

Welcome!

On 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

On 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.”

The Copyright

Text Copyright © 2011 by SPLASH! Publications, Glendale Az
Illustration Copyright © 2011 by SPLASH! Publications, Glendale Az
All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in written form from the publisher. Pages in *Poems for Every Month* may be reproduced by the original purchaser only for use in the original purchaser’s classroom and may not be sold or used for purposes other than those specifically permitted by the publisher.

Illustrations and cover design by Victoria J. Smith

ISBN 978-1-935255-36-9

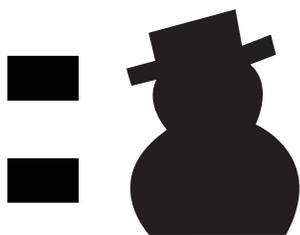


Table of Contents

Poems for Every Month

Lesson One: Making Friends	1
Making Friends Reading Comprehension	2
Friendship Puzzle	3
Lesson Two: Red Apple	4
Red Apple Reading Comprehension	5
Red Apple Rhyme	6
Your Apple Rhyme	8
Lesson Three: Fall	10
Fall Reading Comprehension	11
Fall Picture Language Skills	12
Fall Tic • Tac • Toe	13
Lesson Four: Gingerbread Boy	14
Gingerbread Boy Reading Comprehension	15
Gingerbread Art	16
Gingerbread Game	17
Lesson Five: Snowmen at School	24
Snowmen at School Reading Comprehension	25
Snowman Picture	26
Snowball Fight	27
Lesson Six: Five Little Penguins	29
Five Little Penguins Reading Comprehension	30
I'm a Penguin Language Skills	31
Penguin Puzzle	32



Table of Contents

Poems for Every Month (continued)

Lesson Seven: My Dog	35
My Dog Reading Comprehension	36
Good Pets	37
Animal Puzzle	38
Lesson Eight: I'm a Frog!	39
I'm a Frog! Reading Comprehension	40
Frog Life Cycle	41
Froggy	43
Lesson Nine: Little Ladybug	49
Little Ladybug Reading Comprehension	50
Ladybug Poem Language Skills	51
Lesson Ten: The City	53
The City Reading Comprehension	54
My Visit to the City	55
Lesson Eleven: Ready for School	56
Ready for School Reading Comprehension	57
Ready • Set • Go!	58
Answer Pages	59



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.

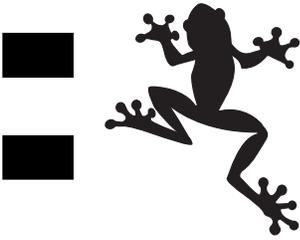
After reading the poem *I'm a Frog!* aloud as a class (pg. 39), students will:

- 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)

Making Friends

It's easy to make new friends,
just walk up and say "Hello!"
"Would you like to play with me?"
We'll have fun, I know!"

It's easy to make new friends,
just introduce yourself and say,
"What's your name? Do you like books?"
Will you sit by me today?"

It's easy to make new friends,
just ask some kids at lunch,
"What are you having to eat today?"
What do you like to munch?"

It's easy to make new friends,
just sit right down and ask,
"May I help you with that puzzle?"
It looks like a difficult task."

It's easy to make new friends,
just smile and tell them your name.
Don't feel too shy to say a thing,
They all feel exactly the same!

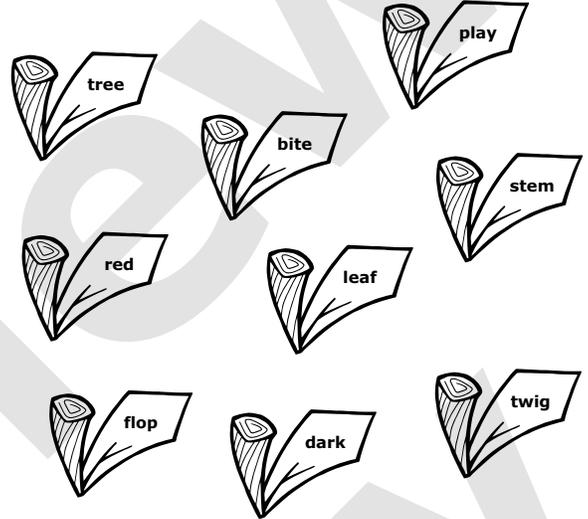


Red Apple Rhyme

Directions: Cut out each stem below.

Glue each stem on the apple that it rhymes with on the next page.

Color the apples and the stems.



Name _____



Name _____



Fall

1. In fall, many trees change

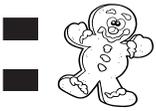
2. What kind of fruit is picked in the fall?

3. Why would you put a scary face on a pumpkin?

4. Where are the birds flying?

5. What are the squirrels doing?

6. What season will be here next?



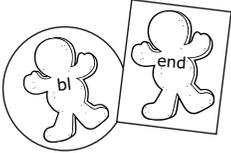
Gingerbread Game

Make the Game: Cut out the 8 round and 8 square Gingerbread cards.



Color the Gingerbread Boy on each card.
Color the back of each card the same color.

Play the Game: This game is for 2-4 players. Each player needs his or her own game board.



