

# PATCHWORK POETRY

**Grade Level:** Third Grade

**Written by:** Peggy Downs, Peak to Peak Charter School, Lafayette, Colorado

**Length of Unit:** 12 days, 12 lessons, 30 - 45 minutes each

## I. ABSTRACT

This Language Arts unit introduces students to all of the 3<sup>rd</sup> grade Core Knowledge poems, focusing on comprehension and enjoyment. Teaching strategies include shared reading, guided discussion, group work, and individual assessment. Suggestions for extension activities are included. The lessons in this unit may be taught individually in any order, or as a complete unit. Students will create a paper patchwork square for each poem. As the *optional* culminating activity, students may create a “Patchwork Poetry” paper-quilt.

## II. OVERVIEW

### A. Concept Objectives

1. Students will read and understand a variety of materials. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 1*)
2. Students will apply thinking skills to their reading and writing. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 4*)
3. Students will recognize literature as a record of human experience. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 6*)

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

1. Poetry (p. 67)
  - a. “Adventures of Isabel” (Ogden Nash)
  - b. “The Bee” (Isaac Watts)
  - c. “By Myself” (Eloise Greenfield)
  - d. “Catch a Little Rhyme” (Eve Merriam)
  - e. “The Crocodile” (Lewis Carroll)
  - f. “Dream Variation” (Langston Hughes)
  - g. “Eletelephony” (Laura Richards)
  - h. “Father William” (Lewis Carroll)
  - i. “First Thanksgiving of All” (Nancy Byrd Turner)
  - j. “For want of a nail...” (traditional)
  - k. “Jimmy Jet and His TV Set” (Shel Silverstein)
  - l. “Knoxville, Tennessee” (Nikki Giovanni)
  - m. “Trees” (Joyce Kilmer)

### C. Skill Objectives

1. Students will read, respond to, and discuss classic and modern poetry.
2. Students will apply comprehension skills and strategies to read with increasing fluency and understanding. (*Boulder Valley Public Schools, K-5 Language Arts Curriculum, Standard 1, 3<sup>rd</sup> Grade Benchmark 1.8*)
3. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 4*)
4. Students will know and use literary terminology. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 6*)
5. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 6*)

6. Students will identify words appealing to the senses in literature. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 6*)
7. Students will identify words involving direct or indirect comparisons in literature. (*Colorado Model Content Standards for Reading and Writing, Grade 3, Standard 6*)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Pathways to Poetry, Grades 1-3*, by Phylliss J. Adams and Ellen L. Kronowitz.
  2. *Poets.org: The Academy of American Poets*:  
<http://www.poets.org/index.cfm>
  3. *Houghton-Mifflin Reading: Authors and Illustrators*:  
<http://www.eduplace.com/kids/hmr/mtai/index.html>
- B. For Students  
None

### IV. RESOURCES

- A. *What Your Third Grader Needs to Know*, by E.D. Hirsch, Jr. (Lessons One-Eleven)
- B. *Listen, My Children: 3<sup>rd</sup> Grade* (Lessons One-Eleven)
- C. Construction paper, white, cut to 5” x 5”, and variety of colors, cut to 6” x 6” (one white square and one colored square for each student/each lesson)

### V. LESSONS

#### Lesson One: Adventures of Isabel

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will read and understand a variety of materials.
    - b. Students will apply thinking skills to their reading and writing.
    - c. Students will recognize literature as a record of human experience.
  2. Lesson Content
    - a. “Adventures of Isabel” by Ogden Nash
  3. Skill Objective(s)
    - a. Students will read, respond to, and discuss classic and modern poetry.
    - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
    - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
- B. *Materials*
  1. “Adventures of Isabel” by Ogden Nash, from *What Your Third Grader Needs to Know*, revised edition page 6-7, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
  2. Appendix A – Adventures of Isabel, for each student (copy 2-sided with the poem, if desired)
  3. Appendix L – Answer Key
  4. White construction paper, cut to 5” x 5”, for each student
  5. Variety of colored construction paper, cut to 6” x 6”, for each student
  6. Coloring supplies and glue for students
- C. *Key Vocabulary*
  1. **Ravenous**: very eager or greedy for food
  2. **Cavernous**: as big as a cavern

3. **Rancor:** deep dislike or ill will
4. **Zwieback:** hard, sweet, dry toast
5. **Satchel:** a small bag often with a shoulder strap
6. **Concoctor:** someone who concocts, or someone who designs or makes

D. *Procedures/Activities*

1. Ask children to tell what they know of Pippi Longstocking. Encourage volunteers to briefly describe some of her adventures.
2. Read the title of the poem, “Adventures of Isabel.” Have the children predict what they think the poem is about. Ask them to explain what makes an “adventure.”
3. Share the following biographical information on the author.
  - a. Poet: Ogden Nash
  - b. Facts: 1902-1971, born in Rye, New York. Went to Harvard University.
  - c. Style: A variety of comic verse from lighthearted to absolutely silly. He often uses surprising rhymes and puns.
  - d. Other Works: “Parents Keep Out” (1951), “Cruise of the Aardvark” (1967)
4. Read the poem aloud, asking the children to listen carefully to discover Isabel’s adventures.
5. Discuss the students’ predictions. Were they accurate? Were there any surprises? Have students describe the problems Isabel faces and how she solves them. Encourage comments about the poem.
6. Read the poem again, encouraging children to chant with you as you read “Isabel, Isabel, didn’t worry. Isabel didn’t scream or scurry.”
7. Discuss the meaning of the Key Vocabulary Words above.
8. Distribute copies of the poem and Appendix A – Adventures of Isabel. Allow volunteers to read a verse at a time several more times through.
9. Discuss following questions:
  - a. *What do you think is the main idea of this poem?*
  - b. *What happens in the beginning, middle and end of each verse?*
  - c. *What do you notice that is the same in each verse?*
  - d. *How does this poem make you feel? (makes you laugh? makes you scared? fun to read?)*
  - e. *How do you think the author feels about Isabel?*

**Optional Extension Activities**

10. Go on a poetry hunt: Look into some poetry books at your library. Find a poem that you like. Copy it and the author’s name onto a piece of paper. Share the poem with your class.
11. Play an Adventure Memory Game: Arrange the children in a circle. Choose one child to begin the game by saying, “I am going on an adventure and I’m (choose one activity like “Hiking up Mt. Everest” or “Wrestling an alligator”). The next child must repeat what the first child said, and add a new adventure. The game continues around the circle until each child has had an opportunity to add an adventure.
12. Make a Zwieback Graph: Bring in Zwieback for the students to taste. Have them predict what it will taste like, then compare the results. Make a bar graph of how many students think it tastes good ☺ , tastes bad ☹ , or don’t care.

E. *Assessment/Evaluation*

1. Have children complete Appendix A – Adventures of Isabel to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.

2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the repeated lines from the poem (“Isabel, Isabel, didn’t worry. Isabel didn’t scream or scurry.”) and the author’s name on the paper. Then have them draw a picture of Isabel on one of her adventures. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

## Lesson Two: Eletelephony

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Eletelephony” by Laura Richards
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.

