



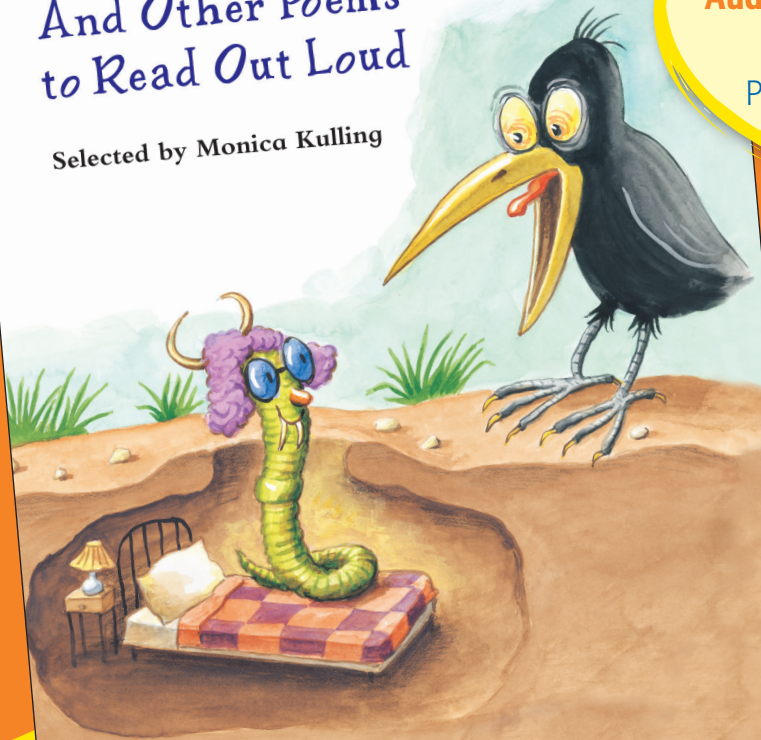
Poetry Collection

Shared Reading Teaching Plans

An Early Worm Got Out of Bed

And Other Poems
to Read Out Loud

Selected by Monica Kulling



Shared Reading
Audio Available Online

www.lpey.ca

Password: ew2g1b

**An Early Worm Got Out of Bed: And Other Poems to Read Out Loud
Teaching Plans**

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Literacy Place for the Early Years

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See Grade 2 of the *Literacy Place for the Early Years* website for fluent readings, cloze readings, and songs that accompany this poetry book.

www.lpey.ca
Password: ew2g1b

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Teaching Note:

Before reading any of the poetry selections with students, introduce them to the text and the poetry collection format. A key print concept for beginning readers is the knowledge that most books are read from the beginning or front of the book to the end or back of the book. This collection of poems allows the teacher to expand students' knowledge of print concepts to include random reading of complete small texts within a larger text.

Say to students, *Today I have a new book to share with you. It is a special book and we will be returning to it many times to read and reread parts of it.* Point to the title and subtitle as you say, *This book is called An Early Worm Got Out of Bed, And Other Poems to Read Out Loud, and it is a collection of poems.* Explain that, for this book, Monica Kulling (point to her name) has collected some poems she thinks grade two students will enjoy and put them together to make this book.

Turn to the Table of Contents. Explain to students that this page has a list of all the poems in the collection, the name of the person who wrote each poem, and the page where it is located. It is important to refer to the Table of Contents to ensure students understand its use. You may wish to refer to the Table of Contents before carrying on with the teaching plan for a specific poem. It is not necessary to follow the teaching plans in order. Students can be asked to choose the poem they wish to read from the Table of Contents or the teacher may point out the poem that is to be read and the group can look up the page on which it is found.

Ensure students understand that when reading this book, it is not necessary to start at the beginning or front of the book. The reader can turn to any page and begin reading that poem. You may wish to begin each subsequent lesson with a familiar reread of at least one of the poems in the collection.

Song versions of the following poems are available online: "Autumn Leaves," "My Brother's Bug," "Waking," "An Early Worm Got Out of Bed," "Fog," and "Moon Walk." You may wish to use the song version at the beginning of the lessons to introduce these poems. Fluent readings for all poems and cloze readings for several poems are also included online. Please see the Grade 2 website at www.lpey.ca. The password to access *An Early Worm Got Out of Bed* audio is ew2g1b.

Waking

Written by Lilian Moore

Illustrated by Laura Watson

Text Type: Fiction: Description — Poem

Summary: A little boy describes how he wakes up, while fooling others into thinking he's still asleep.

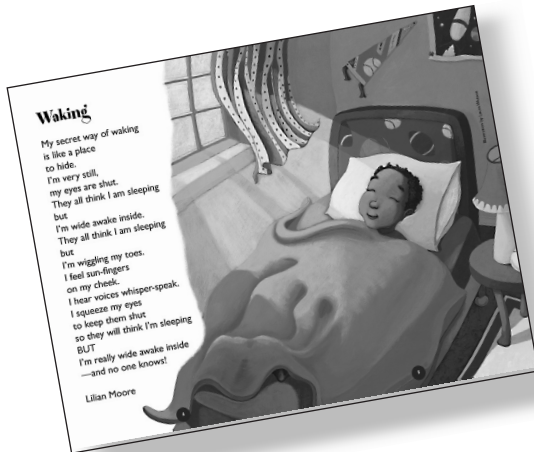
Text Features

Print Concepts

- ▶ exclamation mark

Visual Literacy

- ▶ word all in capital letters



See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections

Working with Words

- ▶ tracking print
- ▶ solving unfamiliar words

Assessment Opportunities

Note each student

ability to:

- ▶ predict the content of the poem from the illustration and title
- ▶ draw on background knowledge and recount personal experience to make text-to-self connections
- ▶ track print across lines and down the page
- ▶ solve unfamiliar words by identifying two smaller words that make up a hyphenated word

Oral Language Opportunities

- ▶ making predictions
- ▶ discussing in a group
- ▶ comparing personal experiences



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Cover the title of the poem, and show students the illustration on pages 4 and 5. Say, *The illustrator of this poem is Laura Watson. What clues does she give you about whether the little boy in the picture is awake or asleep?*

Uncover the title and say, This poem is called “Waking” and was written by Lilian Moore. Now that you know the title, would you like to change your predictions?

Making connections: text to self

Setting a Purpose

Say, *I’m going to read this poem to you. Some of you think this poem is about a little boy waking up, and some of you think he’s still asleep. As I read, I want you to think about how you wake up. When I’m finished reading, be ready to share your thinking.*



DURING READING

Read the poem in a fluent and expressive manner, having students focus on the purpose that was set. Don’t track the print on the first reading, but rather focus on the phrasing and fluency.

Teaching Tip:

Practise reading the poem before reading it to the class to make sure you get the rhythm and phrasing just right.

Making connections: text to self

Ask, *What things do you do when you are waking up? Do you wiggle your toes like the little boy in “Waking” does? Do you feel the sun on your cheek? Do you listen to voices nearby?*

Tracking print/building confidence

Point out the repeating phrase, “They all think I am sleeping.” Reread the poem, using the pointer to track phrases rather than individual words. Encourage students to join in for the phrase, “They all think I am sleeping.”

Visual literacy

When reading the poem, emphasize the word *BUT*, demonstrating how to emphasize text that is all in capital letters.



AFTER READING

Predicting/analyzing

Remind students to think about their initial predictions. Ask, *Is the little boy awake or asleep? What lines tell you this?*

Making connections: comparing

Have students compare how they wake up to how the little boy in the poem wakes up. Ask, *What do you do when you’re waking up that’s the same as the little boy in the poem? What do you do that is different?*

Language predictability

Invite a student to find the word *sun-fingers* in the poem. Discuss with students what the poet means by examining the two smaller words that make up the hyphenated word. Do the same for *whisper-speak*.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Tracking print

Print Concepts, Book Handling, and Text Features

Invite individual students to lead a reading of the poem, using the pointer. Pay particular attention to the student's ability to follow the short lines and return sweep.

Print concepts

The poem ends with an exclamation mark. Remind students that exclamation marks are used to show a lot of feeling. Have students practise reading the line ending with the exclamation mark expressively.

Sequencing/making connections: text to self

Focusing on Comprehension

Invite students to act out the actions described in the poem as you read the poem aloud.

Have them retell the steps of the little boy as he woke up. Ask students to then tell the steps of how they wake up in the morning.

Evaluating

Ask, *What words and expressions from the poem do you especially like? Why?* Ask students if the expressions (e.g., *wiggling my toes*, *sun-fingers on my cheek*, and *voices whisper-speak*) helped to make a picture in their minds.

ESL Note: Draw students' attention to the hyphen in the words *sun-fingers* and *whisper-speak*. Ask them why the hyphen is there. Talk about how the author took two separate words like *whisper* and *speak* and joined them by using a hyphen to make a new word or image. Ask them if they can make up a new image by joining two words together.

Working with Words

Use highlighter tape or coloured acetate to highlight words ending in “-ing” (i.e., *waking*, *sleeping*, *wiggling*). Have students read the sentences with these words in them. Challenge students to create their own list of “-ing” words.

ESL Note: Ask students to think of three things they do just as they wake up. Model an example for them. *This is me waking up. I'm stretching my arms. I'm opening my eyes. I'm looking at the time.* Have students share their answers and make a list in the board of the new “-ing” words.



RESOURCE LINKS

Writing

Have students rewrite the poem, inserting the things they do when they wake up. Depending on the needs of your students, you may wish to provide a template of the poem and just remove the phrases where students are to insert their own writing.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Place some books about waking up at the Reading Centre. These could include the fairy tale *Sleeping Beauty* and books about how animals wake up.

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, “Where’s My Contraction?” and “Homophones: Catch My Meaning?” under Word Expansions and Contractions, and “Word Meaning from Context: Waking” under Language Predictability.

See also the specific Building Words lesson (“Waking”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud examples of other poems and stories that offer effective visual imagery and rich language to describe familiar routines. Think of books or poems that describe sleeping or waking.



Home Links

Encourage students to bring to class and talk about favourite books that help them go to sleep at night.

Autumn Leaves



Written by Aileen Fisher

Illustrated by Heather Castles

Text Type: Fiction: Description — Rhyming Poem

Summary: This rhyming poem uses adjectives to compare the “beds” that you would find in different seasons. The author comes to the conclusion that she likes fall best, with its bed of autumn leaves.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concept

- ▶ dash

Visual Literacy

- ▶ text in italics

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using context cues and prior knowledge to determine unfamiliar vocabulary
- ▶ using onomatopoeia

Assessment Opportunities

Note each student’s ability to:

- ▶ make appropriate inferences based on the illustration and the text
- ▶ draw on background knowledge and recount personal experiences to make text-to-self connections
- ▶ use context cues and prior knowledge to solve unfamiliar vocabulary
- ▶ understand onomatopoeia

Oral Language Opportunities

- ▶ share personal experiences with different seasons
- ▶ make and discuss predictions and inferences
- ▶ describe a seasonal activity



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Invite students to share activities they enjoy in different seasons. For students who may not have had experience with the seasons, you might go outside and gather fall leaves or rake them into beds, or piles. This will help build the background knowledge necessary to enjoy and understand the poem.