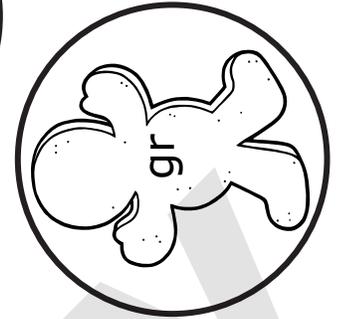
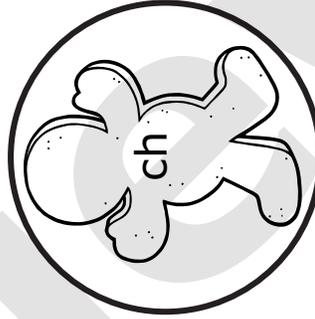
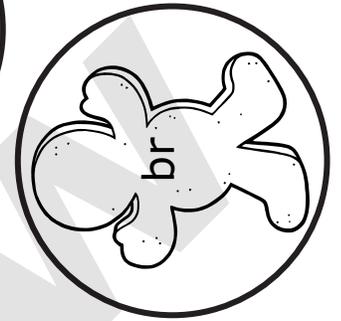
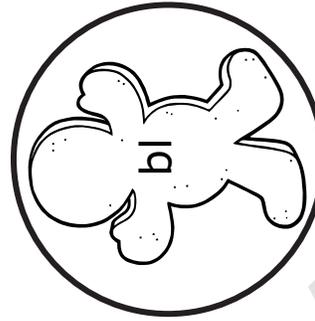
Spread the cards out on the floor or table with the Gingerbread Boys facing down.
Players take turns picking one round card and one square card from the pile.

**The round cards are the beginning letters of a word.
The square cards are the ending letters of a word.**

If the player can make a word from the two cards, he or she writes the word on the game board and returns the cards face down to the table. Mix up the cards.

If a word can't be made, or the player already has that space on the game board filled in, the cards are returned face down to the table and mixed up. It is the next player's turn.

The first player to fill in his or her game board is the winner.



Lesson Five

Name _____

Snowmen at School

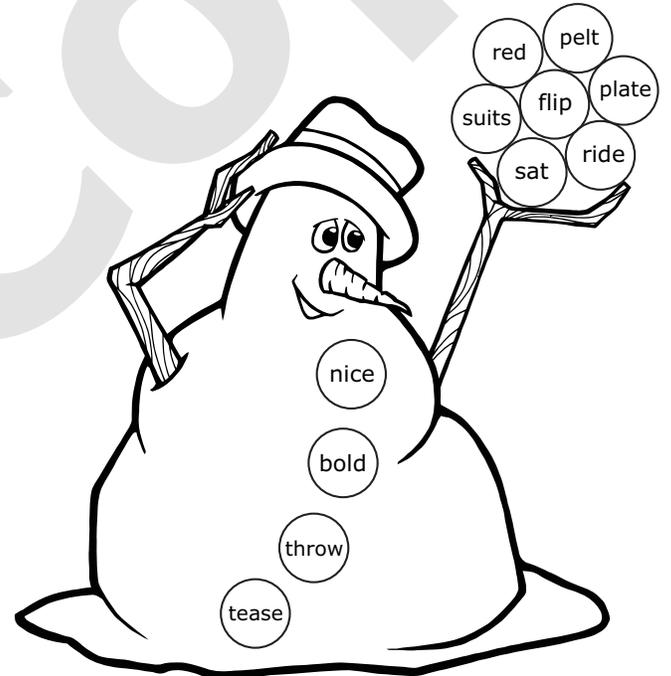
At night when we're sleeping,
snowmen go to school.
Their school is made of snow,
with a big icy pool!

They learn about slipping
and sliding on ice.
They take classes on sledding
and skiing, how nice!



They study real hard
to learn melting is okay,
Then they all run outside
when it's time to play.

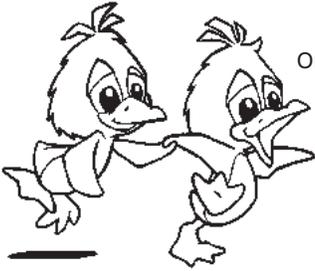
If we could all spy
on their class late at night,
We'd see all the snowmen
in a huge snowball fight!



Five Little Penguins

Five little penguins
Wearing black and white
One staying with the egg
All day and night!

Four little penguins
Playing in the snow
One sliding on the ice
Look at him go!



Three little penguins
Walking near the docks
One goes off to make a nest
Using shiny rocks.

Two little penguins
Swimming happily
One finds a fish to chase
And swims out in the sea!



One little penguin
Hopping onto shore
Waddling off to find a friend
So they can play some more!

Puzzle Pieces

socks	place	fish
rest	stay	mind
beg	night	took



Penguin Puzzle

Directions: Cut out the puzzle pieces on the next page **one at a time**.

It is important that you do not turn the puzzle piece upside down.

Find the word that rhymes with that piece on the Penguin Puzzle.

Glue the puzzle piece right over the word.

When you are finished gluing all of the pieces, color your puzzle.

