paper airplanes
When the teacher isn't looking.
I won't sneak in the kitchen
Just to taste what they are cooking.

I will not twist the silverware
To see how far it bends.
I will not take the candy bars
From lunch bags of my friends.

I will not skateboard down the hall
Or skateboard down the stairs.
I won't run over teachers,
And I won't crash into chairs.

I will not do these rotten things;
My heart is full of sorrow.
But I have got some brand-new tricks
To try in school tomorrow.

Using the Poem

- Read the poem aloud.
- Identify the rhyming words.
- Compare the spelling of the rhyming words. All but one pair have exactly the same ending spelling patterns.
- Explain how knowing spelling patterns and rhyming words can help them spell words they might not know how to spell.

Fun with the Poem

- Tell the students that you are thinking of a word. Give them the meaning of the word. Then tell them they need to spell it, but first, write down a word it rhymes with. Then have the students spell the word you were thinking of.
- Play hangman in this way.

Extension

- Write a poem using the given frame.

New Year's Resolution

By: _____

Last year I did some rotten things.

This year I will be better.

Here are some resolutions

I will follow to the letter:

I will not _____

I won't _____

I will not _____

I won't _____

I will not do these rotten things;

My heart is full of sorrow.

But I have got some brand-new tricks

To try in school tomorrow.

Martin Luther King, Jr.

By Alex Chung

One man dared to have a dream,
A dream for all the world:
A dream of true equality
For every boy and girl.

To keep his daring dream alive,
He fought in peaceful ways.
Because he dared to have a dream,
Our world's a better place.



Using the Poem

- Read a biography of Dr. Martin Luther King Jr. to the students
- Read the poem aloud.
- Identify the rhyming words.
- Discuss Dr. King's dream.

Fun with the Poem

- Explain acrostic poems to the students.
- These poems don't need to rhyme.
- Let the students write an acrostic poem about Dr. King's Dream.

Extension

- Write an acrostic poem of the student's own dreams.

DR. KING'S DREAM

By: _____

D _____

R _____

E _____

A _____

M _____

MY DREAM

By: _____

D

R

E

A

M

In Praise of Penguins

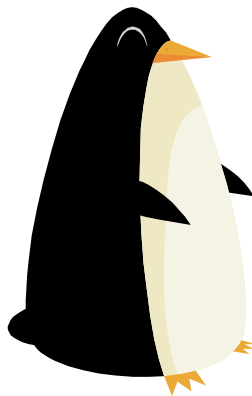
By Robin Bernard

These funny birds in fancy clothes
May waddle in the snow,
But when they reach the icy sea
Just watch how fast they go!

Their song sounds like a donkey's bray,
They cannot soar or fly,
Yet penguins manage very well,
And let me tell you why...

Their feathers keep out water,
Their blubber keeps out cold,
Their wings make perfect paddles
Because they do not fold!

Their tails are good for steering,
They brake with their feet-
So tell me now, from all you've heard...
Aren't penguins NEAT?



Using the Poem

- Read the poem aloud.
- Identify the rhyming words.
- Discuss syllables and how they are how we break words into parts. This helps us read unfamiliar words.
- Identify one syllable words in the poem.
- Identify two syllable words in the poem.

Fun with the Poem

- Highlight the two syllable words: funny, cannot, waddle, and blubber.
- Explain that when a word has double consonants, the two syllables break in the middle of them.
- Make a list of words with double consonants. (happy, middle, bubble, paddle, pepper, little)
- Explain that when a word has double vowels, the word does not break in the middle. Use the example of the word steering. Explain that with these types of words, they are broken up by the root word and the suffix, ing.
- Make a list of suffixes. (ing, ed, ly, er, est, ful)
- Complete attached sheet.

Extension

- Write a poem about a playful puppy.

Name: _____

Draw a line where these words break into syllables. If you see a root word, circle it!

1. Silly

2. Fishing

3. Happy

4. Colorful

5. Painter

6. Little

7. Bubble

8. Keeper

9. Puddle

10. Freeway

Rain

By Suzanne McKay

Listen to the sound of the rain, drop, drop
Listen to the rhythm of the rain

Rain is something that stops and ends
It is something you can open your heart to and just listen

It reminds me of a song
It reminds me of a bird singing

I name rain the symbol of singing
It gives a beat

It gives me a feeling I can't put into my mouth
It gives me a feeling in my heart.

