

GOOD YEAR BOOKS

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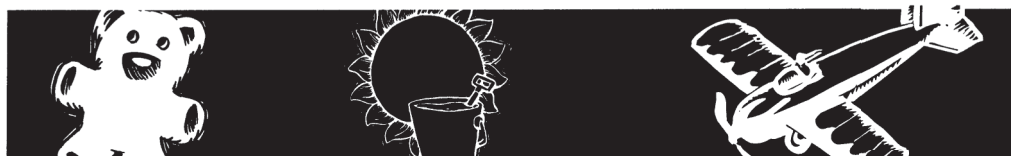
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DAILY POETRY

Carol Simpson

 GOOD YEAR BOOKS



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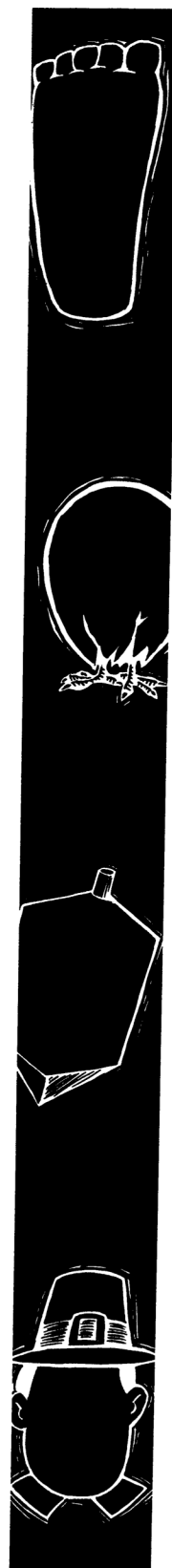
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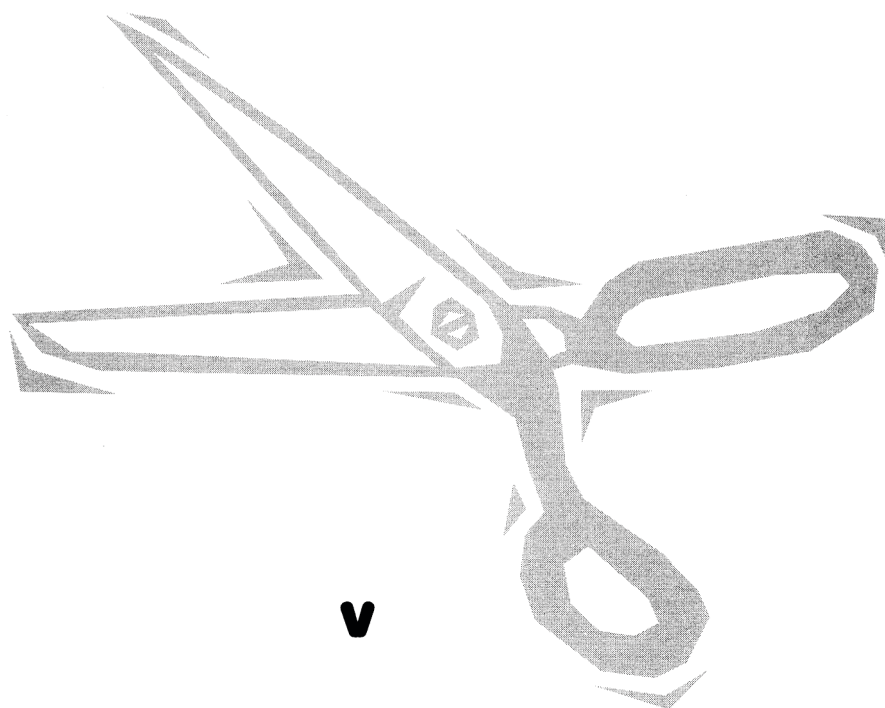
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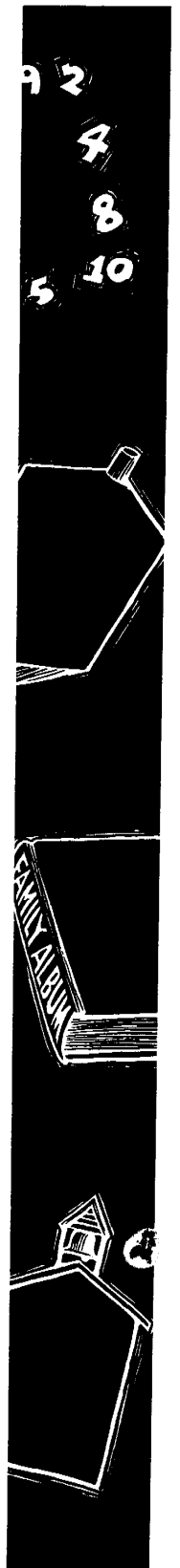


