

# ***Table of Contents***

## **Poetry Pals for the Classroom**

- I. Classroom Guidelines for Poetry Pals (pg. 2)**
- II. Correlation of Curriculum Guidelines to Poetry Pals (pg. 2-3)**
- III. Additional Correlations to Guidelines (pg. 3)**
- IV. Lesson Plans Located on the Back of the Books (pg. 3)**
- V. Supplemental Activities Using Poetry Pals (pg. 3-4)**
  - A. Activities for Creating Nature Characters (pg. 4-5)**
  - B. Examples of Basic Book Activities (pg. 5-6)**
- VI. Thematic Units and Poetry Pals (pg.6)**
- VII. Guidelines and Additional Lesson Plans (pg. 7-9)**
- VIII. Clip Art for Activities (pg. 10)**

### **Training Manual**

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## ***Classroom Guidelines for Poetry Pals***

- The Poetry Pals learning center should be integrated into your curriculum. The scope and sequence of Poetry Pals should reflect the needs of your classroom.
- Use the Poetree as a focal point item for the large group setting or for a reading / book center. The Poetree is an engaging item that motivates and invites the child to come and interact. Using it as a focal point in one of these settings enables the teacher to involve the children in an easier fashion. It can be designated as a selection for students at center time.
- Poetry Pals may be used with daily ESL strategies. Use ESL student's current strengths and abilities to serve as the starting point for the new experiences that are exposed in the Poetry Pal literature. Build upon children's existing competencies as Poetry Pals is introduced in the classroom. A higher degree of success will be met if vocabulary is pre-taught for LEP students. Suggestions for certain words to focus on are listed in the activity portion of this handout. These activities will also enhance the child's comprehension of the literature.
- It is not the intent for Poetry Pals to be "another daily activity". Rather, use the program as an extension of the Curriculum Guidelines.
- The main objective for using Poetry Pals in classrooms is to enhance early literacy skills and phonological awareness in children and also offer opportunities for oral language development.
- Poetry Pals offers extended vocabulary for students with developed abilities. Use these new and unusual words for higher level thinking strategies with the students.

### ***Correlation of Curriculum Guidelines to Poetry Pals***

#### **Language and Early Literacy Development**

Poetry Pals is an excellent instrument that assists the teacher in implementing the student expectations that are listed in the Language and Early Literacy section of the Curriculum Guidelines. Language and Literacy accomplishments are best achieved through activities that are integrated across different development areas: cognitive development, fine and gross motor skills, social and emotional development. Poetry Pals provides multi-sensory tasks that allow children to have greater accomplishments in their learning. Below are specific expectations that are met through the teacher's oral reading of the books of Poetry Pals or use of the interactive video in the classroom setting.

#### **(1) Listening Comprehension**

- listens with increasing attention
- listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).

**Correlation** – Listening to the children and adult narrators helps them to develop new words.

#### **(2) Speech Production and Speech Discrimination**

- perceives differences between similar sounding words (e.g., "coat" and "goat," "three" and "free," {Spanish} "juego" and "fuego")
- experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)

**Correlation** – Poetry is being used so they can hear and understand the differences between similar words.

#### **(3) Vocabulary**

- shows a steady increase in listening and speaking vocabulary
- increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)

**Correlation** – Each book offers extended vocabulary words that the child can understand based on the content of the story.

#### **(4) Verbal Expression**

- asks questions and makes comments related to the current topic of discussion
- attempts to use new vocabulary and grammar in speech (ESL)

**Correlation** – Each book has discussion questions provided to encourage the children in dialogue related to the topic.

#### **(5) Phonological Awareness**

- becomes increasingly sensitive to the sounds of spoken words
- begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems

**Correlation** – Poetry Pals is completely based on rhythm and rhyme enabling children to become familiar with the words. This allows them to recall and repeat the patterns very quickly.

#### **(6) Print and Book Awareness**

- understands that print carries a message by recognizing labels, signs, and other print forms in the environment

- begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)

**Correlation** – The children are interactive with the books as a focal point in the room, which enables them to begin to see the value of print and books. The interactive video enhances the print book awareness because of the 2D animation, which enables the child to see exactly the same image that is in her/his hand. The video also demonstrates how we read from left to right, top to bottom, and that we turn the pages from right to left. The video also highlights the words as they read, allowing the child to recognize the print text.

#### **(7) Letter Knowledge and Early Word Recognition**

- begins to associate the names of letters with their shapes
- begins to make some letter/sound matches

**Correlation** – The child will begin to recognize the printed text and titles of the book creating sight words for the children. The interactive video also flashes the rhyming word on the page, which will signal the child for that word to become a sight word.