### B. *Materials*

1. “Eletelephony” by Laura Richards, from *What Your Third Grader Needs to Know*, revised edition page 14, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix B – Eletelephony, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students

### C. *Key Vocabulary*

1. **Howe’er**: however

### D. *Procedures/Activities*

1. Have children close their eyes as you read the following:
  - a. “Imagine an elephant. A large gray elephant with a mighty trunk.”  
*Pause as they form the picture.*
  - b. “Imagine a telephone. A brightly colored telephone with a long curly cord.”  
*Pause again.*
  - c. “Now, imagine the elephant trying to use the telephone! What do you see?”  
*Pause again before you begin taking comments.*
2. Encourage volunteers to describe what they imagined.
3. Tell students that the poem, “Eletelephony” is about what might happen if an elephant tried to use the telephone.

4. Share the following biographical information on the author.
  - a. Poet: Laura Richards
  - b. Facts: (1850-1943) Her mother, Juliet Ward Howe, wrote the “Battle Hymn of the Republic.”
  - c. Style: Most of her poems are nonsense collections with made-up words and a catchy rhythm.
  - d. Other Works: *Tirra Lirra* (1951), a classic collection of children’s poems, and a series of girls’ novels, such as *Melody* (1893), *Queen Hildegard* (1889), and *Peggy* (1899).
5. Read the poem aloud. Encourage comments from the students.
6. Read the poem again. Have students notice the rhyming words and the silly words.
7. Discuss the meaning of the Key Vocabulary Words above.
8. Distribute copies of the poem and Appendix B - Eletelephony. Have the children practice reading the poem with partners. Encourage them to try to memorize the poem. After a set period of time, allow volunteers to try to recite the poem from memory for the class.

#### **Optional Extension Activities**

9. Reading Humorous and Non-Humorous Poems: Divide the class into cooperative work groups. Provide each group with two or more poetry books, containing examples of humorous and non-humorous poems. (Books by Shel Silverstein and Jack Prelutsky contain numerous examples of humorous poems.) Invite each group to look through the books and select one example of a humorous poem and one example of a non-humorous poem. Ask the children to practice reading their poetry selections in their groups. After a set time period, have each group share their selections with the whole class.
10. Record the titles of the poems read aloud on the board. Have the children vote for the two poems they enjoyed the most. Discuss why these two were chosen as favorites.
11. Identify Rhyming Words: Display a copy of the poem on a chart or overhead projector. Have a volunteer read the poem aloud. Encourage the other children to listen carefully for the rhyming words. Have volunteers underline the rhyming words in the first two lines, the second two lines, etc. Have the children read all the underlined words aloud, noting that for each sensible word, there is a rhyming non-sense word in the pair.
12. Write a copycat poem: As a class, brainstorm ideas for two words that normally don’t go together, like the elephant and telephone. (It works best with 2- or 3-syllable words, for example: dinosaur/microscope, or alligator/elevator.) Copy the lines of *Eletelephony* to start with, and then make up your own silly poem.

#### **E. Assessment/Evaluation**

1. Have children complete Appendix B – Eletelephony to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the first two lines of the poem (“Once there was an elephant, who tried to use the telephat”) and the author’s name on the paper. Then have them draw a picture of the elephant and the telephone. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

### Lesson Three: Jimmy Jet and His TV Set

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Jimmy Jet and His TV Set” by Shel Silverstein
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.

#### B. *Materials*

1. “Jimmy Jet and His TV Set” by Shel Silverstein, from *What Your Third Grader Needs to Know, revised edition* page 12, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix C – Jimmy Jet and His TV Set, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students

#### C. *Key Vocabulary*

1. **VERT** (vertical): lines going up and down
  2. **HORIZ** (horizontal): lines going side-to-side
- When Shel Silverstein was young, televisions were very new. They could only show black and white pictures, and often those pictures had to be adjusted. Sometimes the picture wiggled side-to-side, and you had to fix it by turning a knob marked “vertical.” Sometimes the picture rolled up or down, and you used a knob marked “horizontal.”

#### D. *Procedures/Activities*

1. Begin a discussion about television by drawing a picture of a TV on the board. Be sure to include rabbit-ear antennae, the cord and plug, and a few knobs. Have children describe the TV, and tell other information they may know. Point out the parts and label them as you discuss them.
2. Tell the children that the poem, “Jimmy Jet and His TV Set” is about a boy who watched too much TV. Point out that something very surprising happens to this boy. Have the children predict what they think will happen.
3. Share the following biographical information on the author.
  - a. Poet: Shel Silverstein
  - b. Facts: (1932 - ), born in Chicago, Illinois. He is a very private man and rarely grants interviews.
  - c. Style: His poetry for children is light and whimsical. He has also written songs, plays, and children’s fiction.
  - d. Other Works: Many books of poetry, including *A Light in the Attic*, and *Where the Sidewalk Ends*, and *The Giving Tree*. He also wrote a song called “A Boy Named Sue” which was recorded by Johnny Cash.

4. Read the poem aloud, asking the children to listen carefully to find out what happened to Jimmy.
5. Discuss the students' predictions. Were they accurate? Were there any surprises? Encourage the children to comment freely.
6. Read the poem to the children one or more times.
7. Discuss the meaning of the Key Vocabulary Words above.
8. Discuss the following questions:
  - a. *How old do you think Jimmy is?*
  - b. *What types of shows did he watch?*
  - c. *What happens to Jimmy first? Next? At the End?*
  - d. *Why do you think the poet wrote this poem?*
  - e. *How do you think the poet feels about television?*
9. Distribute copies of the poem and Appendix C – Jimmy Jet and His TV Set. Have the children work with partners to practice reading the poem aloud, taking turns line by line. Allow volunteers to read for the class.

#### **Optional Extension Activities**

10. Make your own TV Set: Provide a piece of black construction paper and white construction paper for each child. Have students cut out a box in the black paper (like a TV screen) and tape or glue the white piece behind the black piece. Have students draw a scene from their favorite TV show on the white paper TV screen. Allow volunteers to share their pictures with the class. Display on a bulletin board with a copy of the poem, if desired.
  11. Conduct a Survey: Discuss with the children the different types of TV shows – situation comedies, news, mystery, drama, real-TV, etc. Have students design and conduct a survey of favorite types of shows at home or among classmates.
  12. Rewrite the poem: Have the students imagine what would happen if Jimmy had played too much Game Boy (or Computer Games, or Video Games, etc.). How would the poem be different? Have students rewrite the poem to fit (“Jimmy Joe and his Video”, for example).
- E. *Assessment/Evaluation*
1. Have children complete Appendix C – Jimmy Jet and His TV Set to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
  2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy their favorite verse from the poem and the author’s name on the paper. Then have them draw a picture of Jimmy Jet and his TV set. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

#### **Lesson Four: For want of a nail...**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will read and understand a variety of materials.
    - b. Students will apply thinking skills to their reading and writing.
    - c. Students will recognize literature as a record of human experience.
  2. Lesson Content
    - a. “For want of a nail...” (traditional)
  3. Skill Objective(s)
    - a. Students will read, respond to, and discuss classic and modern poetry.