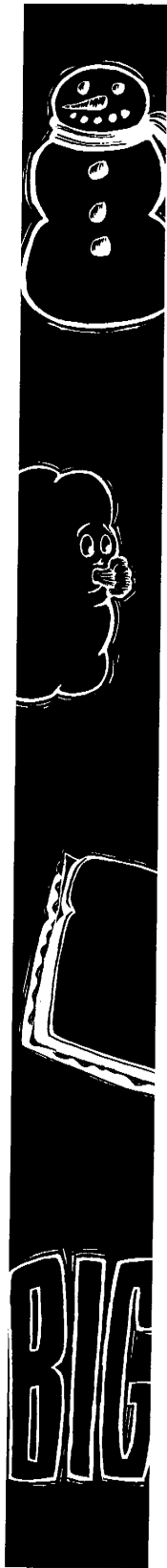
HOW TO USE THIS BOOK

For years teachers have shared poetry with their students on Friday afternoons when the work was nearing its end and the workbook pages were done. Poetry-sharing was a quiet, almost contemplative event. It was a time for listening and thinking—not necessarily a time for fun and learning. Today, however, many educators recognize poetry as a valuable tool in teaching children essential language skills. Children enjoy and appreciate poetry, especially the rhyme and rhythm in poetry's verse form. Why not capitalize on that enjoyment and on the children's ability to learn simple poems, and then use that knowledge to teach many important skills?

The purpose of this book is to provide teachers with a variety of poems (enough for one each week) that can be used to teach language and other skills. Ideas for extending each poem with writing, phonics, and other kinds of lessons are suggested and can be adjusted to meet the needs of individual classrooms or students. You will also find lists of trade books and other poems that deal with the basic theme of the selected poem.

Poems are organized under six basic topics: My World, Animals, Mother Nature, Seasons & Holidays, Fantasy, and Colors & Numbers. Listed under each topic are the sub-topics with their suggested poems, trade books, and activities. The poems are organized to be selected as the topic arises, and do not have to be done in sequential order from cover to cover. Most of the extending and writing activities can be adapted to a variety of poems, thus allowing you to be flexible in choosing works to present to your students. Depending upon your grade level and the ability of your students, you may want to select poems and activities that are either easier or more difficult.





A poem can be used to teach word meaning, rhyming, letter sounds, nouns, verbs, adjectives, adverbs, dictionary skills, punctuation—the list of possible skills goes on and on! You will find lengthy discussions of many language arts skills that can be taught through the use of poetry on the following introductory pages.

If children are exposed to poetry frequently they will not be frightened by the idea of trying to write their own verses. Suggestions will be given for starting such writing with simple poems that have specific patterns, such as "One, Two, Buckle My Shoe." There are numerous pattern poems that can be rewritten at different levels of difficulty by students of all abilities.

You will find that rhyme and rhythm are very important factors in most of the poetry selected for this book. The rhyme and rhythm are part of the attraction of poetry. The predictability of the words helps make poetry an important tool in teaching language arts skills to the non-readers, the emergent readers, and the independent readers in your classroom.

