Poetry Picnic

Grade Level: First Grade  
Presented by: Linda Novak and Kerri Golightly, Serna Elementary, San Antonio, Texas  
Length of Unit: 14 Lessons

I. ABSTRACT

Poetry Picnic is a unit that integrates language arts, visual arts, and theater arts. This unit was written using the Core Knowledge Monthly Planning Guide and can be used throughout the year or as a fourteen-lesson unit. Poetry Picnic provides reading, writing, speaking and listening activities to develop and strengthen phonological awareness. In addition, children are given opportunities to create original art projects and present a dramatic interpretation to compliment the poems. Poetry Picnic is a natural, enjoyable and creative approach to poems old and new.

II. OVERVIEW

A. Concept Objectives

1. The student will develop an appreciation for a variety of poetry
2. The student will develop phonological awareness

B. Specific Content from the Core Knowledge Sequence

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

C. Skill Objectives

1. The student will make predictions.
2. The student will listen attentively and engage actively in a variety of oral language experiences. (TEKS Language Arts/English-1.1)
3. The student will orally demonstrate phonological awareness. (TEKS Language Arts/English-1.6)
4. The student will generate questions from selections read aloud. (TEKS Language Arts/English-1.15)
5. The student will select and use the writing process to compose an original text. (TEKS Language Arts/English-1.19)
6. The student will draw and discuss visual images based on text descriptions.
7. The student will present dramatic interpretation of a poem.
8. The student will express ideas through original art work. (TEKS Visual Arts-1.2)
9. The student will develop an extensive vocabulary. (TEKS Language Arts/English-1.11)
III. RESOURCES

IV. LESSONS
Lesson One: *My Shadow* by Robert Louis Stevenson
A. Daily Objectives:
   1. Concept Objectives
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
   2. Lesson Content
      a. *My Shadow* by Robert Louis Stevenson
   3. Skill Objectives:
      a. The student will make predictions.
      b. The student will listen attentively and engage actively in a variety of oral language experiences.
      c. The student will orally demonstrate phonological awareness.
      d. The student will generate questions from a selection read aloud.
      e. The student will draw and discuss visual images based on text descriptions.
      f. The student will express ideas through original artwork.
      g. The student will develop an extensive vocabulary.
B. Materials
   1. *Listen, My Children*
   2. Poetry Picnic book
   3. Appendix A *My Shadow* Pop-up Shadow
   4. 1 9x12 sheet of - construction paper per child (any color)
   5. 1 4x6 sheet of white construction paper per child
   6. 1 4x6 sheet of black construction paper per child
   7. Glue, crayons, scissors
C. Key Vocabulary
   1. Rhyme: words that have the same ending sound
   2. India-Rubber Ball: a rubber ball from the time when most rubber came from the country of India
   3. Notion-idea
   4. Coward-someone who is afraid
D. Procedures/Activities
   1. Introduce vocabulary.
   2. Teacher reads the title: *My Shadow*. Students make predictions about the poem.
   4. Using the following rhyming words from the poem (me/see; head/bed; grow/slow; ball/all; play/way; up/cup), students will sing a rhyming song to the tune of *If You're Happy and You Know It*:
      "If you change the /m/ in *me* to an /s/,
      If you change the /m/ in *me* to an /s/,
      If you change the /m/ to /s/,
      If you change the /m/ to /s/,
      "If you change the /m/ to /s/,
      If you change the /m/ to /s/,
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      "If you change the /m/ to /s/,
      If you change the /m/ to /s/,
      "If you change the /m/ to /s/,
      If you change the /m/ to /s/,
Then **me** turns into **see**,  
If you change the /m/ in **me** to an /s/.

Repeat with each set of rhyming pairs.

5. Students make pop-up shadow - Appendix A.

**Extension**
1. Make hand shadows using either a flashlight or overhead projector.
2. Make shadow puppets out of paper and craft sticks.

**E. Evaluation**
1. Teacher evaluates student's ability to rhyme words while singing song.
2. Teacher evaluates understanding of poem through poetry illustration book.

