

# Welcome!

**O**n behalf of Splash! Publications, we would like to welcome you to *Poems for Every Month*, one of several books in our Primary Series. Since this curriculum was designed by teachers, we are positive that you will find it to be a comprehensive program that uses literacy to span the entire curriculum. We would like to take a few moments to familiarize you with *Poems for Every Month*.

## **The Format**

*Poems for Every Month* is an eleven lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, or activities to create. Simply open the book and start teaching.

## **Center or Whole Group**

*Poems for Every Month* can be utilized as a Center or in a Whole Group setting. No matter what you decide, we suggest that you read each poem aloud with your class and have students cut and paste the poem into a poetry notebook. A Composition Book works well for this purpose. The comprehension questions and activities following each poem can then be completed as Center work or as part of your Whole Group instruction.

## **The Lesson Plans**

**O**n the next several pages, you will find the Lesson Plans for *Poems for Every Month*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so you that you will immediately know what you need to photocopy before beginning each lesson. The answers to all comprehension questions and activities are located on pages 59-66.

## **Core Standards: The “Big Ideas”**

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. *Poems for Every Month* is a reading-based poetry unit that fosters literacy and strengthens important English Language Arts skills in the Common Core areas of Reading Literature, Reading Foundational Skills, and Writing for students in grades 1-3.

Asking and answering questions about key details in a text, demonstrating understanding of a central message, identifying words and phrases in poems that suggest feelings or appeal to the senses, using illustrations in a poem to describe its characters, setting, or events, reading poetry appropriate to grade level with fluency, demonstrating phonological awareness and proper word recognition, and recalling information from experiences help students make connections to the “big ideas.”

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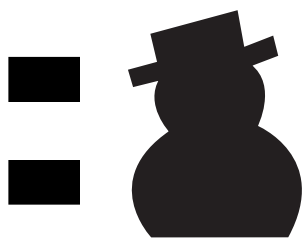
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# Lesson Plans

1. Before reading the poem *Making Friends*, activate prior knowledge by asking students what they do to make new friends. Solicit responses.

After reading the poem *Making Friends* aloud as a class (pg. 1), students will:

- color the picture of the girl in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Making Friends* Reading Comprehension Questions. (pg. 2)
- make a 12-piece jigsaw puzzle of themselves with a friend. (pg. 3)

**Note: For best results, make copies of the blank 12-piece puzzle on tag board or card stock before having students draw their pictures.**

2. Before reading the poem *Red Apple*, activate prior knowledge by asking students to help you make a list of everything you can do with apples.

After reading the poem *Red Apple* aloud as a class (pg. 4), students will:

- color the picture of the apple in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Red Apple* Reading Comprehension Questions. (pg. 5)
- use rhyming pairs to glue apples to their corresponding stems. (pps. 6-7)
- create their own words to match apples with their rhyming stems. (pps. 8-9)

3. Before reading the poem *Fall*, activate prior knowledge by asking students what their favorite Fall activities are.

After reading the poem *Fall* aloud as a class (pg. 10), students will:

- color the picture of the squirrel in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Fall* Reading Comprehension Questions. (pg. 11)
- complete *Fall Picture* Language Skills. (pg. 12)
- make and play the game Fall Tic • Tac • Toe. (pg. 13)



# Lesson Plans

4. Before reading the poem *Gingerbread Boy*, activate prior knowledge by asking students if they have ever baked anything. Solicit responses.

After reading the poem *Gingerbread Boy* aloud as a class (pg. 14), students will:

- color the picture of the gingerbread in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Gingerbread Boy* Reading Comprehension Questions. (pg. 15)
- decorate their own gingerbread boy. (pg. 16)
- make and play the Gingerbread Game. (pps. 17-23)

5. Before reading the poem *Snowmen at School*, activate prior knowledge by asking students to describe the best way to build a snowman. Solicit responses.

After reading the poem *Snowmen at School* aloud as a class (pg. 24), students will:

- color the picture of the snowman in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Snowmen at School* Reading Comprehension Questions. (pg. 25)
- follow written directions to draw a snowman picture. (pg. 26)
- match rhyming words together to get ready for a snowball fight. (pps. 27-28)

6. Before reading the poem *Five Little Penguins*, activate prior knowledge by asking students to help you list things that they know about penguins. Make the list on the board or overhead.

After reading the poem *Five Little Penguins* aloud as a class (pg. 29), students will:

- color the pictures of the penguins in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Five Little Penguins* Reading Comprehension Questions. (pg. 30)
- complete *I'm a Penguin* Language Skills. (pg. 31)
- use rhyming words to create a penguin puzzle. (pps. 32-34)

**Note: It is very important that students cut out puzzle pieces one at a time. Each piece should be glued into the puzzle before moving on.**



# Lesson Plans

- 7.** Before reading the poem *My Dog*, activate prior knowledge by asking students to help you make a list of favorite pets. Make the list on the board or overhead.