- b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.
- B. *Materials*
- 1. “For want of a nail...” (traditional), from *What Your Third Grader Needs to Know*, revised edition page 11, written on an overhead transparency or chart - keep out of sight until needed or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
  - 2. (No worksheet for this poem)
  - 3. White construction paper, cut to 5” x 5”, for each student
  - 4. Variety of colored construction paper, cut to 6” x 6”, for each student
  - 5. Coloring supplies and glue for students
- C. *Key Vocabulary*
- 1. **“For want of...”**: expression meaning “for lack of” or “because we don’t have”
- D. *Procedures/Activities*
- 1. Tell the students that sometimes it is fun to let your mind wander and imagine all the things that would happen if an unusual situation were to occur. For each of the following situations, have students suggest as many possible consequences as they can, and record their ideas on the board.
    - a. *What if everyone in the world suddenly became 12” tall?*
    - b. *What if there was no such thing as a mirror?*
    - c. *What if there was no such thing as darkness or night?*
  - 2. Read the title of the poem, “For the want of a nail,” and explain to the students that this poem is about a very ordinary thing that had a very big consequence.
  - 3. Share the following biographical information on the author.
    - a. Poet: Mother Goose is a traditional collection of nursery rhymes. No one knows for sure where the name came from originally. It may go back as far as Charlemagne’s mother, Queen Goosefoot (1200 years ago!).
    - b. Facts: dates and origin unknown
    - c. Style: Simple rhymes about childhood and animals, often with a moral lesson.
    - d. Other Works: “Jack and Jill,” “Simple Simon,” and “Little Miss Muffet”
  - 4. Have children listen as you read the poem aloud. Ask students describe the problem and the consequences.
  - 5. Read the poem again, asking the children to imagine each consequence in order as you read.
  - 6. Discuss the meaning of the Key Vocabulary Words above.
  - 7. Display the poem on a chart or overhead transparency. Allow volunteers to read the poem several more times. Encourage the students to try to memorize the poem.
  - 8. Discuss the following questions:
    - a. *What happens in the beginning, middle and end of this poem?*
    - b. *What do you notice that is the same in each line?*
    - c. *How does this poem make you feel? (makes you laugh? scared? fun to read?)*



### Optional Extension Activities

9. Go on a nursery rhyme hunt: Look into some nursery rhyme books at your library. Find a nursery rhyme that you like. Copy it onto a piece of paper. Share the rhyme with your class.
  10. Play the Memory Challenge: Divide the class into cooperative work groups. Make sure each group has a piece of paper and pencil. Have each group write out the words to as many nursery rhymes as they can remember (as much of the rhyme as they can remember!) in a set period of time. After the time is up, have each group share the rhymes they wrote down and give points to the team – one point for a partial rhyme, two points if they remembered the whole rhyme. The winners are the team with the most points.
  11. Make a Nursery Rhyme Picture Book: Bring in copies of a variety of nursery rhymes. “The Real Mother Goose” is a great resource, or check with your Kindergarten/1<sup>st</sup> grade teachers. Have students copy and illustrate a series of nursery rhymes. Make covers and staple or tie into books. Arrange for the students to read their books to a kindergarten class.
- E. *Assessment/Evaluation*
1. Write a copycat poem. Tell the children they will each write their own poem today, just like the nursery rhyme. Brainstorm ideas for topics. Encourage students to find a logical chain of events. Have students write their new poem in cursive and sign their name as the author. Suggestions for topics:
    - a. *Roman Empire, from a barbarian tribe to the great empire*
    - b. *Animal Classification, following a food chain from energy source to meat-eater*
    - c. *Astronomy, the Big Bang*
  2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the poem and the author’s name on the paper. Then they can either draw a picture for this rhyme, or write their own rhyme after the first one. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

### Lesson Five: Father William

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Father William” by Lewis Carroll
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.

#### B. *Materials*

1. “Father William” by Lewis Carroll, from *What Your Third Grader Needs to Know*, revised edition page 14-15, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
  2. Appendix E – Father William, for each student (copy 2-sided with the poem, if desired)
  3. Appendix L – Answer Key
  4. White construction paper, cut to 5” x 5”, for each student
  5. Variety of colored construction paper, cut to 6” x 6”, for each student
  6. Coloring supplies and glue for students
- C. *Key Vocabulary*
1. **Incessantly:** continuing without interruption, without stopping
  2. **Locks:** hair of the head
  3. **Supple:** able to bend or twist with grace
  4. **Limbs:** the legs or arms of a human being
  5. **Suet:** beef fat
  6. **Give yourself airs:** imagine yourself capable of grand things
- D. *Procedures/Activities*
1. Ask for volunteers to tell how you write a direct quotation. Remind students that this is how we show conversations in writing. Write a sample on the board, using proper quotation punctuation. For example:
    - a. *Joe said, “Let’s play catch!”*
    - b. *“I’ll get my baseball glove,” replied Sam.*
    - c. *“OK!” Joe yelled as he ran toward the field.*
  2. Tell children the poem, “Father William” is about a silly conversation between a young man and his father. Ask children to imagine a silly conversation they might have with a parent or other adult. Encourage volunteers to share their ideas.
  3. Share the following biographical information on the author.
    - a. Poet: Lewis Carroll
    - b. Facts: 1832-1898, born in Cheshire, England, and named Charles Ludwig Dodgson. Attended Oxford University and was a mathematics teacher there.
    - c. Style: Makes use of an amazing mix of fantasy and logic, nonsense and clever images that entertains children and adults alike.
    - d. Other Works: *Alice’s Adventures in Wonderland* (1865), originally written for a little girl named Alice, and *Through the Looking-Glass and What Alice Found There* (1871), the sequel. He wrote many poems, including “The Crocodile” (see next lesson), and a series of mathematical publications.
  4. Read the poem aloud to the children and encourage comments after reading.
  5. Read the poem again, encouraging children to find something silly in the poem they would like to share. Take volunteers and discuss the meaning of each example.
  6. Discuss the meaning of the Key Vocabulary Words above.
  7. Distribute copies of the poem and Appendix D – Father William. Take volunteers to read the poem aloud – one child reads the verse for the young man, another for the father.
  8. Ask the following questions or your own:
    - a. *What do you think is the main idea of this poem?*
    - b. *What do you notice that is the same in each verse?*

- c. *Which lines rhyme in each verse? Is it the same in every verse?*
- d. *How does this poem make you feel? (makes you laugh? scared? fun to read?)*
- e. *How do you think the author feels about the young man? The father?*

**Optional Extension Activities**

- 9. Act out the poem: with puppets or flannel board characters.
- 10. Create another verse together: As a class, write a final verse using the same rhyme scheme. Brainstorm silly ideas for what you think the young man might do next. Identify several potential rhyming words from your brainstorm ideas, and write another verse.
- 11. Make a cartoon version of this poem: On a blank piece of paper, students would draw straight lines to divide the page into four cartoon boxes. Students would illustrate each section of the poem in one of the boxes, with cartoon dialogue and silly drawings.

E. *Assessment/Evaluation*

- 1. Have children complete Appendix D – Father William to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
- 2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy a favorite line from the poem (for example, “You are old, Father William,” the young man said, “And your hair has become very white.”) and the author’s name on the paper. Then have them draw a picture of Father William and his son. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

**Lesson Six: The Crocodile and The Bee**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
- 2. Lesson Content
  - a. “The Crocodile” by Lewis Carroll
  - b. “Idleness and Mischief” by Isaac Watts
- 3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify words involving direct or indirect comparisons in literature.