Predicting

Cover the title of the poem. Show students the illustration of the little girl in the leaves, and ask, *What do you think this poem is about? Which season do you think it is? Why do you think that?* Make a chart with the headings “Winter,” “Spring,” “Summer,” and “Autumn” across the top. Record a check mark under the appropriate season to show each student’s prediction.

Teaching Tip:

Your students will be making inferences during the lesson. To infer, students need to be able to predict and then adjust or modify their predictions based on information in the text or illustrations.

Inferring

Setting a Purpose

Say, *This poem is written by Aileen Fisher. (Don’t read the title yet; keep it covered since you want students to make inferences based on the text.) Say, We are going to read a poem about a little girl’s favourite season. Think about your prediction, and listen to the words in the poem. You might wish to change your prediction as we read.*



DURING READING

Inferring

Read the poem in a fluent and expressive manner. Don’t track the print on the first reading, but rather focus on the phrasing and fluency.

Discuss the poem with students. Ask, *Did you change your prediction about the season? Why or why not?*

Tracking print/ building confidence

Reread the poem, using a pointer under the text. Remember to track phrases, not individual words. Pause at the end of every second line to give students the opportunity to provide the rhyming word.

Visual literacy

When reading the poem, emphasize the word *that* in the seventh line, demonstrating how to read text in italics. Have students find the word *that*, and say, *The author put the word that in a slanted type called italics. Why do you think she did that?* Have students practise reading the line with the proper emphasis on this word.



AFTER READING

Inferring

Ask, *Why do you think the little girl liked autumn the best? Which words did the author use to give you clues?*

Making connections: text to self

Ask students to think of a time they made snow angels in the winter or a pile of leaves to jump into in the fall. Say, *Use your senses to describe your feelings when you did this activity. What did you see? hear? smell? taste? (Note: If you did not access the Making Connections activity under Before Reading to build background knowledge, you could now take students outside to gather fall leaves or rake them into beds, or piles.)*

Language predictability/ analyzing

Discuss with students what the author means by *flutters of fall*, using context and prior knowledge. Then ask, *What sound is repeated at the beginning of flutters and fall? Does this sound give a clue about the meaning of flutters?*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Print Handling, and Text Features

Ask students to look at the mark at the end of the line *making me itch for half a day*—. Say, *This mark is called a dash. It tells the reader to pause.* Read the poem again, making a longer pause where the dash occurs. Explain that the dash gives more emphasis to the words that follow it. Have students practise reading the poem and pausing at the dash.

Tracking print

Invite individual students to lead a reading of the poem, using the pointer. Pay particular attention to students' ability to track print appropriately.

ESL Note:

Highlight the following words and phrase, using flashcards or by writing them on the board: *soft, cool, noisy, itch, high, deep, smelling like fall*. Ask students to choose a gesture that represents each of the words (e.g., cover ears for *noisy*; scratch arm for *itch*, etc.). While one student leads a reading with the class, a few students can stand at the front doing the actions.

Making connections: text to self

Focusing on Comprehension

Ask students to think about their favourite season. With a partner, have them describe other things they like to do or things about that season.

Evaluating

Ask, *Do you think the author used good describing words that helped make a picture in your mind? What were these words?* List them on the board.

Word solving and building

Working with Words

This poem is set up in a rhyming format, and the rhyming words belong to the same family. Make the words *know* and *snow*, *grass* and *pass*, *hay* and *day*, *high* and *dry*, *lie* and *by*, using either magnetic letters or letters on card stock. Have students separate the onsets from the rimes. Say, *Divide the rhyming words into two parts—the beginning part and the part that rhymes at the end.* Once they have done this, ask, *Which pairs of words can help you when you read or write a word that rhymes with them?* (The words *know* and *snow* will help. Both end with “-ow.” The words *high* and *dry* won’t help because one ends with “-igh” and the other ends with “-y.”)

Word solving and building

Highlight the contractions used in the poem. Remind students that contractions are two words put together to make a shorter word, leaving out some of the letters. List the words and the contractions from the poem on chart paper (i.e., *is not = isn’t*, *That is = That’s*). Have students check to see which ones are on the Word Wall.



RESOURCE LINKS

Writing

Have students write about their favourite season and the things they like to do. Encourage them to use describing words (adjectives), as is done in the poem, to create a picture for readers.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a fluent reading/song of this poem.

Locate both fiction and non-fiction books about the seasons for individual or paired reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Catch a Rhyme: Use a Rime – Autumn Leaves” under Word Solving and Building.

Read Aloud

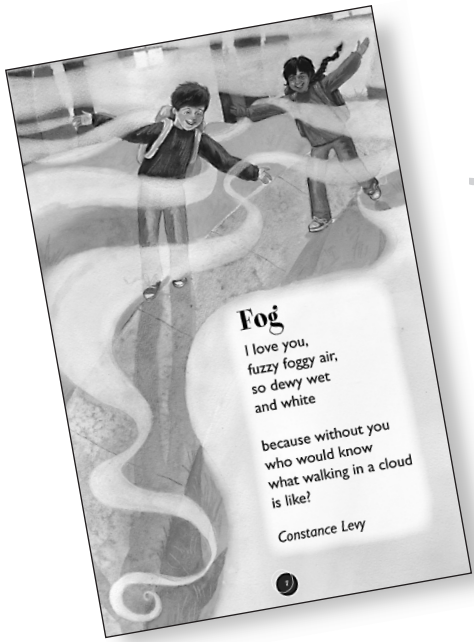
At an appropriate time, read aloud poems that reflect the different seasons. Look for other books, both fiction and non-fiction, that describe seasonal changes. For example:

- *Four Seasons for Toby* by Dorothy Harris
- *Cloud Dance* by Thomas Locker
- *Fresh Fall Leaves* by Betsy Franco
- *Leaf by Leaf* (autumn poems) by Barbara Roaksy



Home Links

Invite students to discuss with family members the season they picked as their favourite. Ask them to survey their family members about their favourite season. You can graph the results of their surveys in class.



Fog

Written by Constance Levy

Illustrated by Heather Castles

Text Type: Fiction: Description — Poem

Summary: The poet describes feelings about fog by comparing it to walking in a cloud.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concept

- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ using context and word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze descriptive words in poem
- ▶ make connections between the text and personal experiences
- ▶ solve unfamiliar words by using context and word parts

Oral Language Opportunities

- ▶ predicting what made the swirls in the illustration
- ▶ sharing and discussing with a group



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Cover the title of the poem. Show students the illustration of the children walking amidst the swirls. Ask, *What do you think the swirls are? What could have created them?*

Making connections: text to self

Say, *This poem was written by Constance Levy. The title of the poem is "Fog." A cloud close to the earth's surface is called fog. Have you ever been out walking on a foggy day?* Have students share their experiences with fog.

ESL Note: Make further connections by asking students who wear glasses what happens to their lenses when they come in from the cold. Demonstrate by taking a deep breath and exhaling on a mirror. Ask students to describe what they see.

Teaching Tip: Bring in a kettle and boil water to create the illusion of fog, taking care to do so safely. Alternatively, have students view a Web site that demonstrates various weather conditions.

Analyzing

Setting a Purpose

Say, *As I read the poem, I want you to listen for words the poet used to describe fog.*



DURING READING

Tracking print

Read the poem to students in a fluent and expressive manner, having them concentrate on the purpose that was set. Don't track the print on the first reading, but rather focus on the phrasing and fluency.

Reread the poem, using a pointer under the text. Remember to track phrases, not individual words. Invite students to read the title with you.

Language predictability

Pause at challenging vocabulary, asking questions to explore meaning. For example, you might say, *The word dewy has the root word dew. Have you ever noticed drops of moisture, or dew, on the grass in the morning? What do you think dewy wet means?*

Analyzing

After reading the first stanza, ask, *What words did the poet use to describe fog?* Record these words on cards. After reading the second stanza, ask, *What did the poet compare the fog to?* Record the phrase *walking in a cloud* on a card.

ESL Note: To help students focus on the fluency of the poem, clap your hands to the rhythm as you read it aloud. Choose different students to take turns beating on a drum while the poem is read by the class.



AFTER READING

- Predicting** Ask, *What created the swirls in the picture? How do you know?*
- Analyzing** Display the word cards made after you read the first stanza. Ask, *What words gave you a picture of the fog in your head? Were there words that might help you feel the fog?* Have students sort the cards according to the senses (what you can see, hear, and feel).
- Inferring** Have students move as if they are walking in a cloud. Ask, *How might walking in a cloud be like walking in a fog?*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

- Print concepts** Ask students to look at the punctuation mark at the end of the poem. Identify it as a question mark. Have students practise reading the poem with inflection when they come to the question mark.
- Tracking print** Invite individual students to lead a group reading of the poem, using the pointer. Pay particular attention to each student's ability to track print appropriately.
- Text features** Discuss the way the text is presented on the page. Say, *This poem is only one sentence. There is a large space between the words white and because. Do we usually write a sentence this way?* Explain that the space tells the reader to pause. Have students practise reading the poem, pausing between the two sections of the sentence.
- Evaluating** Ask students, *What did the poet compare the fog to? Do you think that walking in a cloud would be like that? Why or why not?*
- Working with Words**
- High-frequency words** Highlight high-frequency words (i.e., *I, love, you, so, and, white, because, who, would, know, what, in a, is, like*) during readings. Ask, *Are these words on our Word Wall?* Remind students of words from their grade one Word Wall.
- High-frequency words** Have students find the word made up of two smaller words (i.e., *without*). *Record the word on chart paper and add other compound words students encounter in other reading selections.*



RESOURCE LINKS

Writing

Brainstorm with students and record other types of weather (e.g., blizzard, thunderstorm). Using “Fog” as a model, have students write about one of these other types of weather. Remind students to end with a comparison, just as the poet did in “Fog.”

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem.

Provide both fiction and non-fiction books about weather for individual or paired reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

On a regular basis, read aloud poems about weather. Look for other books, both fiction and non-fiction, that describe the weather. Some examples are:

- ▶ *Little Cloud* by Eric Carle
- ▶ *Weather Words* by Gail Gibbons
- ▶ *The Cloud Book* by Tomie de Paola
- ▶ *Cloud Dance* by Tomas Locker



Home Links

Invite students to keep track of different types of weather on a daily basis on their own calendars. At the end of a determined time period, have them bring their calendars into class and use the data to make a graph.

