Poetry Study

**Note:** The usual format wasn’t working well for poetry because we will be reading a few poems at one sitting. We have been doing a genre study of poetry during reader’s workshop and I want to reinforce these skills during guided reading. Also, there aren’t exact levels to the poems I’m using, but I have judged the content and readability on a low, average, and high level.

Levels J-M

Groups: Sharks and Hunters

Day 1

Poems:

Reread: Some People

A Million Candles by Jack Prelutsky

A Bug in Teacher’s Coffee by Kalli Dakos

My Dog Does My Homework by Kenn Nesbit

Vocabulary: glister, amidst, answers, slobbered

Read silently and chorally for fluency

Questions:

A Million Candles

* What are the “million candles”? (point out figurative language)
* What is the mood of the poem?
* Turn and tell a neighbor what you visualize when you read the poem.
* Which words and phrases helped you visualize?

A Bug in Teacher’s Coffee

* Who is the speaker? How can you tell?
* Reread the last two lines. What do you think is happening?

My Dog Does my Homework?

* What features do you notice in this poem?
* What can you infer about the speaker in this poem?
* Which poem did you like best? Why?

Word Work:

Making words lesson 2

Group: Sharks

Day 2

Poems:

Reread: My Dog Does My Homework by Kenn Nesbit

Bare Feet and Dog

Summer

Yellow Butter

I Like Giraffes

Vocabulary: knobby, velvet, calm, Lab

Read silently and chorally for fluency

Questions:

Bare Feet and Dog

* How does the speaker feel about Lovey?

Summer

* What does the author mean when he says “I take my whole body off and throw it in the river”

Yellow Butter

* What is the mood of the poem?
* What features of poetry do you notice in this poem?

Giraffes

* Compare and contrast this poem to the Giraffe poem in the textbook. How are they similar and different?

Word Work: Making Words Lesson 3

Day 3:

Poems:

Reread: Yellow Butter

Joe

Cats

Keep a Poem in your Pocket

I Eat My Peas with Honey

Who Has Seen the Wind

Vocabulary: trembling, bow, frocks, breeds

Questions:

Joe:

-What can you infer about the speaker?

-Why do you think the birds wait for Joe?

Cats:

-Do you like this poem? Why or why not?

Keep a Poem in your Pocket?

-How does the author most likely feel about poetry?

-What does the author mean by “keep a poem in your pocket?”

-Do you agree with the author that you should “keep poetry” with you? Do you think that would help you sleep? Be less lonely? Why or why not?

I Eat My Peas with Honey

-Why does the speaker eat peas with honey?

-What is the mood of this poem?

Who has seen the wind?

-What does this poem help you visualize about the wind?

-Why does the author say that “the leaves tremble” and “bow down their heads”?

Word Work:

Making Words Lesson 4

Day 4:

Reread: Choice of favorite poems

Runny Babbit

The Funny Bamily

New Sights

Vocabulary: ruddy

\*Show students how the author changes “Bunny Rabbit” into “Runny Babbit” and “Bunny Family” to “Funny Bamily”. Read through the two poems by Shel Silverstein and let students figure out some of the mixed up words.

Questions:

-What were the moods of these poems.

-Which poem that we read this week do you like the best?

-Can you find an example of poetry with stanzas? Rhythm? Repetition? Rhyme?

New Sights:

-What are the five brown pips within?

-Why is the poem titled New Sights?