B. *Materials*

- 1. “The Crocodile” by Lewis Carroll and “Idleness and Mischief” by Isaac Watts, from *What Your Third Grader Needs to Know*, revised edition page 10, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
- 2. Appendix E – The Crocodile and The Bee, for each student (copy 2-sided with the poem, if desired)

3. Appendix L – Answer Key
  4. White construction paper, cut to 5” x 5”, for each student
  5. Variety of colored construction paper, cut to 6” x 6”, for each student
  6. Coloring supplies and glue for students
- C. *Key Vocabulary*
1. **Doth:** old English for “does”
- D. *Procedures/Activities*
1. Ask students to share what they know of the book *Alice’s Adventures in Wonderland* (or review if you have already covered this content). Encourage volunteers to briefly describe some of her adventures.
  2. Read the title of the poem, “The Crocodile” and explain that this poem comes from *Alice’s Adventures in Wonderland*. After falling down a rabbit’s hole, Alice wants to be sure she’s still herself. As a test, she tries to recite a poem. She probably meant to recite this serious poem written by Isaac Watts, called “Idleness and Mischief.” Read this poem aloud.
  3. Read the poem again and discuss the following:
    - a. *What creature does this poem describe?*
    - b. *What does this creature do all day?*
    - c. *What do you think this poem is mostly about?*
  4. Now, tell the students that you will be reading the poem, “The Crocodile,” which Alice recited instead. Ask the students to listen carefully to see what mischief the author was making. Read “The Crocodile” aloud.
  5. Read the poem again and discuss the following:
    - a. *What creature does this poem describe?*
    - b. *What does this creature do all day?*
    - c. *What do you think this poem is mostly about?*
  6. Discuss the meaning of the Key Vocabulary Words above.
  7. Distribute copies of the poem and Appendix E – The Crocodile and The Bee. Allow volunteers to read a verse at a time several more times through.
  8. Draw a Venn diagram on the board, with “The Crocodile” in one circle, “The Bee” in another circle, and “Both” in the intersection. Discuss the similarities and differences between the two poems, and complete the diagram.
- Optional Extension Activities**
9. Play Crocodile Tag! Create a swamp using sidewalk chalk or string outside in the grass or on a mat in the classroom. Have all the children kneel inside the circle. Choose one child to be the Crocodile in the Swamp. Have the other children pretend to be swimming in the swamp. When the Crocodile says, “Swim for your life,” the Swimmers must move forward on their knees and pretend to swim out of the swamp before being tagged by the Crocodile. The first child tagged becomes the next crocodile. If all the Swimmers escape, the same Crocodile takes another turn.
  10. Make Crocodile Juice: Make individual cups of Crocodile Juice using the following recipe. If you want a darker green, add a few more drops of green food coloring.
    - a. *Have each child squeeze juice from half a lime into a cup.*
    - b. *Add 1 cup water and ½ teaspoon honey to each child’s cup.*
    - c. *Add two drops (or more) of green food coloring and ice.*
    - d. *Enjoy the Crocodile Juice!*
- E. *Assessment/Evaluation*

1. Have children complete Appendix E – The Crocodile and The Bee to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the first two lines from the poem (“How doth the little crocodile Improve his shining tail”) and the author’s name on the paper. Then have them draw a picture of a crocodile. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

### **Lesson Seven: Dream Variations**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Dream Variations” by Langston Hughes
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.

#### **B. Materials**

1. “Dream Variations” by Langston Hughes, from *What Your Third Grader Needs to Know, revised edition* page 9, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix F – Dream Variations, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students
7. If you take the class outdoors for this lesson, students will need pencils and something hard to write on, like clipboards or binders.

#### **C. Key Vocabulary**

1. **Variations:** a sequence of moves in modern dance repeated with changes. In the title of the poem, this word highlights the repetition and variation in the two verses

#### **D. Procedures/Activities**

1. If possible, take the class outside and sit under a tree for this lesson. Allow volunteers, one or two at a time, to spin gently in circles in the sun, face up, and arms flung out wide. After a moment or two, have the volunteers sit in the shade of the tree and describe what they felt.

2. As a class, discuss how it feels to be carefree and happy, doing something silly just because it feels good. Tell the children that the poem, “Dream Variations,” describes the same kind of feelings.
3. Share the following biographical information on the author.
  - a. Poet: Langston Hughes
  - b. Facts: 1902-1967, born in Joplin, Missouri. He lived in Harlem, New York City, in the 1920’s and his home there is now a historic landmark.
  - c. Style: Lyrical, descriptive poems about life for Blacks in the early 20<sup>th</sup> century. His poetry is characterized by the musical rhythms of Jazz and the oral traditions of Black culture.
  - d. Other Works: Hughes wrote more than 50 books. He also wrote Broadway plays, children’s books, and articles for the *New York Post* and other periodicals.
4. Have the students close their eyes and remember what it felt like to “dance and whirl” in the sun. Read the poem aloud. Encourage questions and comments from the class.
5. Read the poem again and discuss the following:
  - a. *Who is this poem probably about?*
  - b. *Why do you think the author wrote this poem?*
  - c. *How does this poem make you feel?*
6. Discuss the meaning of the Key Vocabulary Words above.
7. Distribute copies of the poem and Appendix F – Dream Variations. Allow partners to read the poem aloud, alternating on each line.
8. Ask the students to identify the rhyming words in the first verse. Have them underline these words on their copies of the poem. Now, have them identify and underline the rhyming words in the second verse. Compare the rhyme schemes of the two verses (note that they are identical: sun/done, tree/me). With partners, have the students list as many other words that rhyme with sun/done or tree/me as they can within a set time limit. Invite students to share their lists of words.
9. Encourage students to try to memorize the poem, and allow individuals or partners to recite the poem for the class.

#### **Optional Extension Activities**

10. Create “My Dream Variations” Collage: Give each child a piece of construction paper. Invite the children to cut out magazine pictures or draw pictures of things they enjoy doing. Have the children arrange the pictures into a collage. Display the collages on the classroom wall. Discuss the different activities the children have included in their collages.
11. Learn more about Langston Hughes: Using classroom resources or the school library, have students write brief reports on the work and life of Langston Hughes.
12. Rewrite the Poem: Discuss other activities the poem could describe. Have the children rewrite the poem using their favorite activities.

#### **E. Assessment/Evaluation**

1. Have children complete Appendix F – Dream Variations to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy their favorite two lines from the poem and the author’s name on the paper. Then have them draw an abstract shape in dreamy colors. Tell the students they should draw something that looks like what it feels like to “dance and whirl” in the sun.

Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

### **Lesson Eight: By Myself**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “By Myself” by Eloise Greenfield
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify words appealing to the senses in literature.

#### **B. Materials**

1. “By Myself” by Eloise Greenfield, from *What Your Third Grader Needs to Know, revised edition* page 8, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix G – By Myself, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students

#### **C. Key Vocabulary**

N/A

#### **D. Procedures/Activities**

1. Have children close their eyes as you read the following:
  - a. “Imagine you are all alone, in your favorite quiet place.”  
*Pause as they form the picture.*
  - b. “Imagine you are a leaf turning brown.”  
*Pause again.*
  - c. “Imagine you are a gong.”  
*Pause again.*
  - d. “Imagine you are a room full of toys.”  
*Pause again before you begin taking comments.*Encourage volunteers to describe what they imagined.
2. Tell students that the poem, “By Myself” is about using your imagination.
3. Share the following biographical information on the author.
  - a. Poet: Eloise Greenfield
  - b. Facts: (1929 - ) born in North Carolina, and grew up in Washington, D.C. Her first poem was published in 1962. She has written over 38 books. She was the winner of the 1997 NCTE Award for Excellence in Poetry for Children