Penguin Puzzle



socks
rhymes with
docks

look	chase	nest
	egg	play
find	wish	white

Name _____



Good Pets

Directions: Neatly color all of the animals. Circle at least three animals that would make good pets.

butterfly	pig	toad	octopus
frog	dragonfly	armadillo	golden finch
monkey	spider	dog	king snake

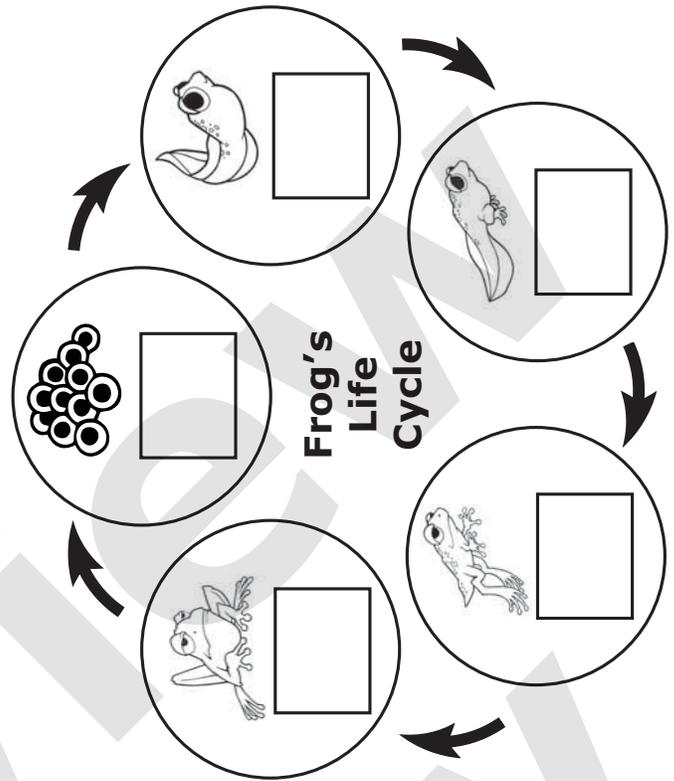
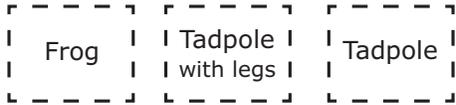
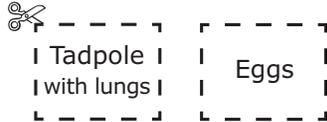
I didn't circle _____ as a good pet because _____



Frog Life Cycle

Directions: Cut out the boxes below.

Glue them into their correct spots on the Frog's Life Cycle.



Froggy

Make the Game: Cut out the 31 Froggy cards. Don't forget to cut out the Wild Toad card on this page. (Cut on the solid black line.)



Color the pictures on each card.

Fold each card along the dotted line so the words Froggy are on one side and the frog stage is on the other side.

Glue the blank sides together. Let the glue dry.

Play the Game: This game is for 2-4 players.

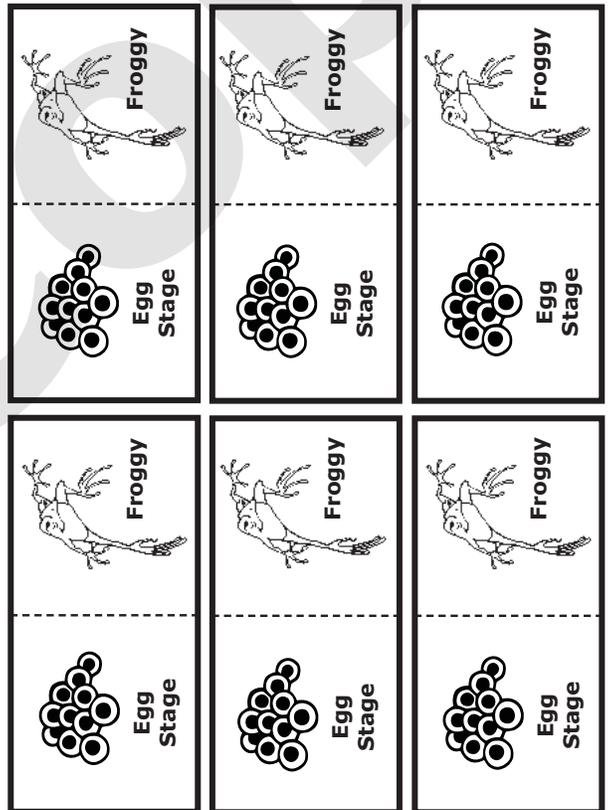
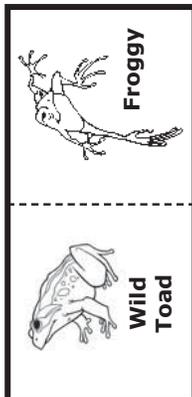
Spread the cards out on the floor or table with the word Froggy facing up.

Each player chooses 5 cards.

Players take turns picking one card from the pile and placing one of their cards back into the pile.

The game ends when one player collects all five stages of a frog's life cycle (egg, tadpole, tadpole with legs, tadpole with lungs, and frog.)

The player who picks the Wild Toad card may use it for any of the frog's life cycles.



The City

**Buildings tall
Sidewalks small
Cars are everywhere.**

**Stores for shopping
People stopping
Planes are in the air.**

**Lights flashing
Taxis dashing
Horns give out a blare.**

**We're busy
In the city
Going here and there.**



Name _____



My Visit to the City

Directions:

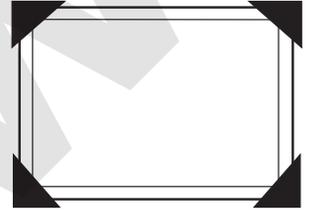
Here is your photo album of your visit to the city.

Draw and neatly color pictures of the places you visited.