After reading the poem *My Dog* aloud as a class (pg. 35), students will:

- color the picture of the dog at the bottom of the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *My Dog* Reading Comprehension Questions. (pg. 36)
- color and classify animals as to whether or not they would make good pets. (pg. 37)
- color and classify animals as to whether or not they would make good pets. (pg. 37)
- find animal names to uncover a secret picture in an animal puzzle. (pg. 38)

- 8.** Before reading the poem *I'm a Frog!*, activate prior knowledge by asking students to help you make a list of a frog's physical characteristics. Make the list on the board or overhead.

After reading the poem *I'm a Frog!* aloud as a class (pg. 39), students will:

- color the picture of the frog in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *I'm a Frog!* Reading Comprehension Questions. (pg. 40)
- use the poem to correctly label the life cycle of a frog. (pps. 41-42)
- make and play the game Froggy. (pps. 43-48)

- 9.** Before reading the poem *Little Ladybug*, activate prior knowledge by asking students to help you make a list of tiny bugs and insects. Make the list on the board or overhead.

After reading the poem *Little Ladybug* aloud as a class (pg. 49), students will:

- color the picture of the ladybug in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Little Ladybug* Reading Comprehension Questions. (pg. 50)
- complete *Lady Poem* Language Skills. (pps. 51-52)



# Lesson Plans

- 10.** Before reading the poem *The City* activate prior knowledge by asking students to help you make a list of everything they know about a city. Make the list on the board or overhead.

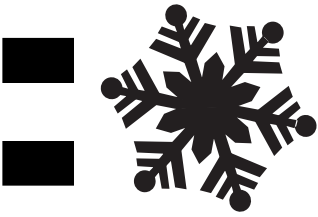
After reading the poem *The City* aloud as a class (pg. 53), students will:

- color the picture of the city buildings in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *The City* Reading Comprehension Questions. (pg. 54)
- draw pictures to illustrate the various places visited in the city. (pg. 55)

- 11.** Before reading the poem *Ready for School*, activate prior knowledge by asking students to list some of the things they do to get ready for school. Solicit responses and make a list on the board or overhead.

After reading the poem *Ready for School* aloud as a class (pg. 56), students will:

- color the picture of the bus in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Ready for School* Reading Comprehension Questions. (pg. 57)
- make an ordered list of what they do to get ready for school and take list home to check off tasks as they get ready for school tomorrow morning. (pg. 58)



# Welcome!

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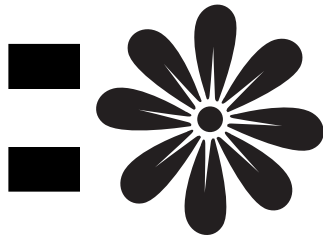
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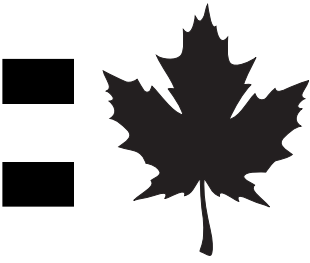
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## Poems for Every Season

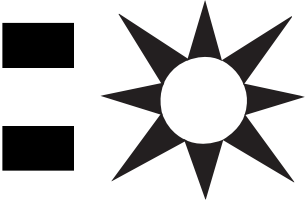
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# Lesson Plans

1. Before reading the poem *I Love School*, activate prior knowledge by asking students what they like about school. Solicit responses.

After reading the poem *I Love School* aloud as a class (pg. 1), students will:

- color the picture of the boy in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *I Love School* Reading Comprehension Questions. (pg. 2)
- complete All About School Language Skills. (pg. 3)
- make a 12-piece jigsaw puzzle of themselves at school. (pg. 4)

**Note: For best results, make copies of the blank 12-piece puzzle on tag board or card stock before having students draw their pictures.**

2. Before reading the poem *Johnny Appleseed*, activate prior knowledge by asking students to think of a nickname that describes themselves. Solicit responses and explain that the person they're going to learn about also had a nickname. As they read the poem, they should think about whether or not Johnny Appleseed's nickname was appropriate for him.

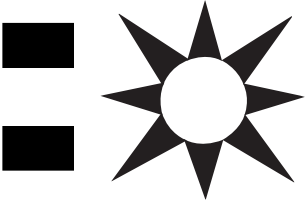
After reading the poem *Johnny Appleseed* aloud as a class (pg. 5), students will:

- color the picture of Johnny Appleseed in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Johnny Appleseed* Reading Comprehension Questions. (pg. 6)
- create a birthday card for Johnny Appleseed. (pps. 7-8)

3. Before reading the poem *Christopher Columbus*, activate prior knowledge by asking students if they have ever discovered anything new. Solicit responses.

After reading the poem *Christopher Columbus* aloud as a class (pg. 9), students will:

- color the picture of Christopher Columbus in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Christopher Columbus* Reading Comprehension Questions. (pg. 10)
- follow written directions to create puppets for Christopher Columbus and his ship, the Santa Maria. (pps. 11-12)



# Lesson Plans

- 4.** Before reading the poem *Veterans Day*, activate prior knowledge by asking students if they know someone who has fought in the military. Solicit responses.