POETRY FILES

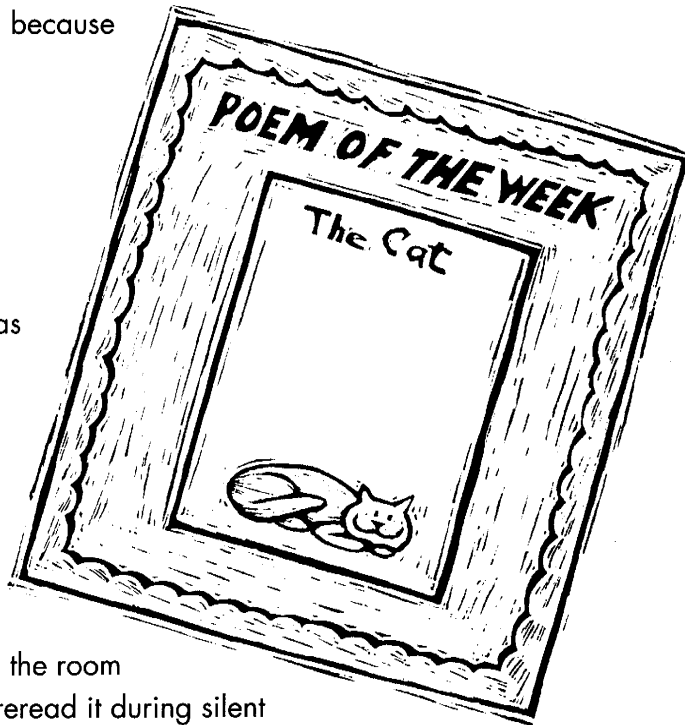
It has been my experience that students benefit from the opportunity to create their own poetry files in some way. Suggestions for creating such files will appear below. The advantages of keeping a poetry file are many. Students who have poetry files can reread their favorite poems during silent reading time or as an activity during small group lessons. A poem can be used as a copying assignment for handwriting. Individuals or small groups can practice and then recite favorite poems to their classmates. Some poems can be recited with such expression as to be "acted out." Other poems can be practiced and presented as stories or skits. Poems can be the beginning of some wonderful artistic efforts by your students as they try to depict an image from the poem of the week. Sometimes humorous, sometimes more serious, the poems inspire all kinds of expression.

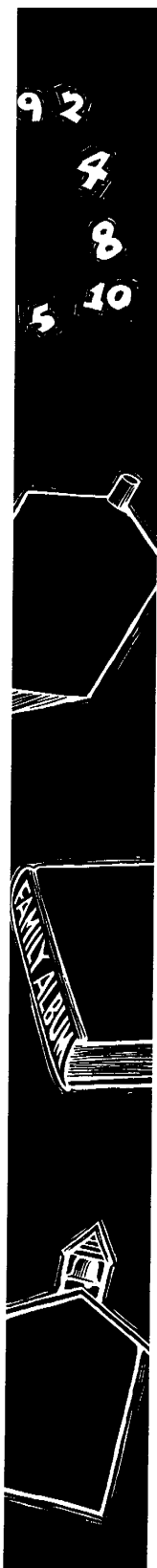
Children enjoy learning poems and will delight in reading them again and again if they have easy access to the words. Here are several ways you might create poetry files with your students.

1. Classroom file:

Each week, as you introduce a new poem to the class, you will need to write it on a large sheet of chart paper or poster board, large enough so that students can sit together to see it, read it and share it, much in the same way as you sit and share a big book. Find a wall space big enough to put up "The Poem of the Week." It needs to be within easy reach of students because they may be writing on it or marking it in various ways with markers. You will probably want to mount the poem on a piece of poster board or heavy paper rather than right on the wall because the markers will go through the chart paper and you will have a mess on the wall.

Each Friday, as "The Poem of the Week" is shared for the last time that week, the poem should be mounted on tagboard or laminated and placed somewhere in the room so that students may reread it during silent reading time. The charts can be fastened to hangers and hung on a chart stand. Use skirt hangers, or else snap clothespins to fasten charts to regular hangers. It should be possible to hang all poems of the week on one chart stand. They do not require a lot of space, and you will see how much enjoyment your students get out of retrieving and rereading their old favorite and familiar poems.



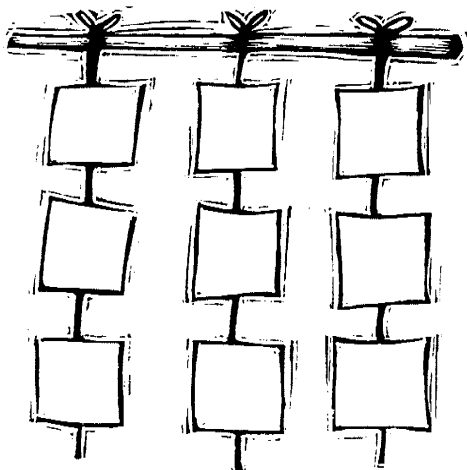


HELPFUL HINT: By laminating the poem of the week, you will have a poetry chart that can be used year after year. If you will use water-based markers to circle, underline, and mark words during skill lessons, the marker can be wiped off, and the same poem can be used again!

2. Student poetry files:

Each student needs to bring a spiral notebook (8" x 10 1/2" size) to use as a personal poetry file. On a specific day of the week each student is given a copy of the poem to glue into the spiral notebook, or is asked to copy the poem of the week into his or her notebook. Students can then draw pictures to go along with their poems.

HELPFUL HINT: It is important to number the poems as they are put into the spiral



notebook. This makes rereading them so much easier. If poems are numbered, someone can suggest that the class read "number 17" and everyone can turn quickly to that poem and read together. If someone is absent on poetry file day, be sure that a copy gets put into his or her notebook.