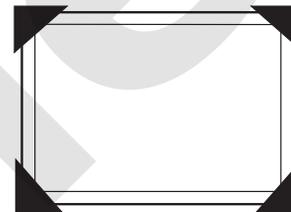
Fill in the blanks to tell what is happening in each picture.



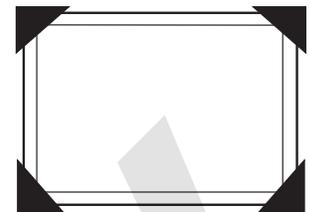
Here I am at the _____



This is me with _____



This is a great picture of _____



I was so excited to see _____

Ready for School

**I wake up and stretch
and think with a smile
I'll be going to school
in just a little while!**

**First I get dressed
And put on my shoes
Then I eat breakfast
While mom reads the news.**

**I brush all my teeth
And I wash hands and face
I grin at the mirror
And see an empty tooth space.**

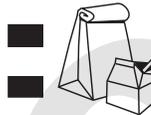
**I load up my backpack
With my pencil and book
Then I grab my lunch
And take one last look.**

**Did I get everything?
Oh no, not quite
I need a hug from mom
Then I'm ready alright!**

**I walk outside and see the bus,
and break into a smile
I'll be arriving at school
in just a little while!**



Name _____



Ready • Set • Go!

Describe how you get ready for school.

First, _____

Second, _____

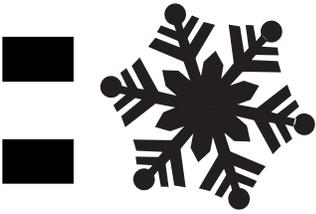
Next, _____

Then, _____

Then, _____

Last, _____

Take your list home and check off each thing as you do it tomorrow.



Welcome!

On behalf of Splash! Publications, we would like to welcome you to *Poems for Every Season*, 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 Season*.

The Format

Poems for Every Season is a twelve 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 Season 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

On the next several pages, you will find the Lesson Plans for *Poems for Every Season*. 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 60-68.

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 Season* 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.”

The Copyright

Text Copyright © 2011 by SPLASH! Publications, Glendale Az
Illustration Copyright © 2011 by SPLASH! Publications, Glendale Az
All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in written form from the publisher. Pages in *Poems for Every Season* may be reproduced by the original purchaser only for use in the original purchaser’s classroom and may not be sold or used for purposes other than those specifically permitted by the publisher.

Illustrations and cover design by Victoria J. Smith

ISBN 978-1-935255-35-2

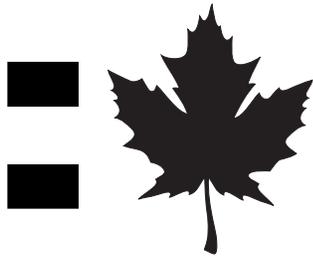


Table of Contents

Poems for Every Season

Lesson One: I Love School	1
I Love School Reading Comprehension	2
All About School Language Skills	3
My School Picture.....	4
Lesson Two: Johnny Appleseed	5
Johnny Appleseed Reading Comprehension.....	6
Happy Birthday Johnny Appleseed	7
Lesson Three: Christopher Columbus	9
Christopher Columbus Reading Comprehension	10
Columbus Puppet.....	11
Santa Maria Puppet	12
Lesson Four: Veterans Day	13
Veterans Day Reading Comprehension	14
Veterans Day Language Skills	15
Veteran Match-Up	16
Lesson Five: Mr. Turkey	21
Mr. Turkey Reading Comprehension	22
Mr. Turkey Language Skills	23
Lesson Six: So Many Presents	25
So Many Presents Reading Comprehension	26
Presents and Bows	27
Lesson Seven: Martin Luther King, Jr.	30
Martin Luther King, Jr. Reading Comprehension	31
My Friend and I	31

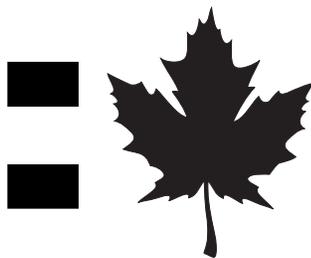
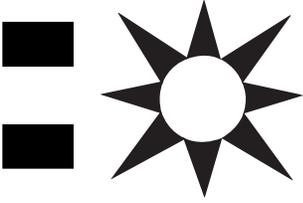


Table of Contents

Poems for Every Season (continued)

Lesson Eight: Little Groundhog	34
Little Groundhog Reading Comprehension	35
Groundhog's Shadow	36
Lesson Nine: A Little Valentine	37
A Little Valentine Reading Comprehension	38
My Valentine	39
Valentine Puzzle.....	40
Lesson Ten: A Leprechaun's Song	41
A Leprechaun's Song Reading Comprehension.....	42
Tip-Tap-Tippity-Tap	43
Tip • Tap • Toe	45
Lesson Eleven: Little Bunny	46
Little Bunny Reading Comprehension	47
Little Bunny's Day Part I	48
Little Bunny's Day Part II	49
Bunny Puzzle.....	50
Lesson Twelve: Mother's Day	53
Mother's Day Reading Comprehension	54
My Mom	55
Daisy Rhyme.....	56
Your Daisy Rhyme.....	58
Answer Pages	60



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.