#### **(8) Motivation to Read**

- demonstrates an interest in books and reading through body language and facial expressions
- enjoys listening to and discussing storybooks and information books read aloud

**Correlation** – The design of the tree is extremely enticing for children to become involved and handle the books. Creating a multi-sensory task of the learning center engages the child quickly.

#### **(9) Developing Knowledge of Literary Forms**

- recognizes favorite books by their cover
- asks questions and makes comments about the information and events from books

**Correlation** – Children will begin to recognize their favorite books on the interactive video as well as the images left behind on the tree.

#### **(10) Written Expression**

- attempts to connect the sounds in a word with its letter forms
- understands that writing is used to communicate ideas and information

**Correlation** – Poetry is a form of communication, and is widely used to express feelings over different subject matters.

### ***Additional Correlations to Guidelines***

**Mathematical** - The learning center uses shape recognition in the replacement of the books, matching in the characters found throughout the stories, matching in the replacement of books, and using the characters comparisons can be made between big and little.

**Science** - This guideline is covered by all the books in the series, because they are all reality based books using natural and nature events in each book.

**Social Studies** - Poetry Pals can help develop a child's self esteem by using group presentation activities. It also promotes cultural diversity through the children in the stories.

**Health & Safety** - Several books in the Poetry Pals collection relate to keeping children safe and healthy. \*Please refer to the Thematic Unit section for these correlations.

**Physical Development** - Both gross and fine motor skills are used during the interaction with the Poetree.

**Art** - Creative imagination is promoted in different books of the Poetry Pals collection; i.e. "Clouds

### ***Lesson Plans Located on the Back of Each Book***

- The teacher or parent can use the lesson on each book to expand the interaction time with the child. The lesson plans help to promote discussion, and provide an activity related to each book.
- Each book can be related to different thematic units used in the classroom. \* Please refer to the thematic unit list.
- The teacher can find additional lesson plans and activities for each book in this curriculum guide.
- Please consult and share with other teachers and colleagues new ideas and ways to implement Poetry Pals in your classroom.

For integration across other Curriculum Guidelines, refer to the following activity section. It demonstrates the many different domains that are addressed through Poetry Pals.

### ***Supplemental Activities Using Poetry Pals***

- One strategy to consider is to introduce the books as a teacher-read-aloud. This is best done with small groups. The small group setting will allow the children to have optimal oral language experiences.

- Create your own books for the tree – Using a stack of three sheets of construction paper, fold in half top to bottom and staple together in the fold. Trace the outline of any Poetry Pals book shape and cut out with scissors. Make books slightly smaller than tracing, so that it is sure to fit into the tree slot. Draw, write or cut pictures out of magazines to create your own stories or themed books.
- For those classrooms where VHS resources are available, the teacher can utilize the Poetry Pals video to create a totally interactive reading center. The interactive read-along video is a multi-purpose tool.
  - It assists in teaching responsibility and organizational skills through the removal and replacement of each book to its proper location.
  - It assists matching skills through corresponding images of books on screen as well as matching images in each corresponding slot on the tree.
  - It assists book handling skills through the repetition of turning pages and following along as each book is read. The words are highlighted as they read along, with the rhyming word glowing in a different color.
  - It assists in understanding the reading process from left to right and top to bottom.
- An exercise to consider as a group activity utilizing the interactive video:
  - Assign each of the 14 books to 14 different students
  - As each book is introduced, have the designated student remove the book from the tree and present it to the class by turning the pages and following along with the video illustrations. The teacher may assist early on in this exercise until each of the children are comfortable in their leadership roles and book handling abilities.
  - Important skills that this exercise teaches are confidence, responsibility, sharing, leadership and book handling.
- After the children have become very familiar with the Poetry Pals storybooks, the teacher can ask each child, one at a time, to present their favorite book for group discussion. The teacher can then ask **Who, What, Where, When, Why, and How**. Please avoid questions with **Yes** or **No** answers.
- Discuss the different symbolisms provided with the Poetry Pals nature characters and how they relate to the child's world. i.e. Tommy Tumbleweed's cowboy hat represents his western environment, Swimming Turtle's goggles represent his natural protective eye cover while under water, Honey Bee's drinking straw represents his straw-shaped tongue in reality, etc.
- Play Tic - Tac - Toe with the different characters in the stories.
- The children can also use the pictures of Tommy Tumbleweed and Big Tumbleweed to learn the differences between *big and little*. Sequencing patterns can also be taught and practiced using these characters.
- The coloring book that accompanies Poetry Pals should be used as a tool to make folder games and instructional materials.
  - Make an ABC folder game based on the Poetry Pals characters.
  - Create seek and find folder games with the different scenes in the coloring book (This could be used as an activity in large group or small group by correlating the folder game with the book being read.)
  - Give each child a picture of a character. They will search for their matching character in the book while it is being read. (This activity can be done in a large group setting or small group.)
  - The coloring book can also be used to create sequencing pages based on stories.
  - Make copies of the "Give Names to your Poetry Pals Friends" pages and allow each child to name the characters themselves.
- The nature shaped pop-out puzzle enhances shape identification and dexterity skills. Please note: the ten, perimeter nature shaped characters are easily mastered to build a child's confidence in their ability. The two center pieces (5-point star and 6-petal flower) challenge the child to advance their puzzle skills by requiring picture matching as well as shape identification.
- *As a reinforcement to classroom activities, the 2 carrying cases with 7 books each and accompanying interactive videos can be provided as check-out/take home sets to encourage parent/child interaction and early literacy.*