It makes me feel sad, but a different kind of sadness
It gives me a feeling not just inside, but out
It makes me want to just sit down and fall into a deep,
deep sleep



Using the Poem

- Save this poem for a rainy day
- Read the poem aloud.
- This poem is read aloud on the tape “Are We Almost There?” by Troubadour
- Play the poem for the students if you can obtain the tape
- Discuss onomatopoeia- discuss the sounds that rain makes

Fun with the Poem

- Use the following frame to personalize the thoughts from this poem
- Take these personal ideas and write a poem about rain, this poem needs not to rhyme

Extension

- Mount the frame or written poem on a piece of blue construction paper
- Using bleach, paint raindrops around the poem

RAIN

By: _____

Listen to the sound of the rain, _____, _____.	Rain is something
Listen to the rhythm of the rain. It reminds me of	I name rain
It gives me a feeling I can't	It gives me a feeling in
It makes me feel	It makes me want to

Name: _____

Assessment

1. Which word rhymes with jelly?

- Furry
- Belly
- Lady
- Many

2. Which word rhymes with pack?

- Cake
- Pick
- Back
- Sneak

3. Write the compound word that means no people.

4. Write the compound word that is something colorful in the sky after the rain.

5. Which word rhymes with dream?

- Stem
- Mean
- Cream
- Meat

6. How do you separate puddle into syllables?

- P- UDDLE
- PU- DDLE
- PUDD- LE
- PUD-DLE

7. What onomatopoeia might you use if you were writing about the sound a clock makes?

8. How do you separate playful into syllables?

- PLAY-FUL
- P-LAY-FUL
- P-L-A-Y-F-U-L
- PL-AYFUL

9. What word rhymes with friends?

- Hens
- Bends
- Needs
- Flowers

10. If donkey is spelled with an “nkey” at the end, how do you spell the name of the animal that swings from trees and eats bananas?

Don't Pinch!

By Bruce Lansky

When I got on the school bus,
I was in for a surprise.
My friends all stared and pointed.
There was mischief in their eyes.

A kid who sat in front of me
Reached out and pinched my knee.
My friends all started laughing,
But the joke was lost on me.

And then I got a second pinch.
I felt it on my ear.
And then I felt a third and fourth.
You guessed it- on my rear.

I asked, "Why are you pinching me?
I think it's very mean!"
They said, "Today is St. Patrick's Day
And you're not wearing green."



Using the Poem

- Read the poem aloud.
- Discuss the long e sound
- Explain how the long e sound can occur in the beginning, middle, or end of a word
- Write out the different spellings for the long e sound

Fun with the Poem

- Distribute the word cards. Have the students fill in the missing letters for the long e words
- Use the shamrock to sort the long e words by beginning, middle, and end

Extension

- Write a poem about something that's lucky and green! Try using the ABCB pattern.

__CH	TR__	CR__M	S__
DR__M	_V_N	W_	__ST
N__T	FR__	S__M	L__N
__SY	THR__	F__LING	CIT_
B__	B_CAUSE	H_R_	H__T

__THER

MONK__

T__CHER

JEWELR_



Good Morning

By Muriel Sipe

One day I saw a downy duck,
With feathers on his back;
I said, "Good morning, downy duck,"
And he said, "Quack, quack, quack."

One day I saw a timid mouse,
He was so shy and meek;
I said, "Good morning, timid mouse,"
And he said, "Squeak, squeak, squeak."

One day I saw a curly dog,
I met him with a bow;
I said, "Good morning, curly dog,"
And he said, "Bow-wow-wow."

One day I saw a scarlet bird,
He woke me from my sleep;
I said, "Good morning, scarlet bird,"
And he said, "Cheep, cheep, cheep."



Using the Poem

- Read the poem aloud.
- Have fun acting out the poem.
- Discuss adjectives and how they can describe nouns using the five senses and personalities.
- Identify the adjectives used in this poem to describe the animals.
- Brainstorm other adjectives that could describe a duck, dog, mouse, and bird.

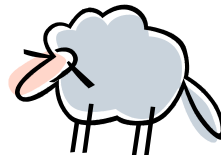
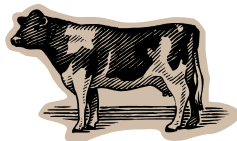
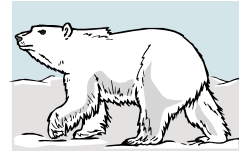
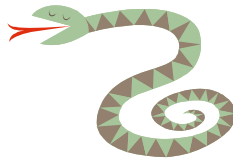
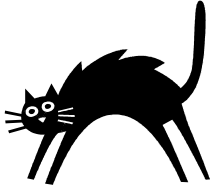
Fun with the Poem

- Use the attached form to brainstorm adjectives that could describe other animals.
- Remember to use the five senses.

Extension

- Write a poem about three of those animals using the given frame.

What does it look like?
What does it sound like?
What does it feel like?
What does it smell like?
What kind of personality does it have?