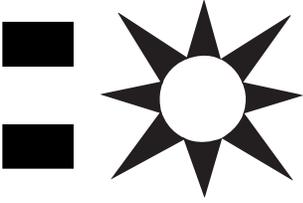
After reading the poem *Johnny Appleseed* aloud as a class (pg. 5), students will:

- 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.

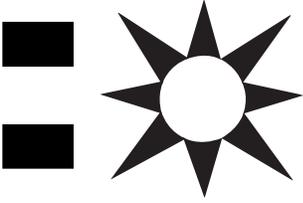
After reading the poem *Mr. Turkey* aloud as a class (pg. 21), students will:

- 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.

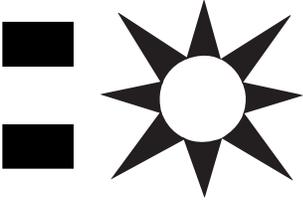
After reading the poem *Little Groundhog* aloud as a class (pg. 34), students will:

- 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)

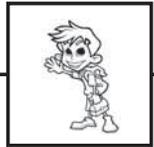
I Love School

It's such a friendly place
With lots of things to do
I just love school
Don't you?

We read and we write
We draw and we play
We talk about all kinds of things
Every day!

My classmates are my friends
My teacher is the best!
We help each other learn new things
And pass every test.

It's such a friendly place
With lots of things to do
I just love school
Don't you?



I Love School

1. What kind of place does the poem say school is?

2. Name four things we do at school.

3. How do we help each other at school?

4. Why do you think the poet wrote this poem?

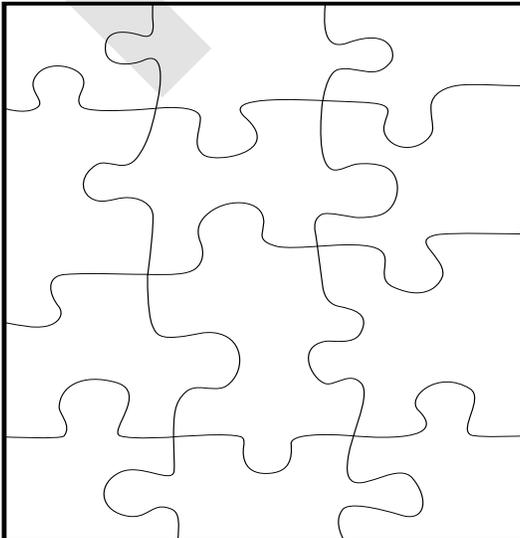
5. What do you like best about school?



My School Picture

Directions: Make a puzzle in the box below by neatly drawing and coloring a picture of yourself at school.

Cut out the puzzle pieces along the black lines and give them to a friend to put your puzzle together.



Johnny Appleseed

He was born in Massachusetts
on the 26th of September.
His real name was John Chapman
but it's easier to remember
To call him Johnny Appleseed.



He loved apples and animals
and to tell a story or two.
He walked across the country
without wearing a single shoe.
That was Johnny Appleseed.

He often slept under the stars
and never used a tent.
He planted little apple trees
everywhere he went.
He was Johnny Appleseed.

When you eat a bite of apple
or apple pie today,
Think of the man that wandered far
planting seeds and say,
Thank you Johnny Appleseed!

Christopher Columbus

Christopher Columbus set sail
for lands far away
traveling by ship
all night and all day.

The trip was long,
the sea was rough,
but Columbus and
his men were tough.

They kept sailing on,
and soon they found
their feet stepped
onto solid ground.

The land they found
was strange and new
with colorful birds,
and natives, too.

They didn't land
where they planned to be,
but that worked out well
for you and for me.

This strange new land
where Columbus did roam
is known today as America,
the land we call "home."



Santa Maria Puppet

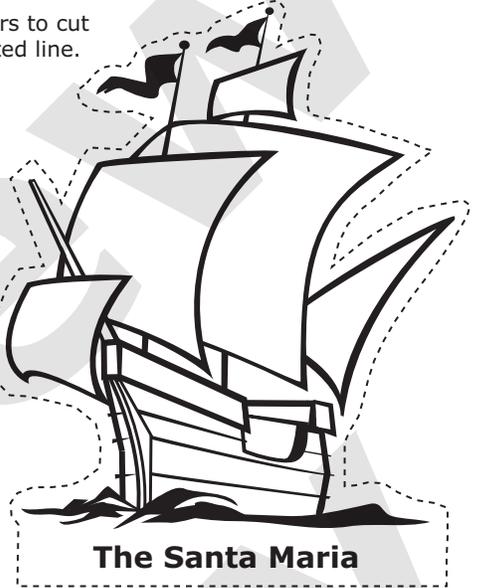
In 1492, Christopher Columbus sailed to America in three ships named the Niña, the Pinta, and the Santa Maria.

Directions: Color the picture of the Santa Maria.

Use your scissors to cut around the dotted line.

Tape the Santa Maria to a craft stick to make a puppet.

Now you're ready for your own puppet show!



Veterans Day

On November 11th
When it's Veterans Day
I greet every veteran I see

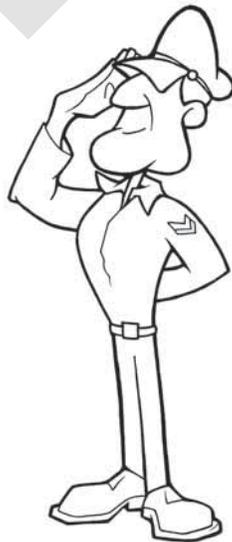
I tell them I'm proud
They fought so hard
To help keep our country free

I give a salute
When I see a soldier
Wearing a uniform, standing tall

A salute shows respect
For all that they did
For Americans big and small

When I get a chance
I shake their hands
And offer friendship true

I tell them I'm glad
They've kept us safe
And say a big "Thank you!"