**Lesson Two: Rope Rhyme by Eloise Greenfield**

**A. Daily Objectives:**
1. **Concept Objectives**
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.
2. **Lesson Content:**
   a. *Rope Rhyme* by Eloise Greenfield
3. **Skill Objectives**
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

**B. Materials**
1. *Listen, My Children*
2. *Poetry Picnic* book
3. Chart paper

**C. Key Vocabulary**
1. none

**D. Procedures/Activities**
1. Teacher reads the title: *Rope Rhyme*. Students make predictions about the poem.
3. Using the following words (in, spin, ground, sound, to, do, ten, again, about, out). Children will segment words into individual phonemes. Teacher tells students they will pretend to jump rope. They will jump one time for each sound they hear. Example: Teacher says the word /in/. Children will jump two times /i/ /n/.

**Extension:**
1. Class will go outside or to PE and jump rope to chants.

E. **Evaluation:**
   1. Teacher evaluates student’s ability to segment words into individual phonemes.
   2. Teacher evaluates student’s contribution to class compositions.

**Lesson Three:** *The Swing* by Robert Louis Stevenson

A. **Daily Objectives:**
   1. **Concept Objectives**
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
   2. **Lesson Content**
      a. *The Swing* by Robert Louis Stevenson
   3. **Skill Objectives:**
      a. The student will make predictions.
      b. The student will listen attentively and engage actively in a variety of oral language experiences.
      c. The student will orally demonstrate phonological awareness.
      d. The student will generate questions from a selection read aloud.
      e. The student will draw and discuss visual images based on text descriptions.
      f. The student will express ideas through original art work.
      g. The student will develop an extensive vocabulary.

B. **Materials**
   1. *Listen, My Children*
   2. Poetry Picnic book
   3. Brads
   4. Appendix B – *The Swing* Pull-tab Swing
   5. Crayons, scissors

C. **Key Vocabulary**
   1. Pleasantest- nicest
   2. Cattle – group of cows
   3. Countryside – place away from the city

D. **Procedures /Activities**
   1. Introduce vocabulary.
   2. Teacher reads the title: *The Swing*. Students make predictions about the poem.
   4. Using the example below, teacher makes puzzles out of sentence strips. Write rhyming pairs from the following list onto the puzzle pieces. (swing/thing; do/blue; wall/all; wide/countryside; brown/down) After puzzle pieces have been filled in, reproduce a set of completed puzzles for every child. Children cut apart the puzzle pieces and, with a partner, match rhyming words.
   5. Students make a pull-tab swing picture using Appendix D. Students color picture and cut out girl. Cut slit on line and insert figure. Attach with a brad.

E. **Evaluation**
   1. Teacher evaluates student’s ability to identify rhyming words.
   2. Teacher evaluates student’s ability to illustrate view from a swing in *Poetry Picnic* book.

**Lesson Four:** *Solomon Grundy* (Traditional)

A. **Daily Objectives:**
   1. **Concept Objectives**
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
2. Lesson Content  
   a. Solomon Grundy (Traditional)

3. Skill Objectives: 
   a. The student will make predictions.  
   b. The student will listen attentively and engage actively in a variety of oral language experiences. 
   c. The student will orally demonstrate phonological awareness. 
   d. The student will generate questions from a selection read aloud. 
   e. The student will draw and discuss visual images based on text descriptions. 
   f. The student will express ideas through original art work. 
   g. The student will develop an extensive vocabulary. 
   h. The student will select and use the writing process to compose an original text. 

B. Materials 
1. Listen, My Children  
2. Poetry Picnic book  
3. Sentence strips cut into six-inch lengths, one segment per child  
4. White paper cut into 3x3 pieces, at least 5 per child.  
5. Appendix C- Solomon Grundy Circle Book  
6. Brads  
7. Crayons, scissors 

C. Key Vocabulary 
1. Christened – baptized 

D. Procedures /Activities 
1. Introduce vocabulary.  
2. Teacher reads the title: Solomon Grundy. Students make predictions about the poem. 
4. Teacher prepares “flip books”. First, stack set of 5 (or more) sheets of 3x3 paper. Next, staple them onto the left side of the sentence strip. 
5. To reinforce the /ay/ sound repeated in Solomon Grundy, students will make /ay/ “flip books”. Begin by writing /ay/ on the part of the sentence strip that is left uncovered by the white paper. Then, on the white paper, students write in letters (one per page) to make /ay/ words. Example: /d/ /ay/; /s/ /ay/; /w/ /ay/; /p/ /ay/; etc… 
6. Students make a circle book illustrating Solomon Grundy using Appendix C. 

Extension 
1. Students make a class book writing and illustrating one page for each day of the week using class activities. Example: Mrs. Jones Class, Writes on Monday, Reads on Tuesday… 

E. Evaluation 
1. Teacher evaluates student’s ability to generate /ay/ words. 
2. Teacher evaluates student’s ability to illustrate Solomon Grundy in Poetry Picnic book. 
3. Teacher evaluates student’s understanding of Solomon Grundy through the circle book. 

Lesson Five: Table Manners by Gelett Burgess 
A. Daily Objectives: 
1. Concept Objectives 
   a. The student will develop an appreciation for a variety of poetry. 
   b. The student will develop phonological awareness. 
2. Lesson Content
   a. *Table Manners* by Gelett Burgess

3. Skill Objectives:
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.
   i. The student will present dramatic interpretation of a poem.

B. Materials
   1. *Listen, My Children*
   2. Poetry Picnic book
   3. Chart paper
   4. Appendix D – *Table Manners* Story Frame and Pattern
   5. Glue, crayons, scissors

C. Key Vocabulary
   1. Broth - soup
   2. Disgusting - sickening, yucky

D. Procedures /Activities
   1. Introduce vocabulary.
   2. Teacher reads the title: *Table Manners*. Students make predictions about the poem.
   3. Teacher reads *Table Manners* aloud. Students ask questions about the poem. Class discusses poem.
   4. Teacher leads discussion about places where it is important to use good manners. List on chart paper. Class chooses one of the places and generates a class list of manners that should be used in that place. Class composes composition describing *The Goops* inappropriate behavior while at this place. Teacher records on chart paper.
   5. Teacher reproduces Appendix D - *Table Manners* Story Frame - one per child. Children fill in the blanks. Teacher collects and binds into a class book titled “Mrs. Jones Goops”.
   6. Students make *Goops* puppet using Appendix D *Table Manners* Story Frame. Reproduce Appendix D, and then delete the story frame so that there is only the outline. Reproduce one per student. Have students decorate and glue onto a paper lunch sack to make a puppet.
   7. Student illustrates *Table Manners* in Poetry Picnic book.

Extension
   1. Students present dramatic interpretation of *Table Manners* showing both appropriate and inappropriate manners.

E. Evaluation
   1. Teacher evaluates student’s ability contribute to class composition.
   2. Teacher evaluates student’s ability to illustrate *Table Manners* in Poetry Picnic book.
   3. Teacher evaluates student’s understanding of *Table Manners* through the story frame.

Lesson Six: *Wynken, Blynken and Nod* by Eugene Field

A. Daily Objectives:
   1. Concept Objectives
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
2. Lesson Content
   a. *Wynken, Blynken and Nod* by Eugene Field

3. Skill Objectives:
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

B. Materials
   1. *Listen, My Children*
   2. Poetry Picnic book
   3. Appendix E – *Wynken, Blynken and Nod* Moon Pocket Book
   4. Paper plates (1 per child)
   5. 1 sheet of 9x12 yellow construction paper per child
   6. Glue, crayons, scissors

C. Key Vocabulary
   1. Crystal: a clear rock
   2. Sped: moved very fast
   3. Ruffled: disturbed smoothness
   4. Cast: throw
   5. ‘Twas: it was
   6. Trundle bed: a low bed with wheels that can be rolled underneath a taller bed
   7. Misty: foggy

D. Procedures /Activities
   1. Introduce vocabulary.
   2. Teacher reads the title: *Wynken, Blynken and Nod*. Students make predictions about the poem.
   4. Play “Odd Man Out” using the following words from the poem - night/light; shoe/dew/throw; wish/fish; see/we/three; song/long; foam/home; sings/things. Teacher tells students they will be listening for a set of words from the poem. They are to tell if a word does not rhyme with the others. The word that does not rhyme is “Odd Man Out”. Example: night, one, light (“one” is the “odd one out”); shoe, dew, threw (there is no “odd man out”)
   5. Students will compose Cinquains (sin cane) about the moon using the following format:
      Line 1: Title: 1 word ---------Moon
      Line 2: Description of Title: 2 words-------------- Round Ball
      Line 3: Action about the title: 3 words --------------- Shines At Night
      Line 4: Feeling about the title: 4 words ----------- Beautiful To Look At
      Line 5: Another word for the title: 1 word ------Nightlight
   7. Student illustrates *Wynken, Blynken and Nod* in Poetry Picnic book.

Extension
   1. Students have a “slumber” party.

E. Evaluation
Lesson Seven: Thanksgiving Day (Over the river and through the wood) by Lydia Maria Child

A. Daily Objectives:
   1. Concept Objectives
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
   2. Lesson Content
      a. Thanksgiving Day (Over the river and through the wood) by Lydia Maria Child
   3. Skill Objectives:
      a. The student will make predictions.
      b. The student will listen attentively and engage actively in a variety of oral language experiences.
      c. The student will orally demonstrate phonological awareness.
      d. The student will generate questions from a selection read aloud.
      e. The student will draw and discuss visual images based on text descriptions.
      f. The student will express ideas through original art work.
      g. The student will develop an extensive vocabulary.
      h. The student will select and use the writing process to compose an original text.

B. Materials
   1. Listen, My Children
   2. Poetry Picnic book
   3. Appendix F – Thanksgiving Day: I Have-Who Has
   4. 1 sheet of 12x18 sheet of construction paper per child
   5. Student writing paper
   6. Glue, crayons, scissors

C. Key Vocabulary
   1. Drifted: piled up
   2. First-rate: the best
   3. Trot: slow run
   4. Dapple-gray: the color of a horse: light gray with white spots
   5. Extremely: very

D. Procedures /Activities
   1. Introduce vocabulary.
   2. Teacher reads the title: Thanksgiving Day. Students make predictions about the poem.
   4. Students will play “I Have-Who Has”- Appendix F.
   5. Students write about their family’s Thanksgiving.
   7. Student illustrates Thanksgiving Day in Poetry Picnic book.

Extension
   1. Using a Venn diagram students compare Thanksgiving today to Thanksgiving long ago.

E. Evaluation
Lesson Eight: *The Purple Cow* by Gelett Burgess

**A. Daily Objectives:**

1. **Concept Objectives**
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.

2. **Lesson Content**
   a. *The Purple Cow* by Gelett Burgess

3. **Skill Objectives:**
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

**B. Materials**

1. *Listen, My Children*
2. Poetry Picnic book
3. Student writing paper
4. Paint (variety of colors)
5. Chart paper
6. Glue, scissors

**C. Procedures /Activities**

1. Teacher reads the title: *The Purple Cow.* Students make predictions about the poem.
3. Teacher introduces song about colors (to the tune of *Six Little Ducks*).
   So many crayons for me to use,
   There are many colors I can choose.
   But the one little crayon that rhymes with fellow,
   Is my favorite color.
   It’s the color yellow.
   Teacher continues song having students rhyme color words. Example: blue/shoe; green/bean.
4. Students will complete the sentence: I’ve never seen a (color) (animal). Next, students use this sentence to create own version of *Purple Cow* poem. Students then paint animal described in poem on large chart paper. Let dry. Cut out. Students then paste their version of poem onto painted animal.

**Extension**

1. Make “purple cow” milk shakes with grape soda and ice cream.

**E. Evaluation**

1. Teacher evaluates student’s ability to generate rhyming words.
2. Teacher evaluates student’s ability complete own animal poem.
3. Teacher evaluates student’s ability to illustrate *The Purple Cow* in Poetry Picnic book.
Lesson Nine: *Sing a Song of People* by Lois Lenski

A. **Daily Objectives:**
   1. **Concept Objectives**
      a. The student will develop an appreciation for a variety of poetry.
      b. The student will develop phonological awareness.
   2. **Lesson Content:**
      a. *Sing a Song of People* by Lois Lenski
   3. **Skill Objectives:**
      a. The student will make predictions.
      b. The student will listen attentively and engage actively in a variety of oral language experiences.
      c. The student will orally demonstrate phonological awareness.
      d. The student will generate questions from a selection read aloud.
      e. The student will draw and discuss visual images based on text descriptions.
      f. The student will express ideas through original art work.
      g. The student will develop an extensive vocabulary.