You will need to decide which day of the week will

be Poetry File Day, and then be consistent in this choice. There are good reasons to have Poetry File Day either early or late in the week. If you want your students to use their own copy of the poem on which to circle letters, underline words, and mark new vocabulary along with the lessons on the large chart, choose Monday or Tuesday as Poetry File Day. If instead you want your students to work only on the large chart with you in a group setting, choose Friday. The poem to be put in the file on a Friday will not be marked with circles and underlines, but it will be a clean copy. (It is my personal preference to put poems in our files on Fridays. We usually go back and reread poems, and I find it so much easier to read unmarked copies.)

3. Card files:

Older students might be given the assignment of copying the poem of the week on 4" x 6" file cards and then keeping their cards in a heavy duty envelope for easy access when needed. Illustrations will probably not fit on the file cards, so taking time to draw pictures may not be necessary.

HELPFUL HINT: When writing the poem of the week on your chart paper it is helpful to use markers of different colors for verses or pairs of rhyming lines. Your less able readers will find it easier to "Read the red words" or "Find a word in blue that starts the same as your name." Moreover, it is easier to read by colors when doing choral reading. The teacher can read the blue words, and the students chime in on the red words. Or, the girls read the orange words, and the boys read the brown words. Or divide the poem into four verses of differing colors and choose students to read each verse by color. If you are highlighting specific words in the poem for vocabulary studies, you might write those words in a different color from the rest of the poem. The level of your students and skills lessons will determine just how colorful your poetry charts need to be.



SCHEDULING POETRY

Once you begin teaching with poems, you will plan your own daily and weekly routine for using each poem of the week. Here is an example of a week-long schedule you might find helpful:

MONDAY: Introduce the poem, read it at least twice, and let the class join in if they are ready to read it with you. Discuss the poem's story or content. Share some related poems. Read a related trade book. Brainstorm a list of related thoughts or ideas on the poem's main subject. An example of this activity would be to list as many kinds of cats as you can, both fictional and nonfictional, if your subject is "cats." If your subject is "autumn," you might brainstorm a list of signs of the season's arrival, or changes that you must make in your daily routine because it is coming (example: wearing heavier clothes or turning on the heat). If the subject is "family," you might talk about what makes a family and how many family members live in your house.

TUESDAY: Reread the poem. Listen for, and mark, the rhyming words if appropriate. Find and mark words with specific vowel or consonant sounds, blends, digraphs, etc. This activity depends upon the readiness level of your students. Select a word from the poem that has a common word family (such as -ack) and then list as many words as you can that are also in that word family. How would you spell back, or shack, or track? Share another trade book. If there is time, you may want to try an extending activity.

WEDNESDAY: Do a choral reading, by parts if appropriate, or ask for volunteers to read aloud. Try a vocabulary study: find and mark any compound words, contractions, verbs, adjectives, adverbs, etc. You might also cover up a word and ask the class to replace that word with one of the same or opposite meaning. Try turning contraction words into the two whole words, read the poem, and discuss what happens to the rhythm if you make that change. Share another trade book. Try a writing activity.

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THURSDAY: Do a choral reading of the poem first, and then ask for volunteers to read the verses. Make a graph that shows some concept from the poem (example: draw and graph signs of Christmas coming), or do another extending activity. Share other poems on the subject, as well as another trade book.

FRIDAY: Read the poem for the last time. When hanging the poem, reread some of your favorites from weeks past.

WHAT CAN I DO WITH A POEM?

There is an abundance of learning that can be enhanced through the use of poetry. The following suggested techniques and activities are ways to do just that, but they are only a starting point, a beginning, something to get you going in using poetry to help teach reading and language skills. As you gain confidence in the use of poetry, you will come up with your own techniques that work for you, as well as your own list of favorite poems to share with your children.

You should find that your classroom becomes filled with print. A print-rich environment encourages rereading and writing because of the visibility and accessibility of many familiar words. Whether it be brainstorming lists, word family charts, stories children write, or the poems of the week, you will want to find space in your classroom to put up these words where children can easily find them, see them, and use them each day.

HELPFUL HINT: When and how you work with poetry in your classroom will depend upon the age of your students. Younger children enjoy sitting on the floor in a group as they listen to, read, and learn poems. Older students might feel uncomfortable sitting on the floor. Teachers may elect to have them remain at their desks or tables, and use the overhead projector in directing the learning activities.