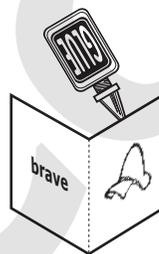
Veteran Match-Up

Make the Game: Cut out the 24 Veteran cards. (Cut on the solid black line.)

Color the hat on each card.

Fold each card along the dotted line so the picture is on one side and the word is on the other side.

Glue the blank sides together. Let the glue dry.



Play the Game: This game is for two people.

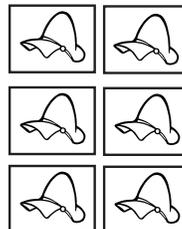
Spread the cards out on the floor or table with the pictures of the hats facing up.

The first player turns over two cards (one at a time.)

If the words on the cards rhyme, the player gets to keep the pair and take another turn.

If the words do not rhyme, the player must put the cards back in the same spot they came from. It is the next player's turn.

The game ends when all of the cards are gone. The player with the most rhyming pairs wins.



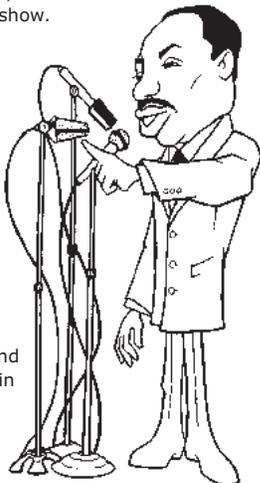
rhyming pair

Martin Luther King, Jr.

Martin Luther King, Jr. couldn't understand
Why people in our country didn't know
The color of someone's skin is not important
What counts is the kindness they show.

Martin Luther King, Jr. had a dream
That children of all colors one day
Would play together happily
Showing fairness in every way.

Martin Luther King, Jr. had a dream
That our country would soon understand
To look past the color of a person's skin
To the heart and the helping hand.



Martin Luther King, Jr. had a dream
He dreamed it for me and for you
Our kindness can make this a better place
Let's help make his dream come true.



My Friend and I

People can be very different, but still be the same in many ways.

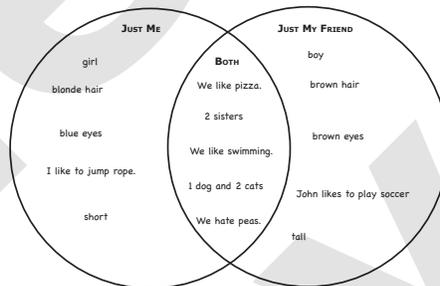
Directions: Use the circles on the next page.

In one of the circles, write at least three things that are just about you.

In the other circle, write at least three things that are just about your friend.

In the middle, write at least three things that are the same about both you and your friend.

My NAME: Margaret My FRIEND'S NAME: John

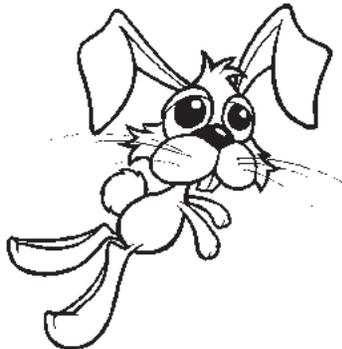


Little Bunny

Little bunny, I see you
Hopping all around,
Jumping up and jumping down,
Rolling on the ground.

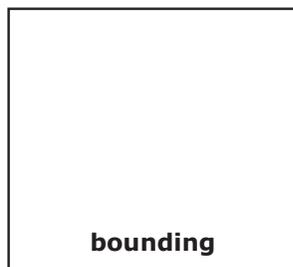
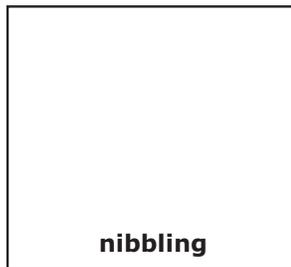
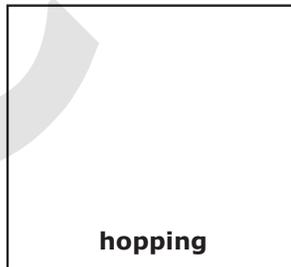
Little bunny, I see you
Nibbling on the grass,
Twitching little whiskers,
Watching as I pass.

Little bunny, I see you
Bounding quickly away,
I'll look for you tomorrow,
I hope you come to play.



Little Bunny's Day

Part I Little Bunny's day is full of activity. Neatly draw and color Little Bunny doing each of these things:



Mother's Day

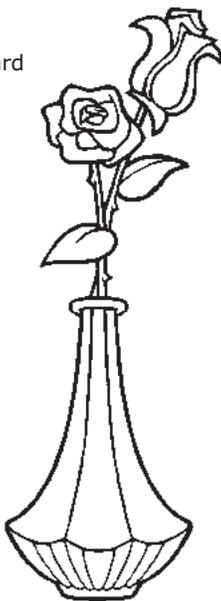
Any day is a good day
to tell Mom "I love you so,"
to give her a hug, squeeze her hard
and never let her go.