### ***Examples of Detailed Activities for Creating Nature Characters***

(This can provide similar opportunities with each of the 14 Poetry Pals storybooks.)

#### **Froggy Dreams**

- Create a speckled frog:
 

To create a speckled frog the items you will need are: 2 paper plates, 4 long pipe cleaners, 8 pieces of green felt (large enough to cover the pipe cleaners), green construction paper, 2 googly eyes, 12 inch string, 1 pant rod, dark green, light green, and black paint (colors or markers can be used), and glue.

  1. Color the backsides of the paper plates a light green, and then using the dark green create some spots.
  2. With the construction paper make two one-inch circles that will be used for the eyes. Color a smaller circle inside black, and then glue your googly eyes inside the black area. Glue them to inside edge of the plate.

3. .For the legs, take your pipe cleaners and glue each of them between two pieces of felt. Then glue each leg around the inside edge of one of the plates. Later you can bend them to give your frog the jumping legs look.
4. Glue the piece of string between the eyes, and then tie the other end to your pant rod.
5. Glue the other plate on top of the first, and then using the black color, make the frog a mouth.

### **Crawlin' Bug**

- Create a caterpillar. Using an egg carton, pipe cleaner, glue, paint, paintbrush, googly eyes, and cotton:
  1. Paint the egg carton with a green, yellow, or brown paint and let dry.
  2. When the paint is dry, spread and glue cotton balls around the carton for fuzz on the caterpillar.
  3. Glue the googly eyes to one end.
  4. Punch 2 holes through the top of the head. Insert the pipe cleaner through the holes to create the antennae.

### **Busy Butterfly**

- Create a butterfly. Using construction paper and glue:
  1. Trace around the child's feet (with shoes on) one at a time.
  2. Cut out each foot for use as wings.
  3. Cut an oval shape out of a different color paper to make the body.
  4. Glue each wing to the oval shape.
  5. Draw face on body.
  6. Decorate wings.

## **Examples of Basic Book Activities**

### **My Puppy**

- Ask the child to create a story about what they feed or would like to feed their pets.
- Bring to group time different types of animal/pet feed. Let the children guess what animals would eat each kind of food.

### **Baby Bird**

- Look at other animals/bugs that have wings. Help children learn that not all creatures that have wings are birds. Take the time to discuss that not every bird flies. i.e. penguin

### **Swimming Turtle**

- Discuss stranger danger with children:
  - a. When playing outside, always play with friends, never alone.
  - b. Don't talk to strangers and how to react if someone they don't know approaches them: run away, yell "stranger danger" or "help" and find parent/guardian.
  - c. If grabbed by a stranger, don't be passive; call for help and struggle free.
  - d. What to do if they become separated from their parents in a mall or public place.
    - i.e. Stay calm and only talk to people in uniform (police officers) or people who have I.D. badges (mall employees)
  - e. Practice memorization of Mom or Dad's name as well as the child's full name.
- Bring swimming goggles to class and *under teacher supervision* let each child peer into a bucket of water to experience how the turtle sees underwater.

### **Honey Bee**

- Use cardboard tubes to create honeycombs. The children can place the tubes together with glue and create different honeycomb structures.

### **Busy Butterfly**

- Discuss with the children the life cycle of a butterfly.
- Let each child grow a daisy in a cup. The child will learn how to plant a seed and help it grow. As the daisy grows the child can also measure and chart the growth each class day.