- c. Style: Her poems are marked by bold rhythms and expressions of emotions. Her work portrays strong, loving African-American families and communities, such as the ones she grew up in.
  - d. Other Works: *Honey I love and other poems, Daydreamers, Sister, and Talk About a Family.*
4. Ask the students to listen carefully and to form the pictures in their minds as you read. Read the poem aloud. Encourage comments from the students.
  5. Distribute copies of the poem and Appendix G – By Myself. Have the children practice reading the poem with partners. Encourage them to try to memorize the poem, alternating two lines at a time. After a set period of time, allow partners to try to recite the poem from memory for the class.
  6. Discuss the following questions:
    - a. *What is this poem mostly about?*
    - b. *Which words in the poem appeal to your sense of Sound? Sight? Smell? Touch? Taste?*
    - c. *What can you tell about the poet?*
    - d. *Why do you think the poet wrote this poem?*

#### **Optional Extension Activities**

7. Make a “By Myself” Chart: As a class, using chart paper or butcher paper, create a large graph. Ask volunteers to list favorite activities they like to do “by myself.” After you have six to eight activities that most seem to agree on, add those activities to the chart and take votes from the children, making tally marks on the chart. Use the chart to create a bar graph of favorite activities.
  8. Play Charades: Divide the class into teams of four members each. Give each team four strips of paper and tell them to write down something they would like to pretend to be. Collect the papers. Play charades. A member of the first team chooses a paper from a “hat” and has to act it out for the class, following the standard rules of Charades. His own team may help him decide how to act it out to begin with, but they must keep silent once the game begins. The first team who correctly guesses what he is acting out, goes next.
- E. *Assessment/Evaluation*
1. Have children complete Appendix G – By Myself to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
  2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy their favorite two lines of the poem and the author’s name on the paper. Then have them draw a picture of their favorite image from the poem. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

#### **Lesson Nine: Trees**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will read and understand a variety of materials.
    - b. Students will apply thinking skills to their reading and writing.
    - c. Students will recognize literature as a record of human experience.
  2. Lesson Content
    - a. “Trees” by Joyce Kilmer
  3. Skill Objective(s)



- a. Students will read, respond to, and discuss classic and modern poetry.
- b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
- c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
- d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.
- e. Students will identify words involving direct or indirect comparisons in literature.

B. *Materials*

1. “Trees” by Joyce Kilmer, from *What Your Third Grader Needs to Know*, revised edition page 11, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix H – Trees, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students

C. *Key Vocabulary*

1. **Metaphor:** a way of comparing two things that are quite different
2. **Couplet:** two lines in a poem that form a unit, usually matching in rhythm and rhyme

D. *Procedures/Activities*

1. Ask children in advance of introducing the poem to look around their neighborhood at the various kinds of trees. Take a walk around the school grounds, if possible, and discuss the trees you find.
2. Ask the children to describe some of the trees they saw. If children mention the name of a particular kind of tree, record the name on the board.
3. Tell the children the title of the poem. Share the following biographical information on the author.
  - a. Poet: Joyce Kilmer
  - b. Facts: (1886-1918), an American poet and journalist, he served as a sergeant in World War I. He was killed while fighting in France at the age of 32.
4. Read the poem aloud. Encourage comments from the students.
5. Read the poem again and discuss the following:
  - a. *Who is the main idea of this poem?*
  - b. *Why do you think the author wrote this poem?*
  - c. *How does this poem make you feel?*
6. Distribute copies of the poem and Appendix H – Trees. Allow partners to read the poem aloud, two lines at a time.
7. Discuss the meaning of the Key Vocabulary Words above. Ask the children to look for metaphors in the poem, and discuss the meanings. Point out that the poem is written in a series of six couplets.
8. Have the children identify and underline the rhyming words in the poem. Then make a chart of the rhyming words. Invite children to suggest additional rhyming words for each pair found in the poem. After completing the lists, you may wish to call attention to variant spelling patterns for the same sounds (wear/hair).

9. Encourage students to try to memorize the poem, and allow individuals or partners to recite the poem for the class.

#### **Optional Extension Activities**

10. Write a shape poem: Sketch on a poster or chalkboard a simple outline of a tree. Then lead the class in composing a free-verse shape poem. First, have children brainstorm words and phrases that come to mind when they hear the word *tree*, such as green, cool, tall, leaf. Record the words on the board. As a class, select words and phrases from the list, and then write a poem about trees. Arrange the words around the outline of the tree picture. Encourage children to draw their own pictures of a tree and then write their own shape poems.
  11. Tree Rubbings: Give children thin white paper, preferably onion skin paper, and pieces of wax crayons. Pair children with a partner, and take them outside to make tree rubbings. One child can hold the paper on the tree bark while his or her partner rubs the side of the crayon on the paper. Then the roles can be reversed. Display the completed rubbings on a bulletin board or wall, and encourage each child to talk about what the lines and markings look like.
  12. Leaf People: In advance, invite the children to collect fallen tree leaves and small twigs to bring to school. Provide construction paper for a background. Have children arrange the leaves and twigs to make people (large leaf as the body, smaller leaves or twigs as arms and legs, medium leaf for the head). When the children are satisfied with the arrangement, have them glue the leaves and twigs onto the paper. Other body parts can be added from scraps of colored construction paper, magic markers, and crayons.
- E. *Assessment/Evaluation*
1. Have children complete Appendix H – Trees to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
  2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the first two lines from the poem and the author’s name on the paper. Then have them draw a picture of a tree. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

#### **Lesson Ten: Catch a Little Rhyme**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Catch a Little Rhyme” by Eve Merriam
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
  - d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.

B. *Materials*

1. “Catch a Little Rhyme” by Eve Merriam, from *What Your Third Grader Needs to Know, revised edition* page 8, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
2. Appendix I – Catch a Little Rhyme, for each student (copy 2-sided with the poem, if desired)
3. Appendix L – Answer Key
4. White construction paper, cut to 5” x 5”, for each student
5. Variety of colored construction paper, cut to 6” x 6”, for each student
6. Coloring supplies and glue for students

C. *Key Vocabulary*

1. **Couplet:** two lines in a poem that form a unit, usually matching in rhythm and rhyme

D. *Procedures/Activities*

1. Tell the children the title of the poem. Share the following biographical information on the author.
  - a. Poet: Eve Merriam
  - b. Facts: (1916-1992), born in Germantown, Pennsylvania. Her parents emigrated from Russia. She was the winner of the 1981 NCTE Award for Excellence in Poetry for Children.
  - c. Other Works: Her poetry books for children include: *A Word or Two With You*, *Blackberry Ink*, and *A Sky Full of Poems*.
2. Read the poem aloud. Encourage comments from the students.
3. Read the poem again and discuss the following:
  - a. *Who is the main idea of this poem?*
  - b. *Why do you think the author wrote this poem?*
  - c. *How does this poem make you feel?*
4. Distribute copies of the poem and Appendix I – Catch a Little Rhyme. Allow partners to read the poem aloud, two lines at a time.
5. Discuss the meaning of the Key Vocabulary Words above. Point out that the poem is written in a series of eight couplets.
6. Have the children identify and underline the rhyming words in the poem.
7. As a volunteer reads the poem aloud, ask the children to listen for words that show action, such as the words *caught*, *scooped*, and *grew*. Ask students to find all the action words in the poem and underline them. Encourage children to brainstorm other action words not used in the poem, such as *skipped*, *jumped*, and *swam*. Encourage students to substitute words from this list for words in the poem. Discuss how the new words change the poem.
8. Encourage students to try to memorize the poem, and allow individuals or partners to recite the poem for the class.