Any day is a good day
to tell Mom "You're the best,"
to sit with her and hold her hand
and smile as she takes a rest.

Any day is a good day
to tell Mom "Thanks a ton,"
to kiss her soft and pretty cheek
a hundred times plus one.

Any day is a good day
to tell Mom "This is for you,"
to give her a gift made with love;

But Mother's Day is a good day, too.



Name _____



My Mom

Answer these questions about your mom. Then take your paper home and ask your mom if your answers are right!

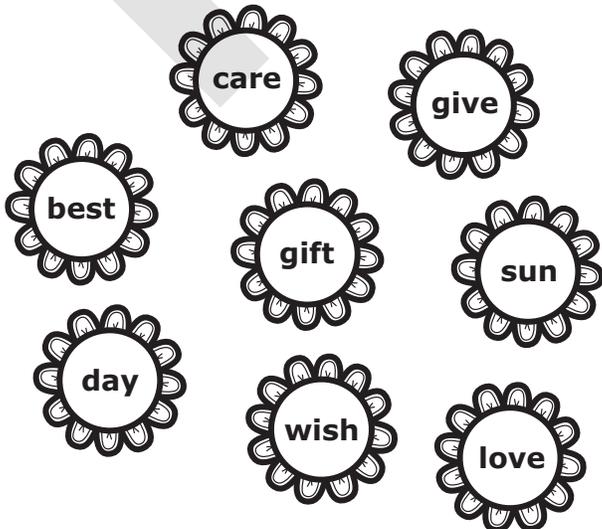
Ask your mom to put a star ★ in all of the boxes where you have the correct answers. Ask your mom to help you fix the answers that you got wrong.

- 1. My mom's birthday is _____.
- 2. My mom has _____ brothers and _____ sisters.
- 3. My mom's first name is _____.
- 4. My mom's favorite candy is _____.
- 5. My mom's favorite color is _____.
- 6. My mom's favorite animal is _____.
- 7. My mom is _____ years old.
- 8. My mom's favorite TV show is _____.
- 9. My mom's favorite dessert is _____.
- 10. My mom's favorite sport is _____.
- 11. In her free time, my mom likes to _____.
- 12. My mom's favorite thing about me is _____.

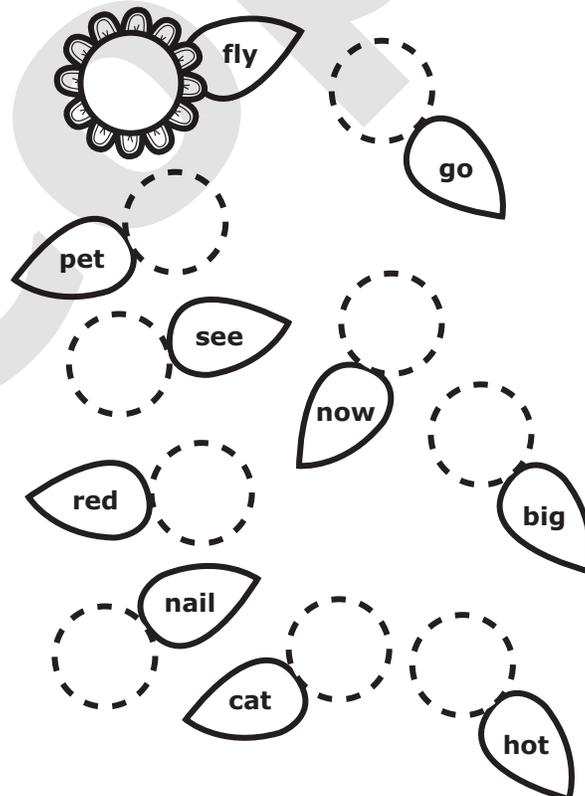


Daisy Rhyme

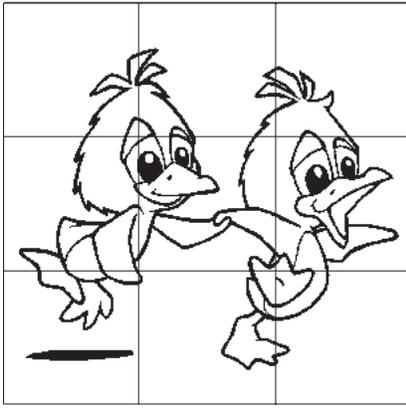
Directions: Cut out each daisy below.
Glue each daisy on the leaf that it rhymes with on the next page.
Color the daisies and the leaves.



Name _____



Answers to Penguin Puzzle



Good Pets Grading Chart

Criteria	3	2	1	0	Score
Coloring	Neatly colored all of the animals	Neatly colored some, but not all of the animals	Colored some or all of the animals, but they were messy	Didn't attempt to color the animals	
Circling	Circled at least three animals that would make good pets	Circled at least two animals that would make good pets	Circled at least one animal that would make a good pet	Didn't circle any animals that would make a good pet	
Explaining	Listed which animal would not make a good pet and why	Listed which animal would not make a good pet, but didn't explain why	Only answered one part of the last question	Didn't attempt to answer the last question	
Total					