### **Ole Mister Moon**

- Create a camping trip in your classroom. Let the children experience sleeping in a sleeping bag. Create a background night sky, complete with the moon and stars.
- Make a telescope using cardboard tubes and cellophane on one end. The children can decorate their telescopes as they wish, and use them to gaze at their pretend night sky.

### **Happy Apples**

- Create apple print pictures. Cut an apple in half from the top stem to bottom, and then cut another apple in half from the side of the apple. The children will notice that two different designs are made from the apples, a star and a flower print. Dip the prints in paint and let the child make stamps on her/his paper.

### **Clouds**

- *With teacher supervision* bring in a block of dry ice in a dish tub. Pour water on the top and watch a cloud form. Let the student blow air and see what happens to the cloud. Ask, Do you think this is what happens when the wind blows the clouds?

### **Bedtime**

- Let the children create stories about their bed time routines.
- Have each child bring a show and tell item that they like to care for at night.

### **My Birthday**

- Create family portraits. How many siblings do you have?
- Chart, either in large group or small group, the number of people in the student's family.

### **My ABC's**

- Create Alphabet Bags- Using the focus letter of the week/day send home a bag for the child to place items in from home that correspond with that letter.

### **Tommy Tumbleweed**

- Have the children dress up in western wear.
- Create a class friends book. Take pictures of each child and glue them on a page. Have each child bring pictures of things they like. Help each child glue their pictures on their page. Then, assemble the book and the class can tell their own stories about their friends.

## ***Thematic Units and Poetry Pals***

Early learners benefit from the natural integration that thematic units bring to the classroom. Learning is also nurtured through repeated readings of stories. The Poetry Pals collection of books is stimulating and original so that children will enjoy multiple readings of the stories. The re-readings of the books should take place over a period of time and at different settings. Relating the selection to a specific theme will give the story new meaning and bring additional insight to the child. Increasing vocabulary skills and comprehension are examples of learning that is enhanced through re-readings. Consider the following correlation of Poetry Pals books with thematic units.

**Alphabet** – *My ABC's*

**All About Me/Feelings** – *Busy Butterfly, My Birthday, My Puppy*

**Animals** – *Froggy Dreams, Swimming Turtle, My Puppy, Baby Bird*

**Bedtime** – *Bedtime, Froggy Dreams, Ole Mister Moon*

**Beginning School** – *My ABC's*

**Calender/Numbers** - *My Birthday*

**Community Helpers** – *Swimming Turtle*

**Creepy Crawlers/Bugs** - *Crawlin' Bug, Busy Butterfly, Honey Bee*

**Desert** – *Tommy Tumbleweed*

**Family** – *Baby Bird, My Birthday*

**Flowers** – *Busy Butterfly, Honey Bee*

**Good Foods** – *Happy Apples, Honey Bee*

**Frogs** – *Froggy Dreams*

**Keeping Safe and Healthy** – *Happy Apples, Bed Time, Honey Bee, Swimming Turtle*

**Helping Others** – *Baby Bird*

**Making Friends** – *Baby Bird, Busy Butterfly, Tommy Tumbleweed*

**Ocean** - *Swimming Turtle*

**Pets** - *My Puppy*

**Real & Make Believe** – *Froggy Dreams, Clouds*

**Seasons** – *Clouds, Happy Apples, Baby Bird, Honey Bee, Busy Butterfly*

**Self Esteem** - *Froggy Dreams*

**Space** - *Ole Mister Moon*

**Stranger Danger** - *Swimming Turtle*

**Trees** - *Happy Apples, Baby Bird*

**Western/Cowboy** - *Tommy Tumbleweed*

**Wind** - *Clouds, Tommy Tumbleweed*

You can add to this list as you go through the year and discover additional themes that will adapt with the Poetry Pals collection.

We hope that as you develop additional exercises and ideas to implement the Poetry Pals learning center in your classroom, you will pass this information along to us, so that we can share your techniques and ideas with others. Each new exercise will be named after the submitter. For example, Miss Michele's Froggy Fun. These will be listed and made available on the Poetry Pals website and can be downloaded for use in any classroom. Please contact us by e-mail at [info@poetrypals.com](mailto:info@poetrypals.com) or call us toll-free at 1-877-463-6896.

Thank you for helping us to develop these wonderful exercises and activities. All of our children will greatly benefit from your ideas.