**Optional Extension Activities**

9. Create new verses: Using the first two lines of poem as a starting point, have students create additional verses. Encourage students to share their revised poems with the class.
10. Explore Meter: Poetry often uses a rhythm called meter. Meter has a pattern. Help the students find out what the meter is for this poem. Have a volunteer read the poem slowly. Have the students make a mark for each syllable they hear. Then count the marks. For example, the first line has five syllables: Once/up/on/a/time. The students should write the number 5 next to that line.

When you have counted all the lines, ask the students to look at the numbers. Do you see a pattern?

11. Make a Kite Mobile:

a. **Materials for each kite:**

- i. *Wire Hanger*
- ii. *Yarn*
- iii. *Construction paper*
- iv. *Glue*
- v. *Paint, crayons, or markers*

b. **Instructions:**

- i. Cut six diamond shapes out of colorful construction paper; make them about 5 inches tall and about 3 inches wide.
- ii. Make fancy designs on these using crayons, markers, or paint.
- iii. Cut 6 inch pieces of yarn and tape or staple to the kite shapes to make the tails.
- iv. Cut four small bow shapes from construction paper for each kite tail and use staples or tape to attach them to the tails.
- v. To attach your kites to the hanger, cut six pieces of yarn of various lengths (make them a little long than you want them to give you extra room for tying).
- vi. Tape or staple one side of the yarn to each kite shape, and tie the other end of the yarn to the bottom edge of the hanger.
- vii. Try to space your kites evenly apart.
- viii. Hang and enjoy! (craft idea from *familycrafts.about.com*)

E. *Assessment/Evaluation*

1. Have children complete Appendix I – Catch a Little Rhyme to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the first two lines from the poem and the author’s name on the paper. Then have them draw a picture of a kite. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

**Lesson Eleven: Knoxville, Tennessee**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “Knoxville, Tennessee” by Nikki Giovanni
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.
  - c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.

- d. Students will identify words appealing to the senses in literature.
- B. *Materials*
1. “Knoxville, Tennessee” by Nikki Giovanni, from *What Your Third Grader Needs to Know, revised edition* page 9, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
  2. Appendix J – Knoxville, Tennessee, for each student (copy 2-sided with the poem, if desired)
  3. Appendix L – Answer Key
  4. White construction paper, cut to 5” x 5”, for each student
  5. Variety of colored construction paper, cut to 6” x 6”, for each student
  6. Coloring supplies and glue for students
- C. *Key Vocabulary*  
N/A
- D. *Procedures/Activities*
1. Ask children to name their favorites foods of summer. Make a list on the board. Choose several from the list and have volunteers give descriptive words or phrases for each food. (For example: Corn on the cob – warm, sweet, salty, sticks to your teeth)
  2. Read the title of the poem, “Knoxville, Tennessee.” Have students predict what the poem is about.
  3. Share the following biographical information on the author.
    - a. Poet: Yolanda Cornelia “Nikki” Giovanni
    - b. Facts: Born in Knoxville, Tennessee. Her first collection of poetry was published in 1968. She received the Langston Hughes award for Distinguished Contributions to Arts and Letters in 1996. She is currently Professor of English at Virginia Tech.
    - c. Style: Her poetry reflects the African-American identity.
    - d. Other Works: *Love Poems* (1997) and *Selected Poems of Nikki Giovanni* (1996)
  4. Read the poem aloud, asking students to listen carefully for the different types of foods mentioned in the poem. Encourage comments from the students and discuss their predictions.
  5. Read the poem again. Ask the students what they notice about this poem (no rhyming words). Discuss the concept that poetry is a special kind of writing that paints a word picture. Many poems use rhyming words, but some do not.
  6. Referring to the list of Summer Foods the class created, ask volunteers to name foods mentioned in the poem. Add these foods to your list. Have students suggest descriptive words for several of these foods, making sure they know what each item is.
  7. Discuss the following questions:
    - a. *What is this poem mostly about?*
    - b. *What can you tell about the poet?*
    - c. *Why do you think the poet wrote this poem?*
  8. Distribute copies of the poem and Appendix J – Knoxville, Tennessee. Have the children practice reading the poem with partners. Encourage them to try to memorize the poem. After a set period of time, allow volunteers to try to recite the poem from memory for the class.

**Optional Extension Activities**

9. Similarities and Differences of Foods: Share the books *Bread Bread Bread* by Ann Morris and *Everybody Cooks Rice* by Norah Dooley. Discuss the similarities and differences in the foods eaten by children around the world. If appropriate, locate the countries (or states and regions) in the books on a map or globe.
10. Read and Respond: Have the students take out a piece of notebook paper and a pencil. Tell them you will be reading a short book to them. Tell them you will be stopping every few pages to say “Please respond.” When you say these words, students should write down whatever they are thinking about the book – what they like, what they notice, questions or words they don’t know, etc. Encourage free response. Tell them you will be discussing their responses after you finish the book. Share the book *When I Was Young in the Mountains* by Cynthia Rylant, stopping every few pages to say “Please respond”. Give them about three minutes to respond the first time, then up to two minutes the remaining times. *No talking* during the response time – this is time for quiet reflection and writing. Have volunteers share their responses.
11. Hot and Cold: Discuss how some foods need to be served at certain temperatures, such as Popsicles need to be served cold. Have the children list their favorite foods on a class chart. As a class, decide what temperatures each food can be served at and fill out the chart.

	hot	room temperature	cold
Potatoes	+	+	+
Ice Cream	--	--	+
Hamburgers	+	--	--

E. *Assessment/Evaluation*

1. Have children complete Appendix J – Knoxville, Tennessee to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the introduction of the poem (“I always like summer best...”) and the author’s name on the paper. Then have them draw a picture of their favorite food(s) from the poem. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

**Lesson Twelve: First Thanksgiving of All**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will read and understand a variety of materials.
  - b. Students will apply thinking skills to their reading and writing.
  - c. Students will recognize literature as a record of human experience.
2. Lesson Content
  - a. “First Thanksgiving of All” by Nancy Byrd Turner
3. Skill Objective(s)
  - a. Students will read, respond to, and discuss classic and modern poetry.
  - b. Students will apply comprehension skills and strategies to read with increasing fluency and understanding.

- c. Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author or director.
- d. Students will identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.