Ladybug Poem Grading Chart

Criteria	3	2	1	0	Score
Planning	Used verbs from the box or own verbs to fill in all of the blanks	Used verbs from the box or own verbs to fill in 4 or 5 of the blanks	Used verbs from the box or own verbs to fill in 1 to 3 of the blanks	Didn't use any verbs from the box to fill in the blanks	
Writing	Wrote poem neatly on special paper using all sentences from Planning Stage	Wrote poem neatly on special paper using 4 or 5 sentences from Planning Stage	Wrote poem neatly on special paper using 1 to 3 sentences from Planning Stage	Didn't attempt to write poem on special paper	
Drawing	Drew and colored a picture of a ladybug in the box provided	Drew and colored a picture of a ladybug, but not in the box provided	Drew a picture of a ladybug, but didn't color it	Didn't attempt to draw or color a ladybug in the box provided	
Total					

My Visit to the City Grading Chart

Criteria	3	2	1	0	Score
Drawing	Drew pictures of four places visited in the city	Drew pictures of at least two places visited in the city	Drew pictures of at least one place visited in the city	Didn't attempt to draw any pictures of places visited in the city	
Coloring	Colored the pictures of the four places visited in the city	Colored the pictures of at least two places visited in the city	Colored the picture of at least one place visited in the city	Didn't attempt to color any pictures of the places visited in the city	
Writing	Filled in the blanks to correctly describe each picture in the photo album	Filled in the blanks to correctly describe at least two pictures in the photo album	Filled in the blanks to correctly describe at least one picture in the photo album	Didn't attempt to describe any pictures in the photo album	
Total					

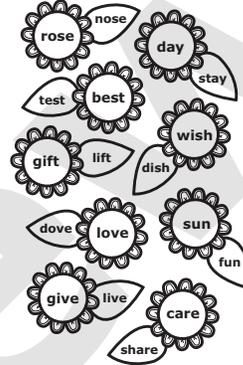
Ready • Set • Go! Grading Chart

Criteria	3	2	1	0	Score
Describing	Described six events to get ready for school	Described four or five events to get ready for school	Described one to three events to get ready for school	Didn't attempt to describe any events to get ready for school	
Sequencing	Put each of the six events in logical order	Put four or five events in logical order	Put one to three events in logical order	Didn't put any of the events in logical order	
Checking	Checked off each of the six events as he/she got ready for school the next morning	Checked off four or five events as he/she got ready for school the next morning	Checked off one to three events as he/she got ready for school the next morning	Didn't check off any of the events as he/she got ready for school the next morning	
Total					

My Mom Grading Chart

Criteria	3	2	1	0	Score
Answering	Answered all 12 questions about Mom	Answered 7 to 11 questions about Mom	Answered at least 6 questions about Mom	Didn't attempt to answer any of the questions about Mom	
Checking	Took paper home to have Mom check answers and put a star in boxes where answers were correct			Didn't take paper home to have Mom check answers	
Correcting	Corrected all of the answers that were wrong	Corrected many of the answers that were wrong	Corrected some of the answers that were wrong	Didn't correct any of the answers that were wrong	
Total					

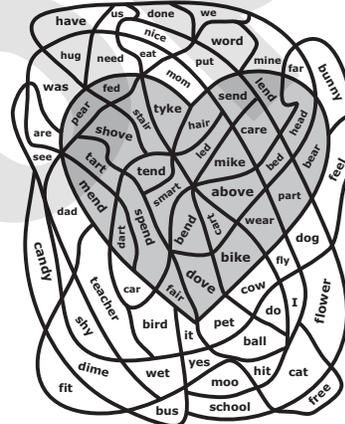
Answers to Daisy Rhyme



Your Daisy Rhyme Grading Chart

Criteria	3	2	1	0	Score
Cutting and Gluing	Cut out each daisy and glued each daisy to one leaf	Cut out six to eight of the daisies and glued each daisy to one leaf	Cut out one to five of the daisies and glued each daisy to one leaf	Didn't attempt to cut or glue the daisies to the leaves	
Rhyming	Wrote a word that rhymed with the leaf on each of nine daisies	Wrote a word that rhymed with six to eight of the leaves on six to eight of the daisies	Wrote a word that rhymed with one to five of the leaves on one to five daisies	Didn't attempt to write words that rhymed with the leaves on any of the daisies	
Coloring	Colored each daisy and leaf neatly	Colored each daisy and leaf, but was messy	Colored at least half of the daisies and leaves neatly	Didn't attempt to color the daisies and the leaves	
Total					

Answers to Valentine Puzzle



Tip-Tap-Tippity-Tap Grading Chart

Criteria	3	2	1	0	Score
Drawing	Drew 6 pictures that represented each of the 6 sounds	Drew 3 to 5 pictures that represented each of the 3 to 5 sounds	Drew 1 or 2 pictures that represented each of the 1 or 2 sounds	Didn't attempt to draw any pictures to represent any of the sounds	
Coloring	Neatly colored 6 pictures that represented each of the 6 sounds	Neatly colored 3 to 5 pictures that represented each of the 3 to 5 sounds	Neatly colored 1 or 2 pictures that represented each of the 1 or 2 sounds	Didn't attempt to color any pictures that represented the sounds	
Creating	Wrote 2 new sound words, neatly drew and colored pictures to represent them	Wrote 2 new sound words, drew and colored pictures to represent them, but was messy	Wrote 1 new sound word, neatly drew and colored a picture to represent it	Didn't write any new sound words or attempt to draw and color pictures to represent them	
Total					