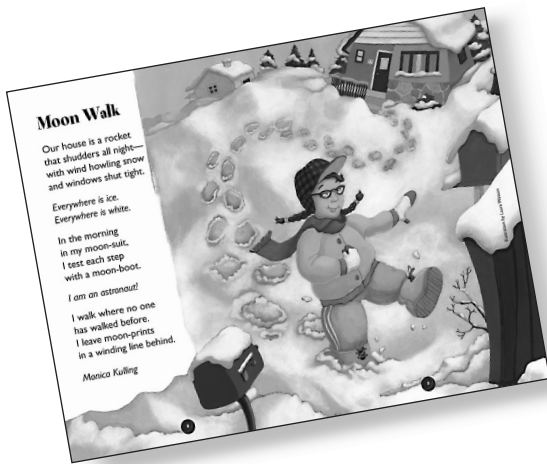
Moon Walk

Written by *Monica Kulling*

Illustrated by *Laura Watson*

Text Type: Fiction: Description — Poem

Summary: This poem compares a winter storm to a trip to the moon, as seen through the eyes of a child.



See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ dash
- ▶ exclamation mark

Visual Literacy

- ▶ italics

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ evaluating

Working with Words

- ▶ using context cues to determine word meaning
- ▶ using a hyphen to make compound words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to themselves and their winter experiences
- ▶ make comparisons between winter and the moon
- ▶ evaluate: give personal opinions
- ▶ determine word meanings through context cues
- ▶ make compound words using a hyphen

Oral Language Opportunities

- ▶ discussing in a group and with a partner
- ▶ comparing in a group and with a partner



BEFORE READING

**Making connections:
text to self/comparing**

Activating and Building Prior Knowledge

Show students pages 8 and 9, and discuss the illustration. Point out the footprints and other indicators of heavy snow. Ask, *What does it feel like to walk in deep snow?* Say, *The title of this poem is “Moon Walk.” It was written by Monica Kulling.* Have students share their knowledge of the moon and talk about the difference between walking on the moon and walking on Earth.

Inferring

Point out the discrepancy between the title and the illustration. Ask, *Is the girl in the picture walking on the moon? How do you know?*

ESL Note:

Snow may be a new concept for some students new to Canada, and they may not be familiar with winter clothes that are worn on a cold, snowy day. Invite other students to share their experiences with snow and discuss how it feels, what they would wear on a snowy day, the sound snow makes, etc.

Evaluating

Setting a Purpose

Say, *Let’s read together to see if “Moon Walk” is a good title for this poem.*



DURING READING

Visual literacy/analyzing

Call students’ attention to the lines in italics. (“Everywhere is ice. / Everywhere is white.” “I am an astronaut!”) Explain that authors sometimes use special slanted type called *italics* to emphasize certain words or sentences. Ask, *Is the girl in the picture really an astronaut? Why might the author say this?* Explain that writers often use this method to compare two things. Ask students what the author is comparing. Read the second stanza and have students identify the repeated word. Ask why the author might repeat this word.

**Tracking print/
building confidence**

Read the poem, tracking the print with a finger or pointer and pausing between stanzas. Invite students to join in on the italicized stanzas.

Print concepts

Point out that the dash at the end of the second line lets the reader know that the part that follows gives more of an explanation. Read the first stanza, then ask, *Why does the house shudder?*

**Making connections:
comparing**

Ask, *How do you think walking on snow might be like walking on the moon? How is a house in a storm like a rocket?*



AFTER READING

Evaluating

Have students discuss with a partner whether or not the title is appropriate for the poem, giving support for their answers. Have a few students share their responses and reasoning with a group.

ESL Note: Some students may be unfamiliar with the concept of astronauts and the moon. Discussion, pictures books about the moon, and video clips may be required to enhance comprehension.

Language predictability

Discuss the meaning of the following lines: *that shudders all night, with wind howling snow,* and *in a winding line behind.* Scaffold students' understanding of the vocabulary by focusing on context and prior knowledge.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase as students become more familiar with the text.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Have students find the exclamation mark in this poem. Ask, *How can you use your voice when reading aloud to show what this mark means?*

Explain to students that a hyphen connects parts of certain words, such as *moon* and *boot* to make *moon-boot*. Have students locate other examples of hyphenated words in the poem.

Text features

Point out the differing lengths of stanzas. Explain that poems don't always rhyme and that the length of each stanza may vary. Ask, *Why do you think this author decided to change the number of lines in each stanza?*

Inferring

Focusing on Comprehension

With the person beside them, have students discuss the metaphors in the poem. Ask, *What does Our house is a rocket mean? What does the child mean when she says, "I am an astronaut!"?* Have students provide support for their responses.

**Making connections:
comparing**

Provide each pair of students with a large piece of paper folded into two parts. Label one section "Moon Walk" and the other section "Winter Walk." Have students use pictures and words to illustrate what they imagine might be the similarities and differences between walking on the moon and walking in winter.

Word solving and building

Working with Words

Prepare a set of letters and letter clusters: "s," "l," "m," "f," "sl," "br," "fl," "ight." A small group of students can create new words by combining the rime "-ight" with the other letters and letter clusters as onsets. Have students begin by locating the two rhyming words in the first stanza. Ask students to add these new words to their personal dictionaries.



RESOURCE LINKS

Writing

As a class, brainstorm various ways to change the poem (e.g., *house* to *cottage*, *snow* to *rain* or *sand*, *rocket* to *racing car*). Using a shared-writing approach, create a new version of “Moon Walk.”

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Model making text-to-text connections. Read aloud a book that relates to the theme of this poem in some way. You might, for instance, read a factual text about the moon or snow. Discuss how the book connects to this poem. You may also choose a book with other poems about winter and discuss the similarities and differences among the poems.



Home Links

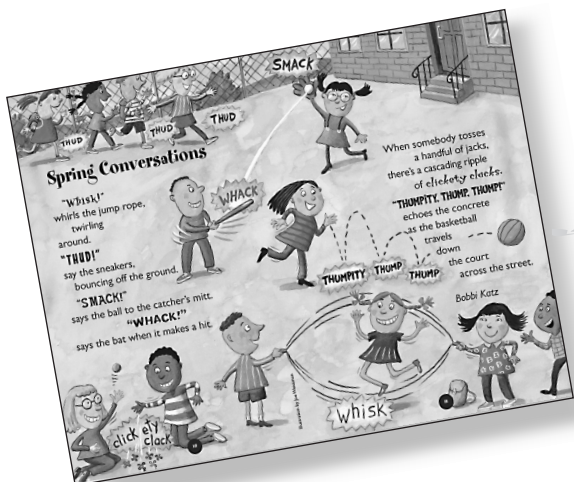
Provide a selection of non-fiction books related to space, as well as biographies of astronauts. Encourage students to take these home. Send a note home requesting that family members read these to students.

Send home a list of educational websites students can visit with family members to learn more about space and/or winter storms. Some examples are:

NASA site about space for children and parents: <http://www.nasa.gov/audience/forchildren/kidsclub/flash/index.html>

ESA (European Space Agency) site about space for children: www.esa.int/esaKIDSen/

Spring Conversations



Written by Bobbi Katz

Illustrated by Joe Weissman

Text Type: Fiction: Description — Rhyming Poem

Summary: In this rhyming poem, the sounds we may hear in a schoolyard in the spring are interpreted as springtime conversations.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ exclamation marks
- ▶ commas
- ▶ print arrangement

Visual Literacy

- ▶ boldface text
- ▶ font variations
- ▶ capital letters
- ▶ sound bubbles

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ using context cues to determine word meaning
- ▶ using onomatopoeia

Assessment Opportunities

Note each student's ability to:

- ▶ make connections between the poem and students' experiences
- ▶ evaluate whether or not the sounds the author used really describe the activities in the poem
- ▶ use context cues
- ▶ read sound words with appropriate expression
- ▶ discuss arrangement of text

Oral Language Opportunities

- ▶ predicting what the poem will be about
- ▶ discussing in a group
- ▶ reading the poem chorally in a group
- ▶ reading sounds in sound bubbles and within text
- ▶ talking with a partner about spring sounds



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Discuss with students how they know when it's spring. Ask, *What sounds do you hear in the spring?*

Predicting

State the title, "Spring Conversations," and the author of the poem. Then have students share with the person beside them their ideas about what may happen in this poem. Select a few students to share with the whole group.

ESL Note: Have students brainstorm activities they enjoy playing outside. Provide pictures of schoolyard games and discuss the sounds that may be heard with each activity.

Predicting/evaluating

Show the picture on pages 10 and 11. Discuss the discrepancies (if any) between the students' predictions and the illustrations.

Inferring

Have students name the activities portrayed in the illustration. If necessary, explain the game of jacks.

Visual literacy

Point out the sound bubbles in the illustrations. Have students experiment with the various sounds.

Setting a Purpose

Evaluating

Say, *Let's read the poem to see whether the sounds match the activities.*



DURING READING

Print concepts

Read the poem with appropriate emphasis on the boldface text.

Visual literacy/evaluating

Have students look at the text and identify any words or lines that jump out at them. Ask, *What makes these words stand out?* Explain that this thick, dark type is called *boldface*. Students may also notice that many of the words are in capital letters and that each boldface word is in a different font. Discuss why the author might have done this, pointing out that different fonts are used for different activities.

Making connections:
text to self

Have students relate their own experiences with the activities in the poem. Ask, *Which of these activities have you done? What sound did you make?*

Language predictability

Discuss the phrase *cascading ripple*. You might say, *Cascading means falling like a waterfall. Ripple is another word used to describe water. Why do you think the author used these words to describe a game of jacks?*

Building confidence

Read the poem again, and invite students to join in when you get to the boldface text.



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Discuss with students how they know when it's spring. Ask, *What sounds do you hear in the spring?*

Predicting

State the title, "Spring Conversations," and the author of the poem. Then have students share with the person beside them their ideas about what may happen in this poem. Select a few students to share with the whole group.

ESL Note: Have students brainstorm activities they enjoy playing outside. Provide pictures of schoolyard games and discuss the sounds that may be heard with each activity.

Predicting/evaluating

Show the picture on pages 10 and 11. Discuss the discrepancies (if any) between the students' predictions and the illustrations.

Inferring

Have students name the activities portrayed in the illustration. If necessary, explain the game of jacks.

Visual literacy

Point out the sound bubbles in the illustrations. Have students experiment with the various sounds.

Evaluating

Setting a Purpose

Say, *Let's read the poem to see whether the sounds match the activities.*



DURING READING

Print concepts

Read the poem with appropriate emphasis on the boldface text.