Good Morning

By _____

One day I saw a _____ bear,

He walked across the floor;

I said, "Good morning, _____ bear,"

And he said, "_____, _____, _____."

One day I saw a _____ cow,

He had just turned two;

I said, "Good morning, _____ cow,"

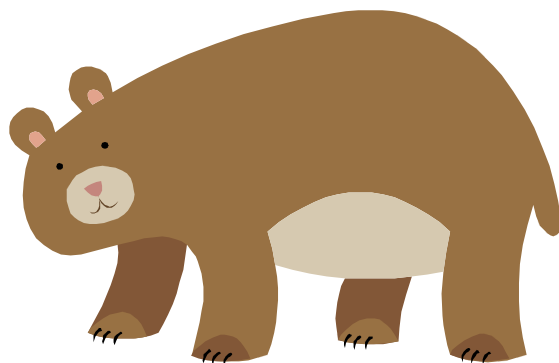
And he said, "_____, _____, _____."

One day I saw a _____ cat,

I he is sleeping right now;

I said, "Good morning, _____ cat,"

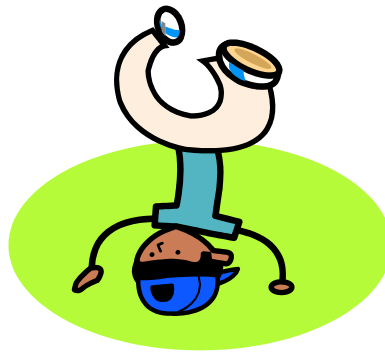
And he said, ""_____, _____, _____."



The Folk Who Live in Backward Town

By Mary Ann Hoverman

The folk who live Backward Town
Are inside out and upside down.
They wear their hats inside their heads
And go to sleep beneath their beds.
They only eat the apple peeling
And take their walks across the ceiling.



Using the Poem

- Read the poem aloud.
- Identify the rhyming words in the poem.
- Discuss Prepositions. Explain to the students that Prepositions show location in relation to other items.
- Tell students you are thinking of an object in the room. Then describe where it is. Writing the prepositions you use on the board. Continue until a student guesses what item you have described.
- Brainstorm other prepositions.

Fun with the Poem

- Have students find objects in the room. Students should write three sentences that describe the location of the object. Have them circle the prepositions they used.

Extension

- Use the location descriptions as a game. Have students trade their descriptions so others can guess the object.

PREPOSTIONS TELL LOCATION

Think of an object in the room. Write three sentences describing the location of the object in relation to other objects in the room. Then circle the preposition you used in each sentence.

1. _____

2. _____

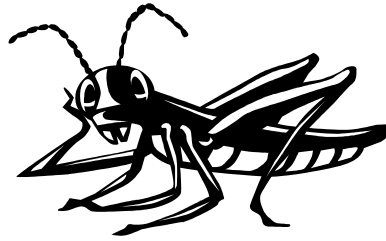
3. _____

Have your friend read your descriptions and write their guess of what object you were thinking of here!

Nature Is Very Busy

By Frances Gorman Risser

Bees are buzzing, frogs are hopping,
Moles are digging, There's no stopping.
Vines from climbing, grass from growing,
Birds from swinging, winds from blowing,
Buds from blooming, crickets humming
Sunbeams dancing, raindrops drumming.
All the world is whirling, dizzy
Nature is very busy!



Using the Poem

- Read the poem aloud.
- Identify the rhyming words
- Identify all verbs in the poem. Explain how when a verb is being done now, we add an -ing to the word.
- Explain the rules for adding -ing to words that end with e or a short vowel followed by one letter.

Fun with the Poem

- Use the attached form to practice converting verbs to their present form.

Extension

- Write a poem about the ocean and how it is very busy. It is possible to make this poem rhyme, but not necessary.

Name: _____

Verbs ending with -ing

- If a verb is happening now, add -ing to it.
- If the verb ends with an e, drop the e and add -ing
- If the verb has a short vowel followed by one consonant, double the consonant and then add the -ing

Change these words to their -ing form.

	Word		What did you do? (circle one)	
1.	Swim _____	nothing	double letter	drop e
2.	Jump _____	nothing	double letter	drop e
3.	Hop _____	nothing	double letter	drop e
4.	Skip _____	nothing	double letter	drop e
5.	Make _____	nothing	double letter	drop e
6.	Tap _____	nothing	double letter	drop e
7.	Hum _____	nothing	double letter	drop e
8.	Run _____	nothing	double letter	drop e
9.	Skate _____	nothing	double letter	drop e
10.	Come _____	nothing	double letter	drop e

The Ocean Is Very Busy

By _____

Fish are _____, whales are _____,

Waves are _____, There's no stopping.