B. *Materials*

- 1. “First Thanksgiving of All” by Nancy Byrd Turner, from *What Your Third Grader Needs to Know*, revised edition page 13, photocopies for each student or copies of *Listen, My Children: 3<sup>rd</sup> Grade* for every student
- 2. Appendix K –First Thanksgiving of All, for each student (copy 2-sided with the poem, if desired)
- 3. Appendix L – Answer Key
- 4. White construction paper, cut to 5” x 5”, for each student
- 5. Variety of colored construction paper, cut to 6” x 6”, for each student
- 6. Coloring supplies and glue for students

C. *Key Vocabulary*

- 1. **Kin and company:** family and guests or friends

D. *Procedures/Activities*

- 1. Write the following words on the board: Peace, Mercy, Jonathon, and Patience. Ask students if they recognize the names, and if they can tell which are boys and which are girls.
- 2. Read the title of the poem, “First Thanksgiving of All”. Tell the students that this poem is about 4 children, a brother and 3 sisters. Ask students to share what they know of the First Thanksgiving. Be sure to discuss the hard times of cold, hunger and illness, especially for young people and older people.
- 3. Share the following biographical information on the author.
  - a. Poet: Nancy Byrd Turner
  - b. Facts: (1880-1971, 91 years!) Born in Virginia. In 1930 she received *The Golden Rose*, the highest award of the New England Poetry Society. She wrote books, poems, and song lyrics for children.
  - c. Other Works: *When Young Melissa Sweeps* (1927) and *When It Rained Cats and Dogs* (1946)
- 4. Read the poem aloud. Encourage comments from the students.
- 5. Read the poem again. Discuss the following:
  - a. *What types of food did the family have?*
  - b. *How does this compare with your Thanksgiving dinner?*
  - c. *How do you feel about the children?*
  - d. *What were they thankful for?*
  - e. *What are you thankful for?*
  - f. *Who do you think has more reason to be thankful? (You or the children?) Why?*
  - g. *Why do you think the poet wrote this poem?*
- 6. Discuss the meaning of the Key Vocabulary Words above.
- 7. Distribute copies of the poem and Appendix K –First Thanksgiving of All. Have the children practice reading the poem with partners. Allow volunteers to read the poem aloud for the class.

**Optional Extension Activities**

- 8. Thanksgiving Skit: Invite children to create a skit that expresses the ideas in the poem. They can reenact the First Thanksgiving by adding dialog, props, and simple costumes. Encourage the children to be creative and to add details to the skit from their own experience and knowledge.

9. Tree of Thanks: Give children each one or two plain or leaf-shaped pieces of construction paper and ask them to write one or two sentences telling what they are thankful for. Invite children to illustrate their sentences on the same or a different leaf. Create a classroom display in the shape of a tree.
  10. Create a Place Capsule: Using the poem as a resource, have the students think about what things they might find in the Pilgrim's world (bread, apples, bits of wood from the ship, candles, etc.) Provide shoeboxes to decorate and use as Place Capsules. Set out pieces of cloth, yarn, cardboard, paper-towel tubes, clay, empty plastic bottles, craft sticks, and other materials for creating objects. If children cannot make certain objects, let them draw pictures of them and cut them out. Invite children to share their capsules with classmates.
- E. *Assessment/Evaluation*
1. Have children complete Appendix K –First Thanksgiving of All to demonstrate comprehension. Use Appendix L – Answer Key to correct student work.
  2. When finished, students should begin working on a “Patchwork Square” for this poem. Distribute the white construction paper squares. Have students copy the introduction of the poem (“Peace and Mercy and Jonathon, and Patience (very small)...”) and the author’s name on the paper. Then have them draw a picture of the four children in Pilgrim clothing. Color and decorate as desired. Have students glue this paper onto a colored construction paper square to make a quilt square with a border. If desired, these may be collected and saved for a large paper quilt at the end of the unit.

## VI. CULMINATING ACTIVITY (Optional)

- A. Return all 12 paper-quilt squares to each student. Have children tape the squares together to create “Patchwork Poetry” paper-quilts (3 across, 4 down) and decorate as desired.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Adventures of Isabel
- B. Appendix B: Eletelephony
- C. Appendix C: Jimmy Jet and His TV Set
- D. Appendix D: Father William
- E. Appendix E: The Crocodile and The Bee
- F. Appendix F: Dream Variations
- G. Appendix G: By Myself
- H. Appendix H: Trees
- I. Appendix I: Catch a Little Rhyme
- J. Appendix J: Knoxville, Tennessee
- K. Appendix K: First Thanksgiving of All
- L. Appendix L: Answer Key

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## APPENDIX A

**Adventures of Isabel**

by Ogden Nash

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What did the bear say to Isabel?
  - A. "Don't be afraid."
  - B. "I'll grind your bones to make my bread."
  - C. "How do, Isabel, now I'll eat you!"
2. After eating her Zwieback, Isabel:
  - A. cut the giant's head off.
  - B. had something to drink.
  - C. met a doctor.
3. The poem says "the doctor's **satchel** bulged with pills." "Satchel" probably means
  - A. box.
  - B. book.
  - C. bag.
4. This poem is mostly about
  - A. magic.
  - B. being brave.
  - C. telling the truth.
5. The poet probably
  - A. wants to be more like Isabel.
  - B. thinks Isabel should be careful.
  - C. doesn't like Isabel.
6. The poet probably wants to show you how to
  - A. trick someone.
  - B. be brave.
  - C. make someone laugh.

## APPENDIX B

**Eletelephony**

by Laura Richards

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What happened when the elephant tried to use the telephone?
  - A. He dialed a wrong number.
  - B. His trunk got tangled up in the cord.
  - C. He broke the telephone.
2. The poem ended when
  - A. the poet became tangled up too.
  - B. the line was busy.
  - C. the elephant hung up the telephone.
3. The poem says “**Howe’er** it was, he got his trunk, entangled in the telephunk.” “Howe’er” probably means
  - A. whatever.
  - B. whoever.
  - C. however.
4. This poem is mostly about
  - A. getting tangled up in a telephone cord.
  - B. an elephant who tried to use a telephone.
  - C. talking on the telephone.
5. The poet probably
  - A. thinks elephants eat too much.
  - B. likes to make up silly words.
  - C. likes to go to the zoo.
6. The poet seems to be
  - A. having fun.
  - B. feeling sad.
  - C. teaching something.

## APPENDIX C

**Jimmy Jet and His TV Set**

by Shel Silverstein

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What happened when Jimmy watched too much TV?
  - A. His eyes got tired.
  - B. He turned into a TV set.
  - C. His mom sent him to bed.
2. What happened before Jimmy grew pale and lean?
  - A. He wouldn't eat his dinner.
  - B. His brains turned into TV tubes.
  - C. He watched all day, he watched all night.
3. The poem uses the words "VERT." and "HORIZ." These words probably refer to
  - A. knobs on the TV.
  - B. shows on TV.
  - C. channels on the TV.
4. This poem is mostly about
  - A. staying up all night.
  - B. a rabbit.
  - C. watching too much TV.
5. In the poem, Jimmy probably
  - A. doesn't have many friends.
  - B. doesn't like to eat.
  - C. likes to play with friends.
6. The poet says "He loved to watch his TV set, almost as much as you." He probably thinks you
  - A. watch too much TV.
  - B. look like Jimmy.
  - C. would rather read a book.

## APPENDIX D

**Father William**

by Lewis Carroll

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What did Father William balance on the end of his nose?
  - A. A ball
  - B. An eel
  - C. A snake
2. What did Father William say to the young man after he had answered three questions?
  - A. “Be off, or I’ll kick you downstairs!”
  - B. “Allow me to sell you a couple?”
  - C. “You are old too!”
3. The poem says “And yet you **incessantly** stand on your head”. “Incessantly” probably means
  - A. without hope.
  - B. without stopping.
  - C. very smart.
4. This poem is mostly about
  - A. a silly conversation.
  - B. a circus.
  - C. an old man.
5. The poet probably
  - A. wants the boy to be more polite.
  - B. wishes he could be like the old man.
  - C. wants to make you laugh.
6. The poet probably thinks the old man is
  - A. clever.
  - B. sick.
  - C. rude.