Visual literacy/evaluating

Have students look at the text and identify any words or lines that jump out at them. Ask, *What makes these words stand out?* Explain that this thick, dark type is called *boldface*. Students may also notice that many of the words are in capital letters and that each boldface word is in a different font. Discuss why the author might have done this, pointing out that different fonts are used for different activities.

Making connections:
text to self

Have students relate their own experiences with the activities in the poem. Ask, *Which of these activities have you done? What sound did you make?*

Language predictability

Discuss the phrase *cascading ripple*. You might say, *Cascading means falling like a waterfall. Ripple is another word used to describe water. Why do you think the author used these words to describe a game of jacks?*

Building confidence

Read the poem again, and invite students to join in when you get to the boldface text.



AFTER READING

Evaluating

With students, list the words from the poem written in boldface text on chart paper under the heading “Sounds of Spring.” Discuss whether or not these words really match the activities, and have students give support for their answers. Ask, *Did the sounds the author used really describe the activities she mentioned?*

Making connection: text to self

Contrast the “conversations” in this poem with students’ prior experiences with direct speech. Ask, *What marks did the author place around the sound words? Why do you think she did that?* Have students recall other times they’ve seen quotation marks and how their use was the same or different from their use in this poem.

Language predictability

Discuss the meaning of the phrase *echoes the concrete*. Scaffold students’ understanding of this phrase by focusing on context and prior knowledge. Ask, *How does a ball sound when you bounce it on grass? How does it sound when you bounce it on pavement or concrete?*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase as students become more familiar with the text.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Print Handling, and Text Features

Invite students to find the exclamation marks in the poem. Ask, *How should you use your voice when reading these lines aloud?*

Have students find the commas in the poem. Explain that these tell the reader to pause briefly before moving on. On subsequent rereadings, have students pay particular attention to the punctuation.

Print concepts

Ask, *How does this poem look different from other poems you’ve read?* Be sure to discuss the varied arrangement of text on a line and the varied fonts. Ask, *How are the scattered placement of lines and different fonts like the activities in a schoolyard?*

Evaluating

Focusing on Comprehension

Ask students, *Why do you think Bobbi Katz titled this poem “Spring Conversations”?* Think of other titles she might have considered.

Making connections: text to self

Review the words on the “Sounds of Spring” list. Have students do a Think-Pair-Share to come up with other sounds they might hear in the spring. Add their ideas to the list.

Word solving and building

You might wish to have students illustrate a class dictionary of “Sounds of Spring” to place as a reference book at the Writing Centre.

Working with Words

Write the first stanza of the poem on a sheet of chart paper. Read this together with students. Have students locate the words *whisk* and *whirls*. Then challenge them to search for other words that begin the same way. Have students think of other words they know beginning with “wh” (e.g., *when*, *where*, *why*, *what*, *white*). Record these words on chart paper for use during Independent Writing.



RESOURCE LINKS

Writing

Write the following part of the poem on chart paper:

“THUD!”

say the sneakers,

bouncing off the ground.

Have students use this model to write their own stanza using their own ideas. Invite them to illustrate their stanza. The stanzas can be put together into a class version of “Spring Conversations.”

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Explain and play the game of jacks in class. (Check out the local dollar stores for inexpensive sets.) Let students take turns taking home a set of jacks to play with their families. Ask them to share their experiences with the class.

Have students ask their parents about the schoolyard games they played as children. Students can share their findings with their classmates.

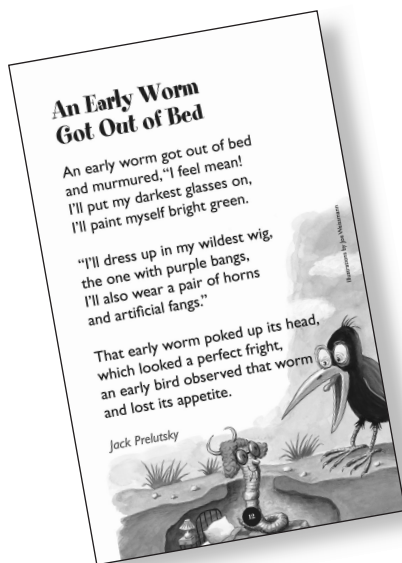
Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Catch a Rhyme: Use a Rime – Spring Conversations” under Word Solving and Building.

See also the specific Building Words focused lesson (“Basketball”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Model making text-to-text connections. Read aloud a book that relates to the theme of this poem in some way. You might, for instance, share a book with jump-rope jingles or instructions on how to play hopscotch.



An Early Worm Got Out of Bed

Written by Jack Prelutsky

Illustrated by Joe Weissman

Text Type: Fiction: Description — Rhyming Poem

Summary: There is an old saying, “The early bird gets the worm.” In this poem, the old saying is turned around when a worm waking early in the morning tries to frighten a bird by making itself look mean.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ quotation marks
- ▶ exclamation marks
- ▶ commas
- ▶ periods

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ using beginning letters, word endings, and context to solve unfamiliar words
- ▶ using prior knowledge and context to solve unfamiliar vocabulary

Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions about content and meaning of phrases
- ▶ infer the meaning of phrases by reading between the lines
- ▶ vary expression, as indicated by the punctuation
- ▶ use context and prior knowledge to solve unfamiliar vocabulary

Oral Language Opportunities

- ▶ discussing a common saying
- ▶ predicting what the poem will be about
- ▶ discussing the meaning of certain phrases
- ▶ sharing related personal experiences



BEFORE READING

Predicting



Activating and Building Prior Knowledge

Say, The title of this poem is “An Early Worm Got Out of Bed.” It was written by Jack Prelutsky. What do you think it will be about?

Inferring

Invite students to explain what the saying “The early bird gets the worm” means. Relate it to what happens in a home early in the morning and who gets up early there.

To encourage students to develop their ability to infer, create a chart like the one below:

The author says ... 	This author means ... 
“I feel mean!”	
“and lost its appetite.”	

Pointing to the first excerpt from the poem in the first column of the chart, say, *The author wrote that the worm said, “I feel mean!” What do you think he really meant?* Print students’ responses in the second column. Repeat the process for the second excerpt on the chart.

ESL Note: Discuss the use of quotation marks and how text inside them is read. Explain why the first stanza does not have quotation marks at the end.

Inferring

Setting a Purpose

Say, *As we read the poem, think about what the author really means when he has the worm say, “I feel mean!” and what the author means by “lost its appetite.”*



DURING READING

Tracking print/building confidence

Using a pointer to track the phrases, read the poem to students with expression that supports the punctuation. Use a different voice for the speaking part. Invite students to join in on the last word of each stanza.

Inferring

After reading the first two stanzas, stop and ask, *Do you know now what the author means when he has the worm murmur, “I feel mean?”*

ESL Note: Compare stanzas in a poem to paragraphs in a story.

Word solving and building

Say, *There's a tricky word on the second line* (murmured). *What sound does it start with? What is the ending? Let's read the sentence again to see if we can figure out what word would make sense here.* Once students have solved the word murmured, say, *There's another tricky word on the second to last line* (observed). *It has the same ending as murmured. Let's try to solve it together.* Have students suggest word-solving strategies.



AFTER READING

Predicting

With a partner, have students discuss their earlier predictions about what the poem would be about, and whether or not they were correct.

Predicting /inferring

With students, look back at the chart created prior to reading the poem. Review their predictions about what the author means by the two phrases. Then ask, *Now that you've read the poem, is there anything in the second column of the chart you think we should change?*

Making connections: text to self

Ask, *How does the worm feel? Have you ever felt like the worm? What did you do?*

Language predictability

Read aloud the last two lines of the second stanza, and then ask, *Do you think the fangs are real? How do you know? What do you think artificial means?* Have students give examples of other things that are artificial.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Print Handling, and Text Features

Point out the quotation marks, commas, exclamation marks, and periods in the poem, and review the purpose of each one. Then say, *Let's reread the poem together and try to make the part inside the quotation marks sound as if the worm is speaking. Let's focus on the punctuation marks to help us.* Use the pointer to highlight the punctuation marks.

Inferring

Focusing on Comprehension

Ask, *How do you think the bird felt when it saw the worm? How do you know?*

Making connections: text to self

Ask, *Have you ever felt like the bird when it saw the worm?* Have students share their experiences with a partner.

Word solving and building

Working with Words

Point to the word *I'll* at the beginning of the third, fourth, fifth, and seventh lines. Say, *I'll is a short form for two words joined together. What are the two words?* Once students have answered, say, *This short form is called a contraction. Authors use contractions to make their writing sound the way people talk.* If you have started a list of contractions in a previous lesson, add the word *I'll* to it.

Word solving and building

Challenge students to combine onsets with the rimes “-ang” and “-ight” to create as many words as they can.



RESOURCE LINKS

Writing

Ask, *What do you think the bird was thinking? What do you think it will do for its meal now?* Have students write a brief story from the bird's point of view. The finished stories can be placed at the Reading Centre.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem.



Home Links

Send home a copy of the poem on a sheet for students to read to their family members. This poem could then be placed in students' poetry and song book for practice reading at school.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it. For example, see “Word Expansions and Contractions—Homophones: Catch My Meaning?” under Word Solving and Building.

See also the specific Building Words focused lesson (“Wildest”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud a fractured or mixed-up fairy tale, such as *The True Story of the Three Little Pigs* by Jon Scieszka, to give students another example of seeing different perspectives.

My Brother's Bug

My Brother's Bug

My brother's bug was green and plump,
it did not run, it could not jump,
it had no fur for it to shed,
it slept all night beneath his bed.

My brother's bug had dainty feet,
it did not need a lot to eat,
it did not need a lot to drink,
it did not scream, it did not stink.

It always tried to be polite,
it did not scratch, it did not bite,
the only time it soiled the rug
was when I squashed my brother's bug.

Jack Prelutsky



Written by Jack Prelutsky

Illustrated by Joe Weissmann

Text Type: Fiction: Description — Rhyming Poem

Summary: This is a humorous poem that uses repetitive phrasing to describe a pet bug.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ commas
- ▶ periods

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ evaluating

Working with Words

- ▶ using the rhyming pattern to solve unfamiliar words
- ▶ using context to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about the ending of the poem
- ▶ evaluate and state a personal opinion
- ▶ use the rhyming pattern to help solve unfamiliar words
- ▶ use context to solve unfamiliar words

Oral Language Opportunities

- ▶ sharing related personal experiences
- ▶ listening to the teacher read the poem
- ▶ reading the poem as a group
- ▶ predicting the ending of the poem
- ▶ discussing the meaning of words



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Invite students to share experiences with bugs. Ask, *Have you ever kept a bug in a jar? What did the bug do?*

ESL Note: Ask students to find the past tense of regular verbs and irregular verbs.

Predicting

Cover the last line of the poem and the illustration, except for the shoe. Show the poem to students. Read the title, and the author's and illustrator's names. Ask, *What do you think will happen at the end of this poem?* Write down students' predictions.

ESL Note: Discuss the meanings of *plump*, *shed*, and *soiled*.

Predicting

Setting a Purpose

Say, *Let's read the poem to see what happens at the end.*



DURING READING

**Tracking print/
building confidence**

Read the poem to students, tracking the print with a pointer. Emphasize the pauses at the end of each line. Tell students that every line rhymes with the one before. Invite them to join in on the last word of every second line.

Predicting/synthesizing

Uncover the last line and the shoe in the illustration, and finish the poem. Check back with the students' earlier written predictions. Ask, *Were your predictions correct? What surprised you about the ending? What happened?*

Language predictability

Discuss the meaning of the word *dainty* in the first line of the second stanza. Ask, *Who can use the word dainty in another sentence?* Put a sticky note over the word *polite* in the first line of the third stanza. Read until the end of the next line ending *it did not bite*, and say, *The word under the sticky note rhymes with bite. Let's read the two lines again to see if we can figure out what the covered word is.*

**Tracking print/
building confidence**

Have students point to the words (in the air) as they read the poem together with you.



AFTER READING

**Inferring/making
connections: text to self**

Have students look at the picture at the bottom of the page. Ask, *How do you think the bug feels? Have you ever felt that way?*

Evaluating

Say, *Turn to a partner and tell whether you think the author squashed the bug on purpose. Give reasons to support your answer.*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Book Handling, and Text Features

Discuss the purpose of commas and periods. Ask, *What should you do when you see a comma? What should you do when you see a period?* Read the poem again together, having students pause at the end of each line where the commas are, and make a full stop for each period.

Evaluating

Focusing on Comprehension

Take a vote as to whether or not the ending was what students wanted. Have them explain their choice by completing the sentence, "I wanted the ending to be _____ because _____."

Word solving and building

Working with Words

Have students make a chart with word families, using magnetic letters on a file cabinet. Challenge them to make as many words as possible by combining different onsets with the rimes "-ump," "-ed," "-ink," and "-ug."

Encourage students to try their own style of reading the poem. They could use a voice recorder or karaoke machine to record their versions, which could be shared with the class.



RESOURCE LINKS

Writing

Have students write a new ending for the poem or write a poem about another pet.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a fluent reading/song of this poem.



Home Links

Send home a note with a list of suggested Web sites, such as National Geographic and Discovery Schools, that families can visit with students to learn more about bugs. Invite students to share what they have learned on these Web sites with their classmates.

Have students find other books in the classroom that might be about bugs and share them with a friend.

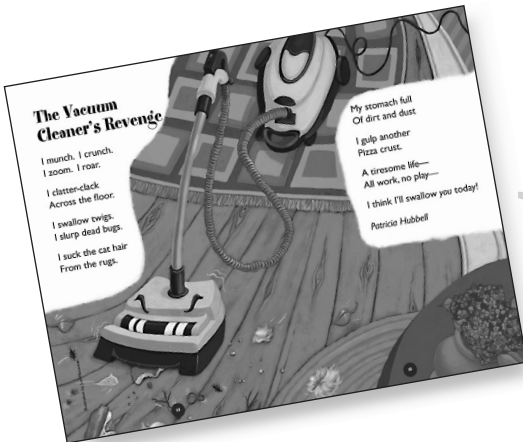
Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Catch a Rhyme: Use a Rime—My Brother’s Bug” under Word Solving and Building.

Read Aloud

Model making text-to-text connections. Read aloud some books or poems that relate to this poem. You might, for instance, read non-fiction books about bugs or about keeping pets.

The Vacuum Cleaner's Revenge



Written by Patricia Hubbell

Illustrated by Joe Weissman

Text Type: Fiction: Description — Rhyming Poem

Summary: In this rhyming poem, the vacuum cleaner appears to be alive, describing its life as “All work, no play.”

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ dash
- ▶ hyphenated word
- ▶ exclamation mark
- ▶ contraction

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self/comparing
- ▶ synthesizing

Working with Words

- ▶ using context cues to determine word meaning
- ▶ identifying rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections between the poem and personal experiences
- ▶ read fluently with appropriate phrasing and intonation
- ▶ synthesize information
- ▶ read and suggest contractions
- ▶ identify rhyming words, sound words, and words with double consonants

Oral Language Opportunities

- ▶ suggesting things a vacuum cleaner might pick up
- ▶ reading poem chorally in groups
- ▶ predicting what the poem might be about
- ▶ discussing with a partner



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Make a list of things with students that a vacuum cleaner might pick up from the floor.

Predicting/language
predictability

Show the illustration on pages 14 and 15. Read the title and the name of the author. Discuss the meaning of “revenge.” Say, *Revenge means to get even. Why might the vacuum cleaner want revenge?*

Synthesizing

Setting a Purpose

Say, *Let’s read the poem to find out how the vacuum cleaner gets revenge.*



DURING READING

Print concepts

Read the poem, pausing appropriately after dashes and periods.

Tracking print

Read the poem again, tracking the print as you read. Ensure that your emphasis remains on a phrased and rhythmic reading. Use your finger or a pointer. Pause at the end of every fourth line, inviting students to join in by reading the rhyming word at the end of the line. Point out the use of a hyphen to connect two words (i.e., *clatter-clack*).

Synthesizing

Ask, *Why do you think the vacuum cleaner wants revenge? How could the vacuum cleaner get revenge?*

Building confidence

Divide students into two groups. Have them read the poem again aloud, alternating stanzas and reading the last line together.



AFTER READING

Analyzing/making
connections: text to self

Have students recall the items that the vacuum cleaner in the poem picked up. Add these items to the list made before reading. Ask, *Which of these items has your vacuum cleaner at home picked up? Are there any items that are different?* Add to the list any new items students suggest.

Synthesizing/making
connections: comparing

Ask, *Who is talking in this poem?* You may wish to reread the poem again to refresh students’ memories. Ask, *How is a vacuum cleaner like a person? What words does the author use to describe what the vacuum cleaner does that are normally things that people do?* Explain that when a thing is spoken of as if it is a person, this is called *personification*.

Making connections:
text to self

Discuss the word *revenge*, and scaffold students’ understanding of its meaning. Make the connection between being angry and seeking revenge. Give students an example of this by sharing a personal experience. Invite students to share with a partner a time when they have wanted revenge.

ESL Note: Write verbs used in the poem on word cards (e.g., *swallow*, *suck*, *roar*, etc.). Have students form sentences with the verbs, using them with the names of other household items.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase as students become more familiar with the text.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Have students find the exclamation mark. Ask, *Why has the author used an exclamation mark here?*

You may wish to explain that the dashes before and after the line “All work, no play” let the reader know that this line gives an explanation of the part that comes just before it (i.e., A tiresome life is one in which there is All work, no play). Inform students that the dash means they should pause slightly when they are reading. Have students reread the poem aloud, paying particular attention to the punctuation.

Print concepts

Locate the contraction *I’ll* in the last line of the poem. Point to the apostrophe and say, *The apostrophe before the two “I”s takes the place of two letters. What are they?* Write “I will” and “I’ll” on chart paper. Give students a few other examples of contractions (e.g., *I’ve*, *she’s*), adding these to the list. Then have students suggest other contractions to add to the list. Post this list for reference, and continue adding to it as other examples of contractions are encountered.

Making connections: text to self

Focusing on Comprehension

Locate and discuss the meaning of the two lines *A tiresome life— / All work, no play—*. Ask, *What would your life be like if it was all work and no play? How would you feel?*

Have students share their experiences about a similar situation (e.g., doing chores or homework).

Language predictability

Working with Words

Explain that *All work, no play* is an expression that means it is important to have a balance between play and work. Share some other expressions or idioms with them (e.g., *raining cats and dogs*, *hit the nail on the head*, *play it by ear*). You may also wish to create a class book of idioms, and have students make illustrations to show the literal meanings.

Word solving and building

Make a list of the words from the poem containing double consonants (e.g., *clatter*, *swallow*, *pizza*). Have students go on a word hunt for other words that have double consonants, and add these to the list.

Word solving and building

Say, *There are many words in the poem that make you think of sounds, such as crunch and roar.* Write these words on chart paper. Challenge students to find other words from the poem that suggest sounds, and add these to the list. Post this list for reference during Independent Writing.



RESOURCE LINKS

Writing

Some students may wish to write a story about their own experiences with revenge, while others may wish to create a text innovation in which another object (e.g., computer, television, dishwasher, washing machine) describes its life.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a fluent reading and a cloze reading. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Have students cut out pictures of household items from flyers, catalogues, or magazines at home and glue them onto a blank piece of paper. Then invite students to create a speech bubble for each one. Provide time for students to share any completed work with their classmates.

Place some non-fiction books about how things work in the Reading Centre.

Also check the classroom and the library for other books with personification (e.g., *The North Wind and the Sun* (a fable), *The Little Engine That Could* by Watty Piper, *Mike Mulligan and the Steam Shovel* by Virginia Lee Burton). Have interested students read and discuss one or more of these books.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who, need it. For example, see “Catch a Rhyme: Use a Rime – The Vacuum Cleaner’s Revenge” under Word Solving and Building.

Read Aloud

Model making text-to-text connections. You might, for instance, share a book that relates to the theme of this poem in some way.

The Muddy Puddle

Written by Dennis Lee

Illustrated by Heather Castles

Text Type: Fiction: Description — Poem

Summary: A child describes, in a humorous way, how muddy a mud puddle can really be.



See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ sparse punctuation adds to the rhythm and fun of reading

Visual Literacy

- ▶ capital letters at the beginning of every line

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ double consonants

Assessment Opportunities

Note each student's ability to:

- ▶ make connections between the text and their own experiences
- ▶ analyze the text and illustration to find details
- ▶ notice double consonants when reading

Oral Language Opportunities

- ▶ sharing personal memories
- ▶ discussing in a group
- ▶ reading the poem with appropriate phrasing
- ▶ comparing a book about a mud puddle to this poem



BEFORE READING

**Making connections:
text to self/text to text**

Activating and Building Prior Knowledge

Cover the title, the text, and the author's name with sticky notes. Draw students' attention to the illustration on pages 16–17. Say, *When I look at this picture, it brings back all sorts of memories. Before I tell you my memories, I'd like to know if this picture makes you think of something.* Record a few student memories for future use. Then share some of your own memories of rainy days, mud, and mud puddles. Uncover and read the title of the poem. Ask, *Does this title match with any of the connections we made to the pictures?*

**Making connections:
text to text**

Uncover and read the author's name. Ask students, *Have you read any other poems by Dennis Lee?* If they have, ask, *Based on those poems, what can you expect from this poem?* If they haven't read other poems by Dennis Lee, give students some background on this author and his fun poems. (Dennis Lee has written fiction, poetry, song lyrics, and film scripts. His poetry books for children are usually humorous and include *Alligator Pie*, *Jelly Belly*, and *Garbage Delight*.)

**Making connections:
text to self**

Setting a Purpose

Tell students you're going to read this poem to them, and that you want them to think about their experiences with mud puddles.



DURING READING

**Making connections:
text to self/comparing**

Read the poem to students, having them concentrate on the set purpose. Ask, *Have you ever sat in a muddy puddle or stood out in the rain? How did it feel? What did you think about? How was your experience the same as or different from the author's?*

**Print concepts/
tracking print**

Read the poem to students again. Exaggerate your pauses at the commas and periods by pointing to the punctuation and taking a deep breath. Invite students to join in whenever you come to the word *mud* at the end of each stanza. After reading the poem, say, *That was lots of fun. I think Dennis Lee wants us to have fun with this poem. Try it with me.* For this reading, you may want to use your pointer to alert students to upcoming punctuation. Say, *As we read together, don't pause until you come to a comma or a period. I'll put my pointer on the spot to pause.* Read the poem a few times together with students.

Visual literacy

Point out the capital letters at the beginning of each line. Tell students that this is another way poets have fun with language. Say, *We know that capital letters are supposed to be at the beginning of a sentence, but Dennis Lee has decided to use capital letters at the beginning of every line. He thought it would look better.* You may want to read the poem again, stopping at the end of each line, to demonstrate how the fun and the meaning are lost if the reader uses the capital letter to signal a new sentence.



AFTER READING

Analyzing/infering

Ask students to search for information about the puddle. Ask, *Is it a shallow puddle or a deep puddle? How do you know? Is the muddy puddle on the sidewalk or the grass? How does the dog feel about the muddy puddle?*

Making connections: text to self

Go through the stanzas and discuss what’s happening. Refer to the list of connections students made before the first reading. Ask, *Did any of our connections to the picture match what happened in this poem?*

Word solving and building

This poem has a lot of words with double consonants. Put a copy of the poem on an overhead projector. As the class reads the poem together, underline the words with double consonants (e.g., *sitting, middle, Muddy*). After the reading, print the underlined words on chart paper. Say, *It’s time to do some searching. This will be tricky. What do all of these words have in common?* Once students notice that the words all have double consonants, highlight the double consonants. Explain that you pronounce the consonant only once, even though there are two letters.

ESL Note: Prepare ESL students for recognizing words with double consonants by reviewing the concept of consonants. Print out all the letters of the alphabet, excluding the vowels, on chart paper. Have students read the letters aloud and identify the types of missing letters. Ask students to identify the remaining letters. Introduce the concept of “double” and then have students identify words from the poem with double consonants. You may wish to have one ESL student underline the words with a bright color.

Making connections: text to text

If the class has read Robert Munsch’s *Mud Puddle*, have them think about how the story and the poem are alike and how they are different. These observations can be recorded in a T-chart. If the class is unfamiliar with this story, read it to them during a Read Aloud.

Second and Further Readings

Poetry offers wonderful opportunities for rereadings throughout the day. At transition times, ask students to read this poem with you before they settle into the next activity. These readings can be done in a loud voice, a quiet voice, or as a cloze reading with actions to encourage listening and tracking or to allow a stretch between lessons.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Visual literacy

Print Concepts, Book Handling, and Text Features

Show other poems by Dennis Lee on an overhead projector or on chart paper. Read these poems and discuss which visual features are the same as or different from “The Muddy Puddle.” Ask, *Why do you think the author used these features?*

Visual literacy

Have students find the word *Mud* in each stanza. Ask, *What do you notice about the first letter of this word? Why do you think the author used a capital letter every time for this word?*

Making connections: text to text

Focusing on Comprehension

A few days after the first reading of the poem, say, *I'm thinking of a poem that has to do with someone getting into a big mess. Which poem could it be?* Then say, *Let's read "The Muddy Puddle" together.* After reading the poem, say, *That poem was written by Dennis Lee. What other poems has he written? You may wish to review other poems by the author. Ask, What do Dennis Lee's poems have in common? How do they make you feel?*

Evaluating

Focus on the poetic language and how it allows the reader to hear, see, and feel the mud puddle. Say, *What words did the author use to show how the puddle looked and felt? Do you think the author painted a good picture with these words? Why or why not?*

Word solving and building

Working with Words

Have students read the poem together, placing particular emphasis on the highlighted words with double consonants. This emphasis, in addition to the rhythm of the poem, adds to the fun. Then challenge students to search for other words or names of students that have double consonants. Add these to the list on chart paper, and highlight the double consonants.



RESOURCE LINKS

Writing

To follow up on the lesson about noticing double consonants, create a grid with some of the double consonant words. Invite students to think about how they can connect these words in their own story. Share some ideas, then ask students to write their own short story using the words on the grid.

sitting	middle	muddy
bottom	puddle	bubble

ESL Note: Think Link—Provide a copy of a T-chart and have ESL students find and copy in the left-hand side of the page as many double-consonant words as they can. On the right-hand side of the page, have them draw the matching picture. ESL students can then write 2–3 sentences, using as many double-consonant words as possible.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading of this poem. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Students should prepare to read this poem to an adult at home and then ask the adult to read it back to them. After they've each read the poem, the student may ask the adult, *Does this poem remind you of anything?* Students can share the adult's connections with their classmates.

Place some poetry books by Dennis Lee at the Reading Centre. These include *Alligator Pie*, *Jelly Belly*, *Garbage Delight*, *Lizzy's Lion*, *Dinosaur Dinner (with a Slice of Alligator Pie)*, *The Ice Cream Store*, *Wiggle to the Laundromat*, and *Nicholas Knock and Other People*.

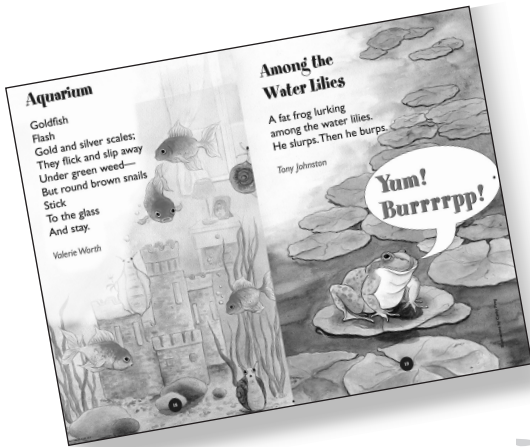
Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

In addition to reading aloud Robert Munsch's *Mud Puddle*, you can have students search the Internet and the library for examples of stories and poems that mention mud puddles. These can be read aloud and compared with "The Muddy Puddle."

Aquarium/ Among the Water Lilies



Written by Tony Johnston and Valerie Worth

Illustrated by Cathy Peng

Text Type: Fiction: Description — Poem

Summary: The poem “Aquarium” describes life in an aquarium. “Among the Water Lilies” describes a frog’s fly-catching habits.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ capitalization at beginning of each line
- ▶ sentence fragments
- ▶ punctuation: dash, semi-colon, exclamation marks

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ language predictability

Assessment Opportunities

Note each student’s ability to:

- ▶ make inferences
- ▶ evaluate the illustrator’s point of view
- ▶ determine meaning through context cues

Oral Language Opportunities

- ▶ discussing with a group
- ▶ oral re-enacting with a group



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Write “Aquarium” and “Water Lilies” on chart paper or on the board. Ask students what they know about these words. Say, *What do these words have in common?* Invite those students who have an aquarium to briefly share their experiences with the class.

Predicting

Display the two poems side by side. Say, *Today, we’re going to read “Aquarium” by Valerie Worth and “Among the Water Lilies” by Tony Johnston. These two poems are about similar topics. Look at the pictures and the titles, and predict what these poems might be about.*

Inferring

Say, *These poems use wonderful words that allow us to imagine sounds, and picture images and movements. Think about what you know about fish and frogs. What images, movements, and sounds do you suppose will be included in this poem?* Chart students’ responses under the appropriate three headings: “Images We See,” “Movements We Watch,” and “Sounds We Hear.”

Evaluating

Say, *Let’s look closely at the illustration for the poem “Aquarium.” I see fish and snails, but I also see a window, and a shelf with a light on it. How can these things be in an aquarium? What point of view did the illustrator use?*

Evaluating

Setting a Purpose

Say, *Let’s read these poems one at a time and search for words that help us imagine sounds and picture what is going on. Later, we will add these words to our chart.*



DURING READING

Building confidence

Read the poems one at a time, without tracking print. Read them with expression to demonstrate the purpose of the punctuation and the rhythmic nature.

Reread the texts, inviting students to join in the reading when they can. Slow the pace slightly to enable more students to recognize the high-frequency words, or to use word-solving strategies to figure out some of the unfamiliar words.

Print concepts

Point out the long dash in “Aquarium.” Say, *Why do you think the poet used a dash instead of a comma or a period? What effect does it have on the rhythm of the poem?*



AFTER READING

Evaluating

Discuss the poem “Aquarium” with students. Ask, *What words helped you imagine sounds? Did you find any words that helped you picture images or movements?*

Inferring

Have students examine the poem “Aquarium,” then ask, *Why do you think the goldfish flick and slip away / Under green weed—?*

Language predictability

Note: Now direct students' attention to the poem "Among the Water Lilies."

Talk about the title. Ask, *What does among mean?* If the class is unsure, provide clues, such as, *I am standing among the desks*, or *The yellow marker is among the other markers*. Lead students to provide a definition of the word *among*. Ask, *What in this poem is among the water lilies? How do you know?* Write the word on the board or on chart paper. Encourage students to use the word in a sentence.

Discuss what is happening in "Among the Water Lilies." The understanding of the word *lurking* may prove difficult for students. You may wish to act it out for the class so they can determine the meaning.

ESL Note: To build confidence and comprehension, have ESL learners focus on meaning-based combinations: words that are things (nouns), and words that are movements (verbs).

Inferring/making connections: text to text

Ask, *Why would the frog be lurking? The last line reads, He slurps. Then he burps. What is the frog slurping and why is he burping? What is the connection between the words lurking and slurping?* (The frog lurks so he can catch a fly.)

Evaluating

Ask, *What words did you find that helped you imagine sounds? Did you find any words that helped you picture images or movements?* Add students' responses under the appropriate headings in the chart.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue tracking print in both poems on subsequent readings. Offer a pointer to selected students and use this as an opportunity to assess those students' ability to track print properly.

