



# Classroom Procedure:

1. Read a short passage from a story to the students. Next, read a familiar poem to students. Ask students: What is the difference between the part of the story I read and the second text piece I read?
2. Allow for responses and discussion. Guide students in identifying the second piece of text as a poem. Ask students to give examples of poems they have listened to or read. Ask students why a poem is different from a story in a book.
3. Allow for responses and discussion. Introduce *Introduction to Poetry* content pages.
4. Distribute *Introduction to Poetry* content pages. Read and review the information with the students. Use grade-appropriate poetry to read aloud and use during the lesson. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
5. Distribute Activity page. Read and review the instructions. Distribute supplies. Allow students time to complete the activity. You may choose to do the activity with the whole class but allow each student to draw pictures to match some of the phrases.
6. Once completed, the students will share their posters with another student or with the entire class. Display posters in a prominent place in the classroom.
7. Distribute Practice page. May be completed independently, in pairs, groups, or as a class. Check and review the students' responses.
8. Distribute the Homework page. The next day, check and review the students' responses.
9. In closing, ask students: *What is your most favorite poem and why? What is your least favorite poem and why?*
10. Allow for responses and discussion. Ensure students receