

# Poetry in Motion

**Grade Level:** Second Grade

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**Length of Unit:** Ongoing throughout school year (Five Lessons)

## I. ABSTRACT

The purpose of this on-going poetry unit is to add enrichment and excitement to the Core Knowledge poetry list. Through teacher directed lessons and discussions, the students will develop a life long love of poems and dramatic readings. Various other selected poems will be added to a three – ring binder that the students will keep and take home at the end of the year. Lessons will feature phonics and decoding practice, choral reading, dramatic interpretation, and reading in the content areas.

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop an appreciation for poetry.
2. Students will be exposed to various types of literature through poetry.

### B. Content from the Core Knowledge Sequence

1. Second Grade Poetry
2. Decoding, Word Recognition, and Oral Reading

### C. Skill Objectives

1. The student will use phonics knowledge and structural analysis to decode regular multi-syllable words when reading text. [North Carolina Standard Course of Study English Language Arts 1.01]
2. The student will increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. [NCSCOS English Language Arts3.04]
3. The student will read aloud with fluency and expression any text appropriate for early independent readers. [NCSCOS English Language Arts 4.03]
4. The student will build an understanding of the changes in weather (day to day and season to season). [NCSCOS Science 2.01 &2.02]
5. The student will analyze, compare, and contrast the life cycle of different animals. [NCSCOS Science 1.03 &1.04]
6. The student will evaluate fair and unfair procedures for dealing with neighborhood and community problems. [NCSCOS Social Studies 4.5]
7. The student will identify change in neighborhoods and communities. [NCSCOS Social Studies Goal 6]
8. The student will identify selected famous people in history. [NCSCOS Social Studies 7.4]

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Ellermeyer, D. & Hechtman, J. *Perfect Poems for Teaching Phonics*. New York: Scholastic Professional Books, 1998, ISBN 0-590-39019-8
2. Hauge, E.S. *A Child's Anthology of Poetry*. Hopewell, NJ: The Ecco Press, 1995, ISBN 0-590-67537-0

### B. For Students

1. The students will have a basic understanding of poetry structure and composition.
2. The students will have an understanding of decoding strategies.

#### IV. RESOURCES

- A. Harness, Cheryl. *Young Abe Lincoln*, The Frontier Days 1809-1837.
- B. Hauge, Elizabeth Sword. *A Child's Anthology of Poetry*.
- C. Hirsch, Jr. E.D. *What Your Second Grader Needs To Know* (poetry selections).
- D. Merrians, Deborah. *I Can Read About Insects*.
- E. Mosher, Kiki. *Learning About Bravery from the Life of Harriet Tubman*.
- F. Mosher, Kiki. *Learning About Honesty from the Life of Abraham Lincoln*.
- G. Reiner, Marian. *Month by Month Poetry*.
- H. Rigby Starters Teacher Guide. "The North Wind Will Blow" – Poetry Selection.
- I. Rowley, John. *Harriet Tubman*.
- J. Sands, Stella. *Kids Discover Insects*.
- K. Schroeder, Alan. *Minty: A Story of Young Harriet Tubman*.
- L. Selsam, Millicent. *Backyard Insects*.
- M. Smith, Annette & Rathbone, Mandi. "The Rain" – Poetry Selection.
- N. Copies of Appendices A-E

#### V. LESSONS

##### Lesson One: Does poetry 'BUG' you?

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will develop an appreciation for poetry.
    - b. Students will be exposed to various types of literature.
  - 2. Lesson Content – Poems to be read
    - a. "Bee, I'm Expecting You" by Emily Dickinson
    - b. "Caterpillars" by Aileen Fisher
    - c. "Caterpillar" by Christina Rossetti
    - d. "Hurt No Living Thing" by Christina Rossetti
  - 3. Skill Objective(s)
    - a. The students will practice decoding skills to read poems.
    - b. Students will use rhyming words.
    - c. Students will compare different poems with the same title.
    - d. Students will recognize different forms of poetry.
    - e. Students will analyze, compare, and contrast the life cycles of different animals.
- B. *Materials*
  - 1. Large laminated charts of poems to be studied
  - 2. Overhead marking pens
  - 3. Student copies of each poem (hole punched)
  - 4. Student poetry binder
  - 5. Appendices A & B
- C. *Key Vocabulary*
  - 1. Prey – birds that hunt and catch insects for food
  - 2. Hovering – staying in one place in the air
  - 3. Gnat – a small two-winged insect or fly
- D. *Procedures/Activities*

DAY ONE – "Bee! I'm Expecting You!"

  - 1. Teacher shows poem on the chart. Tell students this is a letter and ask them if they can tell who wrote it. Talk about the normal form of a friendly letter.
  - 2. Teacher asks the students to read softly as she moves a pointer across the lines.
  - 3. Guide the students in voicing out words that may be difficult.

4. Use overhead marker to circle or underline rhyming words and words that have a similar ending (you – due, thick – back, by – reply).
  5. Students take turns reading the poem as if they are a bee.
- DAY TWO – “Bee! I’m Expecting You!”
6. Students will read the poem “Bee! I’m Expecting You!”, which is in the form of a letter. They will focus on the regular vowel sounds for long and short e.
  7. The teacher will show the poem on a chart with these words underlined:  
**Expecting be week settled get seventeenth be me better**
  8. The students and teacher will read the poem together emphasizing the different sounds for the vowel e. The students will remember that the long e sound is often written ee and that the one e between two consonants is usually a short sound.
  9. Discussion will focus on why the fly is writing the bee a letter. Talk about the normal format for a letter.
  10. Rewrite the poem/letter in a standard letter format with a greeting, body, and a closing.
  11. Students take turns reading and reciting the poem and trying to express the meaning the fly wishes to convey.

DAY THREE – Two Caterpillar Poems

12. The teacher will show two poems about caterpillars by different authors.
13. Teacher first reads “Caterpillar” by Christina Rossetti and underlines ‘hovering bird of Prey’. Students will characterize birds of prey naming owls, hawks, and eagles. The students will read and discuss each poem. They point out the non-fiction nature of these two poems.
14. Identify rhyming words (furry-hurry, walk-stalk, not-spot, die-butterfly, know-grow, do-chew, by-butterfly)
15. Discuss life cycle of butterfly.

DAY FOUR

16. Introduce lesson with flashcards of rhyming words. (see Appendix A)
17. The students will play a memory matching game with sets of rhyming word cards. There should be enough sets so the students can work in groups of 2 or 3.
18. Choral reading of both caterpillar poems.
19. Activity: Students make stick puppets by coloring and cutting out caterpillars and butterflies. (see Appendix B)
20. Recite the poems using the stick puppets as props.
21. Word cards and puppets should be placed in a center so students can interact with the poems repeatedly.

DAY FIVE – “Hurt No Living Thing”

22. The poem should be shown on a chart with rhyming words underlined. Students should tell what they think the underlined words are. Talk about the different ways to spell long and short vowel sounds. Read the poem together putting emphasis on the words that rhyme.
23. Name the different insects mentioned in this poem. They all have wings.  
**Be sure they know the worm is not an insect.**
24. Activity: Students should move like each animal as they read the poem.
25. Science Connection – Students draw pictures showing ways to protect small animals.

E. *Assessment/Evaluation*

1. The teacher will distribute copies of all four poems. The students will work with partners to read the poems and underline the rhyming words.

- They will read and “act out” the poems with their partners using insect puppets. Puppets of other insects might be added at this time. (See Appendix)
2. Students will add these poems to their poetry binders.

## **Lesson Two: Blow Into the World of Poetry**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will develop an appreciation for poetry.
  - b. Students will be exposed to various types of literature through poetry.
2. Lesson Content
  - a. “The North Wind Will Blow” – Mother Goose Nursery Rhyme
  - b. “Rain”- Author Anonymous
3. Skill Objective(s)
  - a. The students will be able to identify the number of stanzas and lines in a poem.
  - b. The students will be able to identify the author of a poem.
  - c. The students will be learning a strategy to decode unknown words.
  - d. The students will recognize the meaning of choral reading.
  - e. The students will be able to interpret a piece of poetry and add dramatic actions to it.
  - f. The students will recognize changes in daily weather patterns.

### **B. Materials**

1. Large laminated copies of poems to be studied
2. Yellow fine tip markers (one per child)
3. Copy of poem for each child (hole punched)
4. Magnetic letters and magnetic board
5. Note cards with two-sided tape attached. Write the word “stanza” and its number on each of the note cards.
6. Student pencils
7. Video camera and VCR
8. Highlighter tape
9. Cellophane (any color)
10. Construction paper cut into thin strips
11. Glue
12. Vis-Aid
13. Cookie tray
14. Materials for students to create props
15. CD or tape of rain sounds and CD/tape player
16. Student poetry binders

### **C. Key Vocabulary**

1. Line – the printed row of a poem
2. Stanza – several lines of a poem to form a pattern

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

#### **DAY ONE**

1. Teacher introduces the weather poem– “The North Wind Will Blow”. Post the large laminated copy of the poem with each stanza printed in a different color. Encourage the students to try and read the words in the title, discussing what they already know about some of the words.
2. The teacher shows the students highlighter tape and explains that the tape can be used to bring attention to something special. Teacher highlights the title of the

poem with colored cellophane to model what highlighter tape will look like on their copy.

3. Each child receives a copy of the poem and a piece of highlighter tape for their title.
4. Discuss how to determine the number of lines in the poem. Model by running finger through each line, counting as you go. Write the word lines on the board for students to see.
5. Hand out yellow fine tip markers to each student. Students draw a yellow line through each line of the poem. Count the number of lines and write at the bottom of the page.
6. Write the word stanza on the board and explain what it means. Teacher then places a large, long narrow strip of colored construction paper between each stanza (to indicate stanza separation).
7. Give each child four note cards (labeled stanza 1, stanza 2, stanza 3, and stanza 4). Have students place notecards beside the correct stanza.
8. Give each child thin strips of construction paper or sticky tape to place between each stanza.
9. Instruct the students to locate the author of the poem. Discuss.

#### DAY TWO

10. Review title, author, lines, and stanza
11. Use magnetic letters to display the known word “or” on the magnetic board. Ask students to read the word. Display “poor” under the word “or” and ask students to find the chunk “or” and read the new word. Continue the same process with the word “north”. Discuss the meaning of the word “north”.
12. Repeat the same procedure with the known word “in” to follow up with the decoding of the words “robin” and “wind”.
13. Return student copies of the poem. Have class skim the poem to locate the words spelled on the magnetic board (poor, north, wind, robin).
14. Instruct students to silently read the first stanza. Discuss. Continue the process until all stanzas have been read and discussed.

#### DAY THREE

15. Review number of lines, stanzas, title, and previously decoded words from the poem.
16. Introduce the concept of choral reading to the students. Students then read the poem together several times.
17. Discuss dramatic actions that could accompany the poem. Examples include: “wind” – students blow when the word appears in the poem, “snow” – hands pretend to be falling from the sky, “warm” – wave hands in front of face, “robin hides his head” – students cover their head with their arms.
18. Students practice the poem with the dramatic actions.

#### DAY FOUR

19. Introduce new piece of weather poetry entitled “Rain” and post large laminated copy in classroom. Have a CD of rain sounds playing while students enter the room.
20. Teacher highlights the title of the poem with a strip of colored cellophane on the enlarged copy. Each child receives a copy of the poem and highlights the title using highlighter tape.
21. Review how to determine the number of lines. Teacher models by running finger through each line, counting as she goes. Write the word line on the board for students to see.
22. Give each child a yellow fine tip marker to draw a line through each line of the poem. Teacher models for students on enlarged copy of poem.

23. Count the number of lines and write at the bottom of the page.
24. Write stanza on the board and discuss what it means. Have students determine the number of stanzas in the poem.
25. Students read the poem looking for a word with two parts.
26. The first student to find a two-part word gets a cookie tray with the magnetic letters needed to spell the word (housetops). Student arranges the letters correctly and then reads the words.
27. Discuss the meaning of the word “housetops”.
28. Students reread the poem. Discuss for meaning.
29. Review title, lines, stanza, and any difficult words.

#### DAY FIVE

30. Students reread the poem “Rain”.
31. Discuss other places that rain could fall.
32. Explain that each student will receive a sentence strip. On the sentence strip, students should write “Rain on the ...”, completing the line with their own ending.
33. Place sentence strips under the third line of the poem.
34. Students make large props to represent their line.
35. Choral read the beginning of the poem. When their line comes up, students read and hold up their prop.
36. All students read the last line of the poem. Place student poems in poetry binders.

#### E. *Assessment/Evaluation*

1. Make notes as each student reads the poem. Note any comments made during class discussion.
2. Videotape students’ choral reading with their dramatic actions incorporated into the appropriate parts of the poem.

### **Lesson Three: Don’t let poetry BLOW you AWAY!**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation for poetry.
  - b. Students will be exposed to various types of literature through poetry.
2. Lesson Content
  - a. “Who Has Seen the Wind” by Christina Rossetti
  - b. “Windy Nights” by Robert Louis Stevenson
3. Skill Objective(s)
  - a. The students will listen and comprehend poetry when read aloud by the teacher and groups.
  - b. Students will decode words using word chunks
  - c. Students will use dramatic improvisation to interpret poetry.
  - d. The students will compare and contrast using a Venn Diagram.
  - e. Students will recognize changes in seasonal cycles.

#### B. *Materials*

1. Large laminated copies of the two poems to be studied
2. Pointer
3. Copy of poems for each child (hole punched)
4. Markers or highlighters
5. Tissue paper and construction paper
6. Video camera and tape
7. Dry erase board
8. Student poetry binder

9. Appendix C
- C. *Key Vocabulary*
  1. Trembling – shake or vibrate with movement; shiver
  2. Bow- bend, curve
  3. Stoop – bend the body
  4. Gallop – a rapid springing like a horse
  5. Tossed – throw or fling with little effort

D. *Procedures/Activities*

DAY ONE

1. Post “Who Has Seen the Wind” in front of the room where every child can see it. Discuss with class different kinds of weather they have experienced.  
Record responses on the dry erase board
2. Teacher reads the poem using the pointer. Class follows along while the teacher reads.
3. Reread the poem and have students pick out rhyming words (you, through, I, and by) while teacher records on the board. Look for word chunks in the rhyming words. Discuss the sounds students hear (Long I and U).
4. Write the word “by” on the board and find other rhyming words with the same chunks – try, my, sky
5. Reread the poem and discuss the pattern of the poem (AB pattern). Discuss how the rhyming words are at the end of the B lines.
6. Pass out a copy of the poem to each student. Have class label the lines in their poem with the AB pattern. Find the rhyming words at the end of line B and circle with a marker.
7. Children will read the poem again in groups and put poems into their poetry books.
8. Review the rhyming words and the pattern of the poem.

DAY TWO

9. Review different types of weather and the wind associated with them. Record answers on the board.
10. Teacher read aloud of the poem “Who Has Seen the Wind”. Students will follow along as teacher uses a pointer to keep their place. Discuss the meaning of the poem.
11. Read through the first stanza again and discuss the meaning of the word “trembling”. Demonstrate what people look like when they are trembling. Have the whole class dramatize trembling. Repeat with the second stanza and the word “bow”.
12. Class will then reread the first group of stanzas together and act out while they read the word “trembling”. Reread the second group of stanzas and act out the word “bow”.
13. Divide class into two groups and assign each group a stanza. The children will work together and assign each other parts of the poem. One or two people will be the wind and the other children in the groups will be the trees. Allow sufficient time to practice in groups.
14. Using construction paper and tissue paper, allow students to make props to help dramatize. The “tree” students will design trees out of construction paper. The “wind” people will make strands of wind using tissue paper.
15. Practice acting out the poem using the props. After they have practiced, the teacher will videotape the students acting out the poem. Allow children to watch the video of their performance.

### DAY THREE

16. Review what types of weather are related to wind. Refer to the list on the board from the previous day.
17. Post the poem “Windy Nights” for all of the class to see. Introduce the poem by reading aloud to the class.
18. Discuss rhyming words and the ABC pattern of the poem. Using a marker, mark the ABC pattern on the poem.
19. Children will work with the teacher to find rhyming words in the first group of stanzas.
20. Pass out a copy of the poem to each student. The children will label the poem with the ABC pattern and circle the rhyming words with a marker.
21. Work in collaborative pairs for 2 minutes to find rhyming words in the second group of stanzas.
22. Discuss the rhyming words found in the second group of stanzas.
23. Assign each group a word family to work on. The word families in this poem are -et, -out, -en, and -e.
24. Children will write their word families on dry erase boards. Groups will share after 2 minutes.
25. Children will then reread the poem and review the words that rhyme.

### DAY FOUR

26. Review the poem “Windy Nights” by reading again and discussing. Review the rhyming words and record responses on the board.
27. Introduce the vocabulary words “gallop” and “tossed”. What do these words mean? Can we act them out?
28. Read through the first stanza and discuss what the wind symbolizes. Repeat for the second stanza. Discuss how the poem is different from the wind made from weather.
29. Have students draw and write a sentence describing the meaning of the poem. Share with groups.
30. Reread the poem and return student copies to poetry book.

### DAY FIVE

31. Reread the poems “Who Has Seen the Wind” and “Windy Nights”.
32. Teacher will review what a Venn Diagram is (used to compare and contrast two things).
33. Draw a Venn diagram on the board and demonstrate what to do.
34. Pass out copies of Venn diagram (Appendix C) and have students complete in groups. Students will then come back to whole class and discuss similarities and differences found in both poems.
35. Respond to poems in reading journals. Have students write about which poem they liked best and give 2 reasons why they liked it.

#### I. *Assessment/Evaluation*

1. Journal Writing
2. Video taping of acting out poem
3. Making word families
4. Reading the poems successfully

### **Lesson Four: Learning about history through poetry**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will be exposed to various types of literature through poetry.
  - b. Students will develop an appreciation for poetry.
2. Lesson Content

- a. “Harriet Tubman” by Eloise Greenfield
- 3. Skill Objective(s)
  - a. Students will learn decoding skills and strategies.
  - b. Students will increase oral and written vocabulary.
  - c. Students will read with fluency and expression.
  - d. Students will recognize changes in history and identify unfair practices.
  - e. Students will identify famous people in history.
- B. *Materials*
  - 1. Large copy of poem to be studied
  - 2. Student copies of poem (hole punched)
  - 3. Learning About Bravery From the Life of Harriet Tubman by Kiki Mosher  
*Harriet Tubman* by John Rowley
  - 4. *Minty: A Story of Young Harriet Tubman* by Alan Schroeder
  - 5. Appendix D – Character Sketch of Harriet Tubman
  - 6. Chart paper and marker
  - 7. Map of the United States
  - 8. “Follow the Drinking Gourd” (found in *What Your Second Grader Needs to Know*)
  - 9. Student poetry binders
- C. *Key Vocabulary*
  - 1. Slavery – the practice of allowing some people to “own” others
  - 2. Underground Railroad – network of secret places where escaping slaves hid. It was not a real railroad, but the hiding places were called stations and the routes between them lines.
- D. *Procedures/Activities*
  - DAY ONE
    - 1. Begin by asking students what they know about the Underground Railroad and recording responses on chart paper.
    - 2. Show students a map of the United States and discuss the reason for the Underground Railroad (to free slaves). Draw lines to distinguish between the North and the South.
    - 3. Post the large copy of “Harriet Tubman” for the entire class to read. Teacher reads aloud poem first for enjoyment. Read a second time and discuss historical aspects of poem.
    - 4. Lead class in a discussion concerning Harriet Tubman. Read *Harriet Tubman* by John Rowley. Answer who, what, when, where, why, and how questions concerning Harriet Tubman. Record student responses on chart paper.
    - 5. Give each student a copy of Appendix D. Work in-groups to complete character sketch of Harriet Tubman. Allow students to use other books about Harriet Tubman to complete character sketch.
  - DAY TWO
    - 6. Review chart from previous day. Let students use their character sketch to provide information about Harriet Tubman.
    - 7. Provide each child with a copy of a map of the United States. Students will use their map to trace the path traveled by Harriet Tubman on the Underground Railroad. What do you think it was like? How did the slaves know where to go? Read the song “Follow the Drinking Gourd” and discuss how slaves followed the sky.
  - DAY THREE
    - 8. Reread the poem “Harriet Tubman”.
    - 9. Use character sketch from Day 1 to recreate the actions of Harriet Tubman. Begin by choral reading “Harriet Tubman”.

10. Discuss Harriet Tubman's motivation for doing what she did. Record student responses.
11. Pass out student poems and ask students to read each stanza. At the end of each stanza, stop and ask what Harriet's emotions were in the poem. Record student responses.
12. Compare emotions from the poem to their character sketch of Harriet Tubman. Add any necessary information to individual character sketches. Add student poems to poetry books.

#### DAY FOUR

13. Begin by choral reading the poem. Model using expression through voice and body.
14. Divide class into groups to do a dramatic interpretation of the poem. Allow each group to decide how they want to present the poem. Brainstorm various ideas.
15. Each group will be given time to present their interpretation of the poem to the class.

#### E. *Assessment/Evaluation*

1. Students will complete character sketch of Harriet Tubman
2. Students will accurately identify the path traveled by Harriet Tubman on the Underground Railroad.
3. Students will use creative thinking to dramatically interpret the poem.

### **Lesson Five: Presidential Poetry**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation of poetry.
  - b. Students will be exposed to various types of literature through poetry.
2. Lesson Content
  - a. "Lincoln" by Nancy Byrd Turner
3. Skill Objective(s)
  - a. Students will decode regular multi-syllable words.
  - b. Students will increase oral and written vocabulary by listening, discussing, and composing text.
  - c. Students will identify changes in history.
  - d. Students will identify famous people in history.

#### B. *Materials*

1. Large laminated copy of poem
2. Student copies of poem (hole punched)
3. Learning About Honesty from the Life of Abraham Lincoln by Kiki Mosher
4. *Young Abe Lincoln* by Cheryl Harness
5. Highlighter or marker for each child
6. Construction paper (various colors)
7. Chart paper
8. Any other books about Abraham Lincoln
9. Student poetry binders
10. Appendix E – Lincoln's Hat

#### C. *Key Vocabulary*

#### D. *Procedures/Activities*

#### DAY ONE

1. Begin lesson by activating prior knowledge of Abraham Lincoln. Record student responses in the form of a KWL chart.
2. Read *Young Abe Lincoln* by Cheryl Harness and record any new information on chart.

3. Post large copy of poem “Lincoln” for the entire class to read. Begin with teacher read aloud of poem and reread chorally.
4. Brainstorm ideas about Lincoln’s childhood. What type of person was he? What did he enjoy doing? Discuss setting and time frame of the poem.
5. Draw students’ attention to details from the poem that would answer the above questions. Discuss how authors use details to paint a picture.

#### DAY TWO

6. Reread the poem “Lincoln” chorally and ask students to identify any rhyming words.
7. Pass out copies of poem and highlighter to each student. Students should use the highlighter to identify rhyming words in the poem. Students then circle any rhyming words with the same spelling pattern.
8. Record rhyming pairs on chart paper. Underline the spelling pattern. Circle all words with the same rhyming pattern. Mark out any rhyming pairs with different spelling patterns.
9. Choose two patterns to extend. Brainstorm other words that rhyme with the chosen patterns. Record on chart underneath the correct spelling pattern.
10. Explain to students how to use this decoding skill for unknown words when reading.

#### DAY THREE AND FOUR

11. Read *Learning About Honesty from the Life of Abraham Lincoln* by Kiki Mosher. Review KWL chart and record any new information about Lincoln.
12. Have students give describing words for Abraham Lincoln. Record on board as part of a pre-writing activity.
13. Have students use describing words to compose a poem about Lincoln.
14. Use the writing process on Lincoln poems. To publish, have students make a final copy of their poem. Next, use Appendix E to make a picture of Abraham Lincoln. Glue students’ poems onto Lincoln’s hat.

#### E. *Assessment/Evaluation*

1. Students will accurately identify rhyming words from the poem
2. Students will compose and publish a poem on Lincoln.

### **VI. CULMINATING ACTIVITY**

Choose from any of the following options:

1. Place student copies of poems in a three ring binder to be taken home at the end of the year.
2. Reader’s Theater – Have students perform poetry interpretations for other classes and groups.
3. Allow students to make puppets and other props to use for dramatic readings of poems.

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

Appendices A-E

### **VIII. BIBLIOGRAPHY**

Ellermeyer, D. & Hechtman, J. *Perfect Poems for Teaching Phonics*. New York: Scholastic Professional Books, 1998, ISBN 0-590-39019-8

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Appendix A Poetry in Motion

Rhyming vocabulary cards should be copied and used to play Matching game.

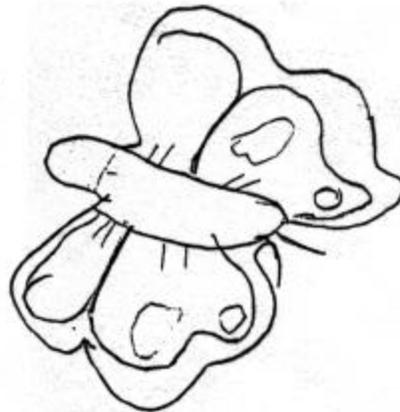
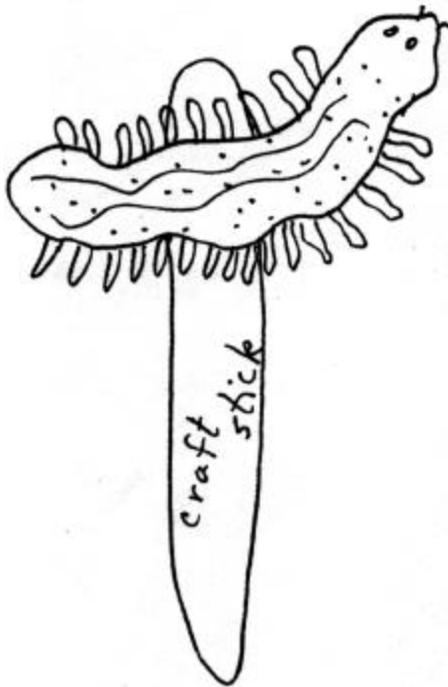
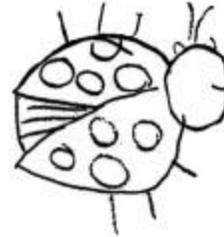
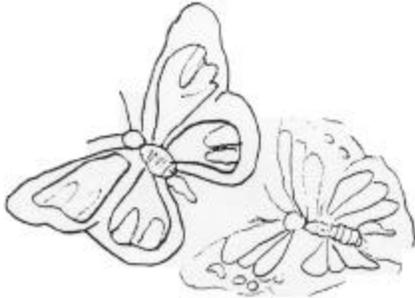
wing	thing
leap	creep
do	chew
walk	stalk
not	spot
furry	hurry
know	grow
butterfly	reply

Appendix B Poetry in Motion

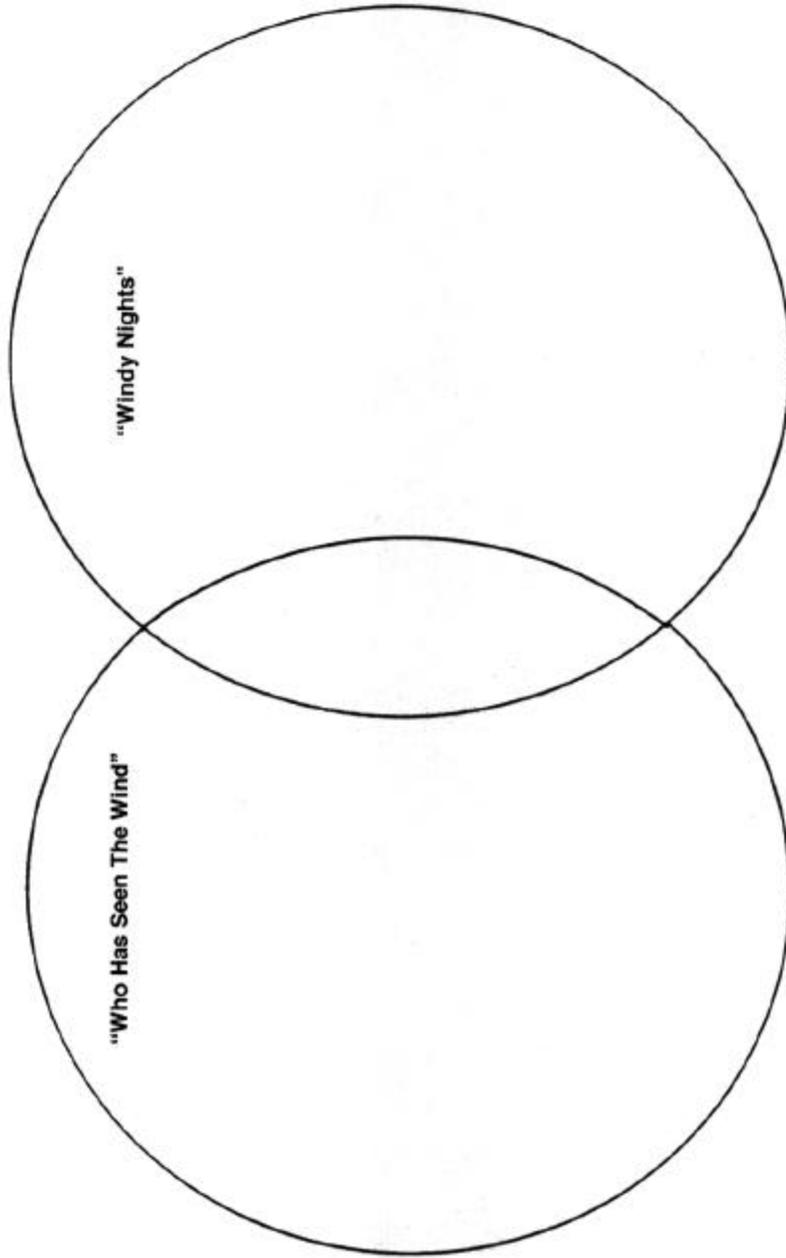
Insect Puppets

Use markers, crayons, paint to make insect drawings. Cut out and secure to craft sticks with glue.

Have fun.



Appendix C: Poetry in Motion



**CHARACTER SKETCH FOR HARRIET TUBMAN**

WHEN -

WHY -

WHAT -

HOW -

WHO -

WHERE -

### Appendix E - Poetry in Motion

Directions - Copy the following on to black construction paper and cut it out. **After children have completed** their poem, glue it on to the hat. Children may then use construction paper to create a face for Abraham Lincoln.