Print concepts

The poem "Aquarium" shows the use of a dash to create a pause. Discuss this use with students. Consider how to read the text with this emphasis, and the reasons the poet would have suggested a pause at this point in the text.

On subsequent rereadings, emphasize the break provided by the semi-colon. Explain that a semi-colon is used to mark a more important break than that marked by a comma.

Inferring/making connections: text to self

Evaluating

Focusing on Comprehension

Lead students in a discussion about why an aquarium would be exciting to have. Discuss the merits of having fish as a pet. Say, *Why would fish be a good pet?* If any students have fish as pets, encourage them to briefly share their experiences.

Work with students to determine whether these poems are fiction or non-fiction. Ask, *What clues in Aquarium helped you decide whether this poem was fact or fiction? Are there any clues in Among the Water Lilies that led you to believe the poem was fact or fiction?*

Working with Words

Remind students what consonants are. Divide the class into small groups. Each group is to search “Aquarium” and “Among the Water Lilies” for words that begin with two consonants. After searches have been completed, chart students’ responses under headings such as: “Combinations with F: (flash, flick, frog); Combinations with S: (scales, slip, stick, stay, slurps); Combinations with G: (green, glass). Or the combinations could be meaning-based, such as: “Words that are things,” “Words that are movements,” and “Words that describe.”

Word solving and building



RESOURCE LINKS

Writing

Reproduce the poem “Aquarium” and place it on the overhead projector. Draw a speech bubble from one fish and one snail. Discuss with the class what the fish and snail might be saying and record the suggestions in the speech bubbles. Provide students with copies of “Aquarium” with speech bubbles beside the fish and snails. Alternatively, sticky notes could be placed beside each fish or snail. Have students record comments for the fish and snails inside each speech bubble. Provide opportunities for students to perform a reader’s theatre as students act as fish and snails, using their recorded comments.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Locate some simple fiction or non-fiction books about fish or aquariums and make them available for individual or partner reading.



Home Links

Have students use the following question to survey family members about their feelings towards fish: Do you like fish as pets? The survey results could be tallied, graphed, and discussed in class.

Teaching Tip:

The online audio for this book includes a fluent reading and a cloze reading of this poem. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Using Consonant Blends in Reading” and “Using Inflected Endings in Reading” under Language Predictability.

Read Aloud

On a regular basis, select brief poems to read aloud to students. You may also wish to read aloud other books about fish and aquariums.

Stink Stank Stunk

Written by Deb Loughhead

Illustrated by Heather Castles

Text Type: Fiction: Description — Rhyming Poem

Summary: In this rhyming poem, a little boy desires to pet a skunk but reflects on what would happen if he did.

Text Features

Print Concepts

- ▶ ellipses
- ▶ exclamation marks
- ▶ contractions

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections: text to self

Working with Words

- ▶ associating the sound to the consonant cluster “st”
- ▶ recognizing contractions

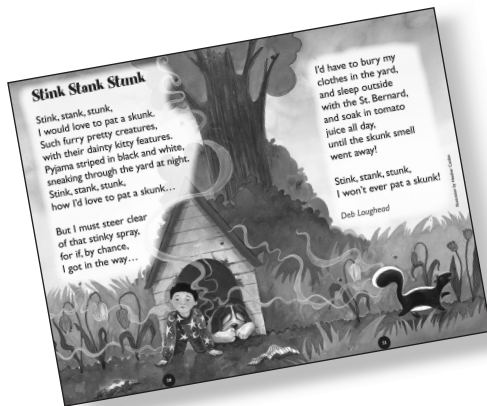
Assessment Opportunities

Note each student’s ability to:

- ▶ make connections between personal experiences and the text
- ▶ synthesize what he or she has read to retell a part of the poem
- ▶ find contractions
- ▶ integrate new information with previous thinking

Oral Language Opportunities

- ▶ sharing related personal experiences
- ▶ reading the poem in a group
- ▶ making predictions
- ▶ sharing personal choices





BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Say, *The title of this poem is “Stink Stank Stunk.” It was written by Deb Loughead. Show students the picture on pages 20–21, and say, This reminds me of the time a skunk visited our garbage can at night after I had thrown out some burnt bran muffins. Have you ever seen a skunk? What do you think about skunks? Have you ever smelled one? What would happen if a skunk sprayed you? Have students share their experiences with a partner.*

Synthesizing

Setting a Purpose

Say, *Let’s read the poem to find out what the little boy thinks about skunks.*



DURING READING

Tracking print

Read the poem in a rhythmical way, couplet by couplet. On this first reading, focus on the chunking of words and phrases to establish the rhythm. Use tracking to establish this rhythmic flow. Invite students to join in on the rhyming word at the end of every second line.

Synthesizing

Stop at the end of the first stanza and ask, *What does the boy in the poem think of skunks? What does the boy want to do? Why?*

Predicting

Continue reading the second stanza of the poem, again focusing on the rhyming couplets. Stop after the second stanza and ask, *What do you think would happen if the little boy got sprayed by the skunk? Do you think he will pat the skunk?*

Synthesizing

Read the next stanza, then stop to ask, *What does the author say the little boy would have to do if a skunk sprayed him?*

**Predicting/making
connections: text to self**

Read the last couplet. Ask, *Were you correct about whether he would pat the skunk or not? Would you pat a skunk? Why or why not? Share your thoughts with a partner.*



AFTER READING

**Making connections:
text to self**

Engage students in discussion. Ask, *Have you ever felt the same as the little boy about skunks? Why? Do you know anyone who has gotten close to a skunk? What did the person do?*

Synthesizing

Ask, *Who can give a sentence about what the little boy wanted to do and what he decided to do? Take a few examples and discuss them.*

Word solving and building

Read the first line of the poem, and ask, *What sound do you hear at the beginning of each of the words? Can you think of any other words that start with this sound? Read the poem again, having students join in each time you get to the phrase “Stink, stank, stunk.”*

Word solving and building

Have students find the contraction *I'd* in the third stanza of the poem. Ask, *What two words does I'd stand for? Why do you think the author used a contraction instead of writing out the words in full?* Repeat the process for the contraction *won't* in the last line of the poem.

ESL Note: Review and discuss the verb uses of “stink, stank, stunk.” Explain the differences between present, future, and past tenses, using them in sentences. Create a chart as a class, using examples of other verbs in their various tenses.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Reread the first stanza, stopping to discuss the ellipsis. Ask, *What do you think the three little dots at the end of the stanza mean?* Explain that the dots are called an ellipsis and that this means the author left out something from the sentence. Ask, *What do you think the author left out?* Read the second stanza, and again have students share what might have been left out.

Print concepts

Review the use of exclamation marks, and have students find them in the poem. Say, *Authors want us to put emphasis in our reading when they use exclamation marks. Let's reread the last two lines to show emphasis in our voice as we come to the exclamation mark.* Afterward, reread with students the third stanza, emphasizing the phrase *went away*.

Focusing on Comprehension

Making connections: text to world

After rereading page 21, have students discuss with a partner what else might have to happen if the skunk sprayed someone.

Analyzing/making connections: text to self

Have students search through the poem to find words the author used to describe the skunk (i.e., *furry, pretty, dainty kitty features, pajama-striped*). Invite students to use these words to describe something in their own lives (e.g., their own pets, what they like to wear, something they have). Write their examples on chart paper or the board.

High-frequency words

Working with Words

Have students find the Word Wall words in the poem (i.e., *outside, night, won't*). Use highlighter tape or a coloured acetate overlay to highlight these words. These words should have been introduced the previous week. Invite students to use each of these words in another sentence.

Word solving and building

Have students use magnetic letter tiles or cards to create new words by changing the first letter of some words from this poem (e.g., *stink*, *night*). Have students record the list of words they create for each word family.



RESOURCE LINKS

Writing

On chart paper, print the heading “Things to Do If Sprayed By a Skunk.” Review what the little boy in this poem would do. Then print an example of what you would do if a skunk sprayed you:

I'd have a shower with my clothes on.

Then have students work in partners to write one statement following your model. These statements can be written as a class collection on chart paper. You may wish to have students research their ideas in the library.

ESL Note: To ensure understanding, invite ESL students to draw a picture of what they would do if a skunk sprayed them.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently..

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading of this poem. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Gather a set of books about other animals for individual or partner reading. Try to include books that portray both positive and negative aspects of animals, just as this poem did about skunks.

Working with Words

Once concepts have been introduced in this poem, see the focused lesson in the *Working with Words Guide* for more direct instruction for students who need it. For example, see “Catch a Rhyme: Use a Rime—Stink, Stank, Stunk” under Word Solving and Building, and “Using Rime Patterns for Reading” under Language Predictability.

See also the specific Building Words focused lesson (“Stinky”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

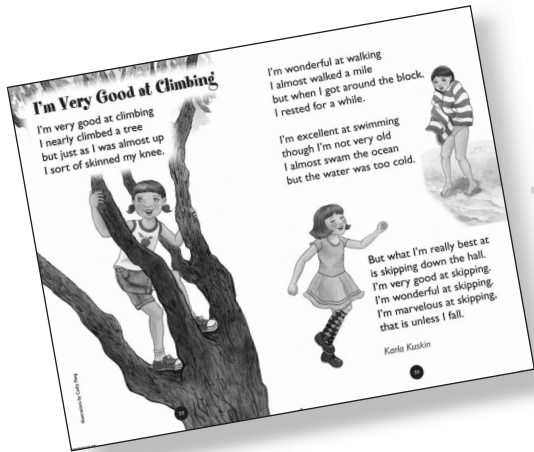
Read aloud to students other poems or books about animals with both positive and negative traits.



Home Links

Invite students to discuss with family members some animals they might like to pet but know it would be best not to. Students can be invited to share the family discussions with a partner or the class.

I'm Very Good at Climbing



Written by Karla Kuskin

Illustrated by Cathy Peng

Text Type: Fiction: Description — Rhyming Poem

Summary: In this humorous rhyming poem, a young girl describes activities she is good at.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ inflected endings
- ▶ contractions
- ▶ arrangement of text in stanzas

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections between their own experiences and the text
- ▶ make inferences based on the illustrations and text
- ▶ recognize high-frequency words

Oral Language Opportunities

- ▶ sharing related personal experiences
- ▶ predicting what the poem is about
- ▶ discussing inferences
- ▶ reading the poem in a group



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Look at and discuss the illustrations on pages 22–23 with students. Say, *Think about times you have climbed trees, skipped, and swam. Share your experiences with a partner.*

ESL Note: To ensure comprehension for ESL learners, draw a table with three columns on chart paper. Label each column with the activities described in the poem, e.g., climbing trees. Either have pictures on hand to illustrate each of the activities or choose volunteers to draw a picture that relates to each activity.