## APPENDIX E

**The Crocodile and  
The Bee**

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. Where does this crocodile live?
  - A. Near a lake
  - B. Near the Nile River
  - C. In a zoo
2. What happens after the crocodile “neatly spreads his claws”?
  - A. He eats fish.
  - B. He smiles.
  - C. He takes a drink.
3. The poem says “How **doth** the little crocodile”. “Doth” probably means
  - A. works.
  - B. is.
  - C. does.
4. These two poems are alike because they both
  - A. use animals to teach us a lesson.
  - B. describe what the animals look like.
  - C. make the reader laugh.
5. In the first poem, the Bee works very hard all day. Compared to the Bee, the Crocodile seems
  - A. happy.
  - B. tired.
  - C. lazy.
6. The poet probably wrote this poem to show
  - A. how upside-down things are in Wonderland.
  - B. that Alice doesn’t have a good memory.
  - C. that crocodiles are funny.

## APPENDIX F

**Dream Variations**

by Langston Hughes

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What is the poet's dream?
  - A. To dance all day in the sun
  - B. To go to bed and dream
  - C. To climb a tree
2. When will the poet rest?
  - A. When he sees the tree
  - B. When the day is done
  - C. When he dreams
3. The title of the poem is "Dream **Variations**." "Variations" probably means
  - A. changing colors in the sun.
  - B. repeated movements in a dance.
  - C. changes in the poet's life.
4. This poet probably wrote this poem to
  - A. tell how to dance in the sun.
  - B. compare daydreaming to night dreaming.
  - C. make you feel good.
5. You can tell that the poet
  - A. likes to play in the sun.
  - B. remembers what it was like to be a child.
  - C. thinks you should play outside.
6. The poet seems to be
  - A. happy.
  - B. sad.
  - C. tired.

## APPENDIX G

**By Myself**

by Eloise Greenfield

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What does the poet want most?
  - A. To be anything she wants to be
  - B. To close her eyes
  - C. To be herself
2. What is the first thing the poet imagines she can be?
  - A. A twin
  - B. A leaf turning red
  - C. A gospel song
3. Which words in this poem appeal to your senses?
  - A. "When I'm by myself."
  - B. "I'm a room full of toys, I'm a squeaky noise."
  - C. "What I care to be is me."
4. This poem is mostly about
  - A. using your imagination.
  - B. making funny noises.
  - C. being by yourself.
5. You can tell that the poet
  - A. likes to be by herself.
  - B. likes to play outside.
  - C. likes to sing songs.
6. The poet probably thinks
  - A. children are alone too much.
  - B. children should play outside more.
  - C. children have great imaginations.



## APPENDIX H

**Trees** by Joyce Kilmer

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. How many couplets are in this poem?
  - A. Twelve
  - B. Six
  - C. Nine
2. When does the tree “wear a nest of robins in her hair”?
  - A. Summer
  - B. Spring
  - C. Autumn
3. Which phrase is a metaphor?
  - A. “A tree that looks at God all day”
  - B. “But only God can make a tree”
  - C. “A poem lovely as a tree”
4. The poet most likely wrote this poem to
  - A. show how beautiful trees are.
  - B. make you feel happy.
  - C. tell about a certain tree.
5. What is the tree’s “hungry mouth”?
  - A. the grass.
  - B. the roots.
  - C. the branches.
6. The poet seems to think
  - A. trees and poems are both interesting.
  - B. poems are more important than trees.
  - C. trees are more beautiful than any poem.

## APPENDIX I

### Catch a Little Rhyme

by Eve Merriam

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. How did the little rhyme get out of the poet's hat?
  - A. It stretched into a whale.
  - B. It jumped onto a mat.
  - C. It turned into a cat.
2. What happened after she followed it in a boat?
  - A. It changed into a goat.
  - B. It became a tall skyscraper.
  - C. It flew far out of sight.
3. Which words in this poem **DO NOT** show action?
  - A. "Once upon a time"
  - B. "I chased it on my bicycle"
  - C. "It grew into a kite"
4. This poem is mostly about
  - A. chasing a ball.
  - B. using your imagination.
  - C. skyscrapers.
5. The poet most likely thinks
  - A. it's fun to chase things.
  - B. the little rhyme really did run away.
  - C. a rhyme can do anything at all.
6. The poet seems to enjoy
  - A. imagining silly things.
  - B. flying a kite.
  - C. playing with animals.

## APPENDIX J

### **Knoxville, Tennessee**

by Nikki Giovanni

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. What season is the author's favorite?
  - A. Winter
  - B. Spring
  - C. Summer
2. What are some of the poet's favorite foods?
  - A. Corn on the cob and hamburgers
  - B. Barbeque and buttermilk
  - C. Gospel music
3. Which of the following are descriptive words?
  - A. Warm, salty, sweet
  - B. Corn, beans, potatoes
  - C. Church, picnic, mountains
4. This poem is mostly about
  - A. spending summers in Knoxville, Tennessee.
  - B. eating barbeque and beans.
  - C. going to church.
5. The poet probably wants to show
  - A. that she didn't have any shoes.
  - B. what it was like where she grew up.
  - C. how to eat barbeque and buttermilk.
6. The poet probably thinks
  - A. she was lucky to spend summers like this.
  - B. she should have stayed home.
  - C. everyone spends their summer like this.

## APPENDIX K

### First Thanksgiving of All

by Nancy Byrd Turner

**Directions:** Think about the poem. Then answer these questions. Circle the letter before the correct answer.

1. In this poem, what did the children have to eat on the First Thanksgiving?
  - A. Turkey, gravy, and stuffing
  - B. Only bread and broth and a bit of fruit
  - C. Apple pie and ice cream
2. What were the children doing when they “stood by the table”?
  - A. Eating dinner
  - B. Playing together
  - C. Giving thanks
3. The poem says they were thankful for “**kin** and company”. “Kin” probably means
  - A. friends.
  - B. family.
  - C. Pilgrims.
4. What is the main idea of this poem?
  - A. We can be thankful even when it seems like we don’t have much.
  - B. The Pilgrims were very poor.
  - C. The Pilgrims didn’t really have turkey for Thanksgiving.
5. The children probably
  - A. had plenty to eat.
  - B. had lots of toys.
  - C. were hungry most of the time.
6. The children probably lived
  - A. in a teepee.
  - B. in a small wooden house.
  - C. on a ship.

## APPENDIX L - Answer Key

### APPENDIX A

#### Adventures of Isabel

1. C
2. A
3. C
4. B
5. A
6. B

### APPENDIX B - Eletelephony

1. B
2. A
3. C
4. B
5. B
6. A

### APPENDIX C - Jimmy Jet and His TV Set

1. B
2. C
3. A
4. C
5. A
6. A

### APPENDIX D - Father William

1. B
2. A
3. B
4. A
5. C
6. A

### APPENDIX E - The Crocodile and The Bee

1. B
2. A
3. C
4. A
5. C
6. A

### APPENDIX F - Dream Variations

1. A
2. B
3. B
4. C
5. B
6. A

### APPENDIX G – By Myself

1. C
2. A
3. B
4. A
5. A
6. C

### APPENDIX H – Trees

1. B
2. A
3. A
4. A
5. B
6. C

### APPENDIX I – Catch a Little Rhyme

1. C
2. A
3. A
4. B
5. C
6. A

### APPENDIX J – Knoxville, Tennessee

1. C
2. B
3. A
4. A
5. B
6. A

### APPENDIX K – First Thanksgiving of All

1. B
2. C
3. B
4. A
5. C
6. B