## Busy Butterfly

**Guideline:** Social Development - The child respects other people's space and personal belongings.

**Vocabulary:** drooped, interest, pity

**Activity:** Practice one to one correspondence by matching cutouts of daisies to cutouts of butterflies.

**Related Literature:** \* *The Very Hungry Caterpillar* – Eric Carle

\* available in Spanish



## Crawlin' Bug

**Guideline:** Science Process - The child shows an interest in investigating unfamiliar objects, organisms, and phenomena.

**Vocabulary:** inch, scooted, sigh

**Activity:** Group a collection of plastic insects by attributes.

**Related Literature:** *Hey, Little Ant* – Phillip Hoose



## Tommy Tumbleweed

**Guideline:** Mathematics - Patterns

The child begins to recognize patterns in their environment.

**Vocabulary:** bounding, romp, rumble

**Activity:** Use pictures of Little Tommy Tumbleweed and Big Tumbleweed to practice patterns.

**Related Literature:** \**The Three Little Javelinas* -Susan Lowell

\*available in Spanish



## My ABC's

**Guideline:** Early Literacy – Written Expression

The child understands that writing is used to communicate ideas and information.

**Vocabulary:** probably

**Activity:** Use alphabet stamps in the writing center to stamp out the alphabet.

**Related Literature:** *The Letters are Lost* – Lisa Campbell Ernst



## My Birthday

**Guideline:** Math – Number Operations

The child participates in creating and using real and pictorial graphs.

**Vocabulary:** remembers

**Activity:** Create a classroom birthday graph. Graph birthdays of the students by the month they were born.

**Related Literature:** *Arthur's Birthday, Arthur's Baby* – Marc Brown



## Baby Bird

**Guideline:** Personal Development

The child begins to be responsible for individual behavior and actions.

**Vocabulary:** gratitude, nestled

**Activity:** Place a real bird's nest in the science center. Let the children observe with a magnifying glass. Did they find anything unusual?

**Related Literature:** *\*Are You My Mother? – P.D. Eastman*

\*available in Spanish



## My Puppy

**Guideline:** Science Concepts

The child begins to recognize that living things have similar needs for food, water and air.

**Vocabulary:** argue

**Activity:** Have students draw a picture of a puppy. Teacher dictates the child's description of the puppy on a separate sheet of paper. Display the puppy pictures and have the class identify the correct picture as a description is read aloud.

**Related Literature:** *Harry the Dirty Dog = Gene Zion*



## Happy Apples

**Guideline:** Social Studies - Economics

The child understands the basic human needs of all people for food, clothing and shelter.

**Vocabulary:** catnap, tilt

**Activity:** Conduct a taste test with a variety of apples. Make a classroom graph of the children's favorites.

**Related Literature:** *The Seasons of Arnold's Apple Tree – Gail Gibbons*



## Swimming Turtle

**Guideline:** Safety

The child knows not to talk to, accept rides from, or take treats from strangers.

**Vocabulary:** grabbed, octopus as an enemy to a turtle

**Activity:** Learn the finger play, "There Was a Little Turtle"

**Related Literature:** *Franklin series – Paulette Bourgeois*



## Clouds

**Guideline:** Art

The child uses a variety of materials to create original work.

**Vocabulary:** breeze, drifting, images

**Activity:** Make cloud pictures with cotton balls.

**Related Literature:** *Looks Like Spilt Milk – Charles G. Shaw*





## Honey Bee

**Guideline:** Science concepts

The child begins to use scientific words and phrases to describe objects, events and living things.

**Vocabulary:** bounty, pollen, nectar, radiant

**Activity:** Use Honeycomb cereal pieces to practice counting skills.

**Related Literature:** *The Magic School Bus: Inside a Beehive*- Joanna Cole



## Ole Mister Moon

**Guideline:** Mathematics-Measurement

The child begins to categorize time intervals and uses language associated with time in everyday situations.

**Vocabulary:** favor

**Activity:** Color dark yellow moon on manila art paper. Brush over it with diluted blue watercolor.

**Related Literature:** *Papa, Please Get the Moon for Me*- Eric Carle



## Bedtime

**Guideline:** Health

The child begins to understand the need for exercise and rest.

**Vocabulary:** disturb, proud

**Activity:** Discuss appropriate time for bed. Have children manipulate clocks to matching bedtime.

**Related Literature:** *\*Goodnight Moon*- Margaret Wise Brown \* available in Spanish



## Froggy Dreams

**Guideline:** Physical movement

The child becomes more able to move from one space to another in different ways.

**Vocabulary:** dreamt, thud

**Activity:** Play Leap Frog

**Related Literature:** *\*Jump Frog Jump* – Robert Kalan \*available in Spanish