Dolphins from _____, kelp from _____,

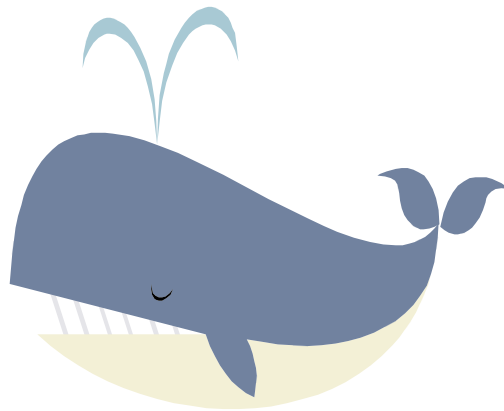
Seagulls from _____, winds from _____,

Sharks from _____, Jellyfish _____

Sunbeams dancing, sailboats _____.

All the world is whirling, dizzy

The ocean is very busy!



When I Grow Up

By William Wise

When I grow up,
I think I'll be
A detective
With a skeleton key.

I could be a soldier
And sailor too;
I'd like to be a keeper
At the public zoo.

I'll own a trumpet
And I'll play a tune;
I'll keep a space ship
To explore the moon.

I'll be a cowboy
And live in the saddle;
I'll be a guide
With a canoe and a paddle.

I'd like to be the driver
On a diesel train;
And it must be fun
To run a building crane.

I'll live in a lighthouse
And guard the shore;
And I know I'll want to be
A dozen things more.

For the more a boy lives
The more a boy learns-
I think I'll be all of them
By taking turns.



Using the Poem

- Read the poem aloud.
- Identify the rhyming words
- Identify which rhyming word pairs have the same spellings, and which are different.
- Brainstorm other words that rhyme with the given pairs.
- Read the book, When I'm BIG by Nila Aye and Tim Drury to get ideas about occupations.

Fun with the Poem

- Brainstorm possible occupations the students are interested in.
- Write a poem following the model of this poem.
- This poem should use rhyming words. So work with the students to brainstorm rhyming words.

Extension

- Have the students dress up as one of the occupations they wrote about and recite their poem to the class.

When I Grow Up

By _____

When I grow up,

I think I'll be

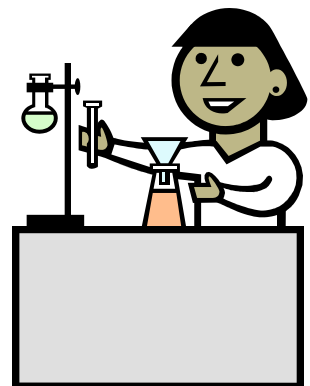
A _____

With a _____.

I could be a be a _____

I'd like to be a _____

For the more someone lives
The more a person learns-
I think I'll be all of them
By taking turns.



Summer Days

By Christine Corona

Summer is a fun time-
Long days in the sunshine,
Fireworks and picnics
And tasty lemonade!

Swimming in the ocean
Or a lake is so fun!
We'll play in the hot sun
And rest under the shade!



Using the Poem

- Read the poem aloud.
- Identify the rhyming words
- Brainstorm a list of summer words. Write them on the board.
- Then brainstorm a rhyming word for each of those words and write them under the first word.

Fun with the Poem

- Write each brainstormed word on a 3X5 card. Give each child one card.
- Play “MIX, FREEZE, MATCH”
- Tell the students that when you say, “MIX” you want them to walk around and switch cards with as many people as they can.
- Then when you say “FREEZE” they need to freeze.
- When they say “MATCH” they need to find the student with their matching word.
- Repeat this many times.

Extension

- Have the students write their own “Summer Days” poem, maybe using some of the words that you’ve brainstormed.

Name: _____

Assessment

1. Which word rhymes with lucky?

- Fly
- Funny
- Each
- Mean

2. How can you spell the long e sound?

- EA
- EEE
- E_I
- I

3. Write a short e word.

4. How do you write the word swim + ing?

5. Which word is an adjective to describe a blanket?

6. Write a preposition.

7. Write the word slide + ing.

8. Which word is an adjective?

- Walk
- Furry
- Make
- Doll

9. What word rhymes with paddle?

- Wade
- Lead
- Sad
- Saddle

10. Which word is a preposition in this sentence?

My silly dog ran under the table.

YEAR END RECITAL

Save your students' work from throughout the year in a portfolio. Have each student select their favorite poem that they wrote or from the given poems to recite at a special end of the year event. This is a great opportunity for students to look back and feel a sense of pride in their work.

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