B. **Materials**
   1. *Listen, My Children*
   2. Poetry Picnic book
   3. Student writing paper
   4. Index cards
   5. Black construction paper: 1 “9x12” sheet per child
   6. White copy paper – 2 sheets per child
   7. Crayons, scissors, tape

C. **Key Vocabulary**
   1. Subway: an underground train
   2. Taxi: a car in which people pay to ride in
   3. Elevator: a small room that moves up and down
   4. Grumpy: grouchy

D. **Procedures /Activities**
   1. Introduce vocabulary.
   2. Teacher reads the title *Sing a Song of People.* Students make predictions about the poem.
   3. Teacher reads *Sing a Song of People* aloud. Students ask questions about the poem. Class discusses poem.
   4. Teacher writes the following words on index cards: slow, go, below, bus, us, ground, round, doors, pours, crowd, loud, too and you. Students read cards aloud. Teacher posts cards in the pocket chart. Teacher introduces “Mystery Word”. Students write the numbers 1 through 5 on writing paper. Teacher chooses a word from the index cards but does not share it with the class. Then teacher gives a general clue about the word (“it’s a word from the poem”) and instructs students to write what they think the word could be on line 1. Teacher gives another clue (“it has 4 letters”). Students compare word they wrote with the new clue. If the word fits both clues, they write the same word on line number 2. If it doesn’t, they choose a new word to write. Continue giving clues until only one word could be the correct answer.
   5. Students will make a movie frame illustrating different scenes from the poem: Student illustrates *Sing a Song of People* in Poetry Picnic book. To create movie frame, cut slits in black construction paper as shown. Tape two sheets of white copy paper together. Slip paper into the black frame. Students draw three scenes from the poem on the paper and move the paper through the frame creating a movie.
E. Evaluation
1. Teacher evaluates student’s ability to identify words using clues from “Mystery Word.
2. Teacher evaluates student’s understanding of poem through Movie Frame.
3. Teacher evaluates student’s ability to illustrate Sing a Song of People in Poetry Picnic book.

Lesson Ten: The Owl and the Pussycat by Edward Lear
A. Daily Objectives:
1. Concept Objectives
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.
2. Lesson Content
   a. The Owl and the Pussycat by Edward Lear
3. Skill Objectives:
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.

B. Materials
1. Listen, My Children
2. Poetry Picnic book
3. Index cards
4. Butcher paper
5. Crayons or paint

C. Key Vocabulary
1. Five-pound note – five dollar bill
2. Shilling: an English coin not worth a lot
3. Mince: chopped, spiced fruit
4. Quince: a fruit like an apple

D. Procedures /Activities
1. Introduce vocabulary.
2. Teacher reads the title The Owl and the Pussycat. Students make predictions about the poem.
3. Teacher reads aloud The Owl and the Pussycat. Students ask questions
about the poem. Class discusses poem.

4. Teacher prepares a set of sound cards having one card per phoneme for the following words: boat, note, honey, money, above, love, owl, fowl, sing, ring, away, day, grows and nose. Example: the word /boat/ will have three cards: /b/ /o/ /t/. Teacher invites three children to front of the room and secretly shows each child one of the sound cards. The first child says the first sound: /b/. The second child says the next sound: /o/. The third child says the third sound: /t/. The class then says the word /boat/. Continue with the rest of the words. The number of children will vary depending on the number of sound cards for each word.

5. Students will recreate *The Owl and the Pussycat* on a mural.


E. Evaluation

1. Teacher evaluates student’s ability to combine phonemes to make words.
2. Teacher evaluates student’s understanding of poem through contribution to mural.
3. Teacher evaluates student’s ability to illustrate *The Owl and the Pussycat* in *Poetry Picnic* book.

Lesson Eleven: *Hope* by Langston Hughes

A. Daily Objectives:

1. Concept Objectives
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.

2. Lesson Content
   a. *Hope* by Langston Hughes

3. Skill Objectives:
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.

B. Materials

1. *Listen, My Children*
2. *Poetry Picnic* book
3. 1 "4 1/4 x 11” piece of white paper per student
4. Crayons, scissors

C. Key Vocabulary

1. Lonely: alone
2. “By and by”: as time goes on

D. Procedures /Activities

1. Introduce vocabulary.
2. Teacher reads the title *Hope*. Students make predictions about the poem.
3. Teacher reads *Hope* aloud. Students ask questions about the poem.
   Class discusses poem.
4. Teacher die cuts the following letters for each pair of students: /b/ /c/ /d/
/i/ /y/ /u/ /u/ /m/ /p/ /t/ /s/ /u/ /w/ in one color. Teacher then cuts /y/ in a different color. Students will manipulate letters to make the following words with the long /i/ sound: by, why, cry, my, try, dry, fry, sly, pry and spy.