Predicting/infering

Read the title of the poem, and the poet’s and illustrator’s names to students. Ask, *Who do you think is climbing? What is the person climbing? What else do you think the poem will be about? Which activity do you think the little girl feels she does best? Why do you think that?*

Inferring

Setting a Purpose

Say, *You really thought about the activities in the illustrations and made good predictions. Now I want you to read to find out which activity the little girl is best at, and if your thinking was the same as the poet’s.*



DURING READING

Building confidence

Read the poem in a rhythmic way. On the first reading, do not track the print with your finger or a pointer, focusing instead on chunking of words in phrases to establish the rhythm. Invite students to supply the rhyming word at the end of each stanza.

Tracking print/ building confidence

Read the poem again, tracking the print as you read. Ensure that you retain the emphasis on phrased, rhythmic reading. Use your finger or pointer under the text, making sure not to block words for any students. Invite students to join in the reading of the whole poem.

Inferring

During the reading, stop after each stanza and say, *How does the poet let us know if the girl is good at the activity?*



AFTER READING

Inferring

Ask students to close their eyes as you reread the poem, stanza by stanza, and think about each activity the girl did and why she stopped that activity. Discuss each activity separately: climbing, walking, swimming, and skipping.

Making connections: text to self

Discuss the various activities in the poem. Say, *Which activities described in the poem have you done? Which one are you best at? Share your experiences with a partner.*

High-frequency words

Have students find and highlight some of the high-frequency words previously taught (e.g., *almost, best, good, too, while, water*).

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Book Handling, and Text Features

This poem is like many in that it is arranged in stanzas. You can demonstrate by reading the first stanza. Stop to discuss why this would be a good break. Continue rereading, stopping at the end of each stanza to discuss closure of that topic.

Tracking print

During rereadings, have students use the pointer to track print in a stanza.

Inferring

Focusing on Comprehension

Pose questions that require inferences from students. Ask, *Why do you think the girl felt she was good at climbing but it was not her best activity? What about walking? Swimming?*

Evaluating

Discuss the activities chosen for the poem by asking, *Why do you think the poet chose these activities for the girl to share with us?*

Word solving and building

Working with Words

Have students point out the contraction *I'm* in each stanza. Ask, *What two words does this stand for?* Remind students that this shortened form is called a contraction. Discuss when we tend to use a contraction and when we use the full form.

ESL Note: For ESL students, be sure to point out and examine unfamiliar words like *skinned, marvelous, nearly, and wonderful*. You may wish to pair ESL students with other students to assist with comprehension of these words by working with a dictionary.

High-frequency words

Some of the high-frequency words found in the poem have inflected endings (e.g., *rested, walked, walking*). Others have an adverbial suffix (e.g., *nearly*). Discuss and highlight a few high-frequency words and their endings in the poem, using highlighter tape.



RESOURCE LINKS

Writing

As a class, brainstorm other activities children could do. Discuss why children might not be the best at that activity. As an example, you may wish to model the writing about one of the brainstormed ideas. Following your model, students could work in partners to write about one activity of their choice.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent and cloze reading of this poem. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Place other poems and books about activities children are good at doing at the Reading Centre.

Working with Words

Once the concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for students who need it. For example, see “Word Expansions and Contractions—Inflected Endings: Using Poems We Know” under Word Solving and Building.

Read Aloud

Model making text-to-text connections. Read aloud other stories about children or animals and what they are good at doing. You might start with an old, favourite tale, such as “The Tortoise and the Hare” or the nursery rhyme “Wee Willy Winkle.”



Home Links

Ask students to make a list of favourite activities for themselves and each member of their household. These lists can be shared at school.

Just Because

Written by Lois Simmie

Illustrated by Heather Castles



Text Type: Fiction: Description — Rhyming Poem

Summary: This poem expresses a child's freedom when riding a bike.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ ellipses
- ▶ vernacular or informal speech

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ predicting

Working with Words

- ▶ identifying high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to the poem by comparing personal experiences with the girl in the poem
- ▶ predict what the poem is about based on the title
- ▶ identify high-frequency words
- ▶ recognize and build compound words

Oral Language Opportunities

- ▶ asking questions about the illustration
- ▶ sharing related personal experiences
- ▶ discussing predictions about the poem's content
- ▶ reading the poem in a group
- ▶ discussing the suitability of the poem's title



BEFORE READING

Self monitoring

Activating and Building Prior Knowledge

Show students the picture on page 24, and say, *When I look at this picture, it makes me ask questions. I wonder what the weather is like. Before I read something new, I ask myself questions. When I finish reading, I go back to my questions to see if I have some of the answers. Do any of you have a question about this picture?* When students respond, say, *Let me write some of these questions down.* Record three or four questions.

Making connections: text to self

Model making connections by thinking aloud. Say, *This reminds me of riding my bike when I was seven years old. I was just learning to ride on gravel.* Ask, *What does this remind you of? Who has a bike? Where do you ride it? Do you like riding your bike with friends?*

Making connections: text to self

Say, *The title of this poem is “Just Because.” It was written by Lois Simmie. Have any of you ever said “just because?” When have you said it? Why did you say it? Turn to a partner and share your experience of using “just because.”*

Predicting

Ask, *Why do you think the poem is called “Just Because?”* Record some of students’ predictions.

Making connections: comparing

Setting a Purpose

Say, *Let’s read this poem to see if the way the poet uses “Just Because” is the same as how we used it.*



DURING READING

Tracking print/ building confidence

Read the poem in a rhythmic way, providing pauses at each ellipsis. When tracking print, sweep the line holding the pointer below the print so as not to block it. Stop the pointer at the ellipsis for the pause time. Encourage students to join in on the last word of each stanza, following your speed and pauses.

Print concepts/ building confidence

Read the poem again with students, stopping at the first ellipsis. Say, *When we were reading the poem the first time, I paused at these three dots. Why do you think I did that?* Take suggestions, and then say, *The three dots are called an ellipsis. They mean that something has been left out of the sentence. What might have been left out here?* (Possible answers include wind in my face, on my arms, etc.) Continue reading, pausing at the next ellipsis. Discuss what has been left out.

Making connections: text to self

Read the first stanza again, and ask, *Have you ever felt like this? Share your experience with a partner.*

Inferring

Read the last stanza. Then reread it to the ellipsis. Ask, *What do you think the girl on the bike should be doing?*

Making connections: text to self

Ask, *What kinds of things do you know you should do, but sometimes choose to do something you like instead?*



AFTER READING

Predicting/evaluating

Ask, *Why was the poem called “Just Because”? What makes you think that? Does the title suit the poem? Is it a good title?*

Making connections: comparing

Reread with students the questions and predictions about this poem that you previously recorded. Ask, *Were our questions answered? Were your feelings about bike riding similar to the little girl's? Is her experience in this poem the same as or different from the time you said “just because”? If so, how is it different?*

High-frequency words

This poem contains a few high-frequency words (*know, should, good*). These words should be taught either the week before this poem is read or during the same week. Have students find the high-frequency words in the poem, and highlight these words with a coloured acetate overlay or highlighter tape.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in the plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Book Handling, and Text Features

Say, *The ellipses tell us to pause and give us time to think about possible things that have been left out before we move on to a new idea.* Practise reading the poem with students, pausing at the ellipses.

ESL Note: Write the word *ridin'* on the board, explaining that it is the short form of the verb *riding*. Demonstrate other short forms of “-ing” verbs to ensure understanding (i.e., *crying—cryin'*; *laughing—laughin'*). Invite students to create sentences using the formal and informal variations of the word.

Word solving and building

Discuss the informal use of some words in this poem. Ask, *How would we write ridin' if we were using it on the Word Wall or in our journals? What is the word cause short for? Where do you see the long form of this word on the page?* Discuss with students when and/or if it is appropriate to use vernacular, or informal, forms of words in writing.

Evaluating

Focusing on Comprehension

Why do you think Lois Simmie wrote this poem? If you were going to write about bike riding, what would you have included?

Making connections: text to self

Say, *I'm going to read the poem again. Close your eyes and imagine you are the one on the bike. How do you feel? Can you feel the wind? Can you see where you are going in your mind?* After the visualization, have students share their thoughts with the class.

Word solving and building

Working with Words

Read the poem again with students, having them search for the compound word *anywhere*. Explain that *any* is a Word Wall word in grade two, while *where* is a Word Wall word from grade one. Say, *When two words are put together to make one word, it is called a compound word*. Have students use *any* to build other compound words, such as *anyone*, *anywhere*, *anyhow*, *anybody*, *anything*, and *anyway*. Have them use *where* to build other compound words, such as *somewhere*, *everywhere*, and *nowhere*.

ESL Note: Using magnetic letters, have students create word cards highlighting high-frequency words.



RESOURCE LINKS

Writing

As a class, write a story about riding to school on a bike. Students can then individually write about riding home from school on their bikes or dreaming about riding home on their bikes.

Some students may wish to write a poem about bike riding with friends. You may wish to model this first with the Modelled Writing of a short poem.

Independent Reading

Make the six small versions of *An Early Worm Got Out of Bed* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading of this poem. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Gather a collection of books about children doing activities, such as bike riding, soccer, and baseball for Independent Reading time. Choose the books carefully to meet the interests and abilities of your students.

Working with Words

Once the concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for students who need it. For example, see “What Word Wall Word Do You See?” under High-Frequency Words, and “Word Expansions and Contractions—Homophones: Catch My Meaning?” under Word Solving and Building.

Read Aloud

Select suitable poems about children to read to students. Model making text-to-self and text-to-text connections during the Read Aloud. Provide time for students to share their own connections with a partner, both text to self and text to text.

Send home some poetry books about children for parents to share with their child. Include a short paragraph on how parents can use the phrase “I remember when...” or “This reminds me of ...”.



Home Links

Invite students to bring their favourite poems about children to school for small-group sharing. Ensure that students do not feel pressured to do this.



Grade 2

***Literacy Place for the Early Years* supports balanced literacy in Grade 2 with these components:**

- **10 Read Aloud Books** with Teaching Plans
- **10 Shared Reading Pack** that include a Big Book or online PDF, student versions, Teaching Plan, and audio
- **48 Guided Reading Titles**, sold in 6-packs with Teaching Plans

Levels	# of titles
E, F	2
G, H, I	4
J, K, L	6
M	5
N	4
O	3
P	2

- **Teaching Resource Package**
 - Planning Guide
 - Grade 2 Reading Guide
 - Grade 2 Writing Guide
 - Grade 2 Working with Words Guide



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