After reading the poem *Veterans Day* aloud as a class (pg. 13), students will:

- color the picture of the veteran in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Veterans Day* Reading Comprehension Questions. (pg. 14)
- complete *Veterans Day* Language Skills. (pg. 15)
- make and play the game Veteran Match-Up. (pps. 16-20)

- 5.** Before reading the poem *Mr. Turkey*, activate prior knowledge by asking students what they are most thankful for. Solicit responses.

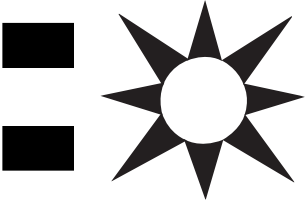
After reading the poem *Mr. Turkey* aloud as a class (pg. 21), students will:

- color the picture of the turkey in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Mr. Turkey* Reading Comprehension Questions. (pg. 22)
- complete *Mr. Turkey* Language Skills. (pps. 23-24)

- 6.** Before reading the poem *So Many Presents*, activate prior knowledge by asking students if they think the best presents come in large or small boxes. Solicit responses.

After reading the poem *So Many Presents* aloud as a class (pg. 25), students will:

- color the picture of the presents at the bottom of the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *So Many Presents* Reading Comprehension Questions. (pg. 26)
- follow written directions to color, cut, and place bows on presents and describe the object in each box. (pps. 27-29)



# Lesson Plans

- 7.** Before reading the poem *Martin Luther King, Jr.*, activate prior knowledge by asking students if they know what the phrase “Don’t judge a book by its cover” means. Solicit responses.

After reading the poem *Martin Luther King, Jr.* aloud as a class (pg. 30), students will:

- color the picture of Martin Luther King, Jr. in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Martin Luther King, Jr.* Reading Comprehension Questions. (pg. 31)
- create a Venn Diagram for self and a friend. (pps. 32-33)

- 8.** Before reading the poem *Little Groundhog*, activate prior knowledge by asking students what they know about Groundhog Day. Solicit responses.

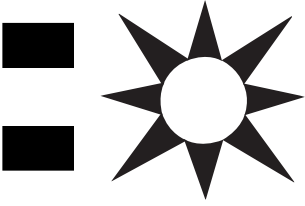
After reading the poem *Little Groundhog* aloud as a class (pg. 34), students will:

- color the picture of the groundhog in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Little Groundhog* Reading Comprehension Questions. (pg. 35)
- follow written directions to make a groundhog and his shadow. (pg. 36)

- 9.** Before reading the poem *A Little Valentine*, activate prior knowledge by asking students if they have ever given or received a fancy Valentine with lace. Solicit responses.

After reading the poem *A Little Valentine* aloud as a class (pg. 37), students will:

- color the picture of the Valentine in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *A Little Valentine* Reading Comprehension Questions. (pg. 38)
- complete *My Valentine* Language Skills. (pg. 39)
- find rhyming words to uncover a secret picture in a Valentine puzzle. (pg. 40)



# Lesson Plans

- 10.** Before reading the poem *A Leprechaun's Song* activate prior knowledge by asking students what they think would make these sounds: boom, plink, whoosh, plop, clunk, and bang. Solicit responses and make a list on the board or overhead.

After reading the poem *A Leprechaun's Song* aloud as a class (pg. 41), students will:

- color the picture of the leprechaun in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *A Leprechaun's Song* Reading Comprehension Questions. (pg. 42)
- draw pictures to illustrate the various sounds that were used at the beginning of the lesson. (pps. 43-44)
- make and play the game Tip • Tap • Toe. (pg. 45)

- 11.** Before reading the poem *Little Bunny*, activate prior knowledge by asking students to name physical features of a bunny. Solicit responses and make a list on the board or overhead.

After reading the poem *Little Bunny* aloud as a class (pg. 46), students will:

- color the picture of the bunny in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Little Bunny* Reading Comprehension Questions. (pg. 47)
- draw and color Little Bunny doing various activities. (pps. 48-49)
- use rhyming words to create a bunny puzzle. (pps. 50-52)

**Note: It is very important that students cut out puzzle pieces one at a time. Each piece should be glued into the puzzle before moving on.**

- 12.** Before reading the poem *Mother's Day*, activate prior knowledge by asking students what they like best about their mom. Solicit responses.

After reading the poem *Mother's Day* aloud as a class (pg. 53), students will:

- color the picture of the vase of flowers in the poem.
- cut out the poem and paste it in their poetry notebooks.
- answer *Mother's Day* Reading Comprehension Questions. (pg. 54)
- answer questions about their mom and take the activity home to check correctness of answers. (pg. 55)
- use rhyming pairs to glue daisies to their corresponding leaves. (pps. 56-57)
- create their own words to match daisies with their rhyming leaves. (pps. 58-59)