5. Students will make an accordion book illustrating feelings. Student folds “4 1/4 x 11” piece of white paper into equal parts. With paper folded, round the top and bottom of paper with scissors, forming an oval face shape. Note: Do not cut on folds. Student will illustrate the accordion book showing different feelings on each face.


**Extension**
1. Sing *If You’re Happy and You Know It*.

**Evaluation**
1. Teacher evaluates student’s ability to generate long /i/ words.
2. Teacher evaluates student’s understanding of different feelings through accordion book.
3. Teacher evaluates student’s ability to illustrate *Hope* in *Poetry Picnic* book.

**Lesson Twelve: Washington by Nancy Byrd Turner**

**A. Daily Objectives:**
1. **Concept Objectives**
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.
2. **Lesson Content**
3. **Skill Objectives:**
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

**B. Materials**
1. *Listen, My Children*
2. *Poetry Picnic* book
3. Appendix G – *Washington Cherry Tree*
4. Student writing paper
5. Crayons, scissors

**C. Key Vocabulary**
1. Whippoorwill: a bird
2. Bugles: a musical instrument
3. Summons: an order to come or do something
4. Strife: fight

**D. Procedures /Activities**
1. Introduce vocabulary.
4. Teacher reproduces Appendix G – *Washington* Cherry Tree for every child. Students color and cut out. Using the following words teacher will have students identify individual phonemes: young, swung, grew, blue, came, name, rim, him, away, day, long, song, by, sky, strife, life. Teacher says word aloud: “young”. Students put one cherry on their tree for every phoneme they hear.

5. Students will write a letter to George Washington.


E. Evaluation  
1. Teacher evaluates student’s ability to identify individual phoneme in words.
2. Teacher evaluates student’s ability to write an effective composition.
3. Teacher evaluates student’s ability to illustrate *Washington* in Poetry Picnic book.

Lesson Thirteen: *I Know All the Sounds the Animals Make* by Jack Prelutsky

A. Daily Objectives:  
1. Concept Objectives  
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.

2. Lesson Content  
   a. *I Know All the Sounds the Animals Make* by Jack Prelutsky

3. Skill Objectives: 
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

B. Materials  
1. *Listen, My Children*  
2. Poetry Picnic book  
3. 1 white business envelope per child  
4. 1 index card per child  
5. Crayons

C. Key Vocabulary  
1. Moment: a short amount of time  
2. Marvel: to be amazed

D. Procedures/Activities  
1. Introduce vocabulary.
2. Teacher reads the title: *I Know All the Sounds the Animals Make.* Students make predictions about the poem.
3. Teacher reads *I Know All the Sounds the Animals Make* aloud. Students ask questions about the poem. Class discusses poem.
4. Teacher introduces “Animal Fun” song (to the tune of *Mary Had a Little Lamb*). Mickey Mouse had a house, had a house,
Mickey Mouse had a house,
He stayed and played all day.
Repeat using all the animals in the poem (Penny Pig wore a wig…).
5. Students make a class animal riddle book using white business envelopes. On front of envelope students write a riddle about an animal. Students then illustrate their animal on an index card and place it inside the envelope. Teacher binds envelopes into a class book.
6. Student illustrates *I Know All the Sounds the Animals Make* in *Poetry Picnic* book.

**Extension**
1. Play animal charades.

**E. Evaluation**
1. Teacher evaluates student’s ability to generate rhyming words.
2. Teacher evaluates student’s ability to compose animal riddle.
3. Teacher evaluates student’s ability to illustrate in *Poetry Picnic* book.

**Lesson Fourteen: The Pasture by Robert Frost**

**A. Daily Objectives:**
1. **Concept Objectives**
   a. The student will develop an appreciation for a variety of poetry.
   b. The student will develop phonological awareness.
2. **Lesson Content**
   a. *The Pasture* by Robert Frost
3. **Skill Objectives:**
   a. The student will make predictions.
   b. The student will listen attentively and engage actively in a variety of oral language experiences.
   c. The student will orally demonstrate phonological awareness.
   d. The student will generate questions from a selection read aloud.
   e. The student will draw and discuss visual images based on text descriptions.
   f. The student will express ideas through original art work.
   g. The student will develop an extensive vocabulary.
   h. The student will select and use the writing process to compose an original text.

**B. Materials**
1. *Listen, My Children*
2. *Poetry Picnic* book
3. Appendix H– *The Pasture* Diorama
4. Student writing paper
5. Glue, crayons, scissors

**C. Key Vocabulary**
1. Spring: water that comes up from the ground
2. Pasture: grassland
3. Shan’t: shall not
4. Fetch: to go after and bring back
5. Totters: to rock as if about to fall

**D. Procedures /Activities**
1. Introduce vocabulary.
2. Teacher reads the title: *The Pasture*. Students make predictions about the poem.
4. Students will write a tongue twister about a season. Example: Fall
finally fell on Friday. Illustrate.

5. Students will create a pasture diorama using Appendix H: The Pasture Diorama.

E. Evaluation
1. Teacher evaluates student’s ability to compose tongue twister.
2. Teacher evaluates student’s ability to create pasture scene.
3. Teacher evaluates student’s ability to illustrate The Pasture in Poetry Picnic book.

V. HANDOUTS/WORKSHEETS
A. For handouts see appendices A-H.

VI. BIBLIOGRAPHY
Appendix A *My Shadow* Pop-up Book

Students fold a piece of construction paper in half and cut 2 slits down from the fold.

Help students push the cut area through the fold and crease it to form a pop-up section.

Cut pattern on "4 x 6" pieces of black and white construction paper. Instruct children to decorate white figure to look like self and decorate pop-up card to look like a sunny day.

Glue white figure onto pop-up tab. Glue black figure directly in front of the white figure onto the bottom of the card.
Appendix C Solomon Grundy Circle Book

Instructions:
Cut out both wheels.
Student labels each section with a day of the week and one section with the title Solomon Grundy.
Illustrate Solomon Grundy in each section according to the sequence of the poem.
Cut window out of wheel on Appendix C Cont.
Attach the wheels together with a brad.
Appendix C: Solomon Grundy Circle Book Cont.
Appendix D: *Table Manners* Story Frame and Pattern

The Goops they lick their ___________.

And the Goops they lick their ___________.

They spill their ___________ on the ___________.

Oh they lead ___________ lives!

The Goops, they talk while ___________.

And ___________ and ___________ they chew.

And that is why I'm glad that I

Am not a Goop - are you?
Appendix E: *Wynken Blynken and Nod* Pocket Book

Make a copy of Appendix E on yellow cardstock for each student.

Staple moon onto paper plate to form a pocket.
Appendix F: Thanksgiving Day I have Who has

I have go who has snow
I have snow who has blow
I have blow who has way
I have way who has sleigh
I have sleigh who has stop

I have stop who has top
I have top who has toes
I have toes who has nose
I have nose who has bark
I have bark who has hark

I have hark who has ring
I have ring who has ding
I have ding who has get
I have get who has upset
I have upset who has all

I have all who has snowball
I have snowball who has ground
I have ground who has hound
I have hound who has gray
I have gray who has day

I have day who has spy
I have spy who has pie
I have pie who has fun
I have fun who has done
I have done who has go

Directions:
Enlarge cards (or copy information onto index cards), cut out and laminate. Distribute cards randomly to students.
Begin with any card. Have student read card aloud. The student who has the card that matches reads the next card aloud. Continue until all cards have been read and the game returns to the original player.
Appendix G: *Washington* Cherry Tree
Appendix H: The Pasture Diorama

Diorama Pattern

Fold a piece of "12x 18" construction paper into a triangle.

Cut off tab, forming a square. Crease.

Open and refold in the opposite direction, creasing again to form an X-shaped crease.

Cut up one of the folds to the center of the X and stop.

Color paper to look like a pasture.

Glue one of the flaps under the other flap forming a pyramid.

Color and cut out boy and cow figures.

Cut slits in bottom of pyramid and place figures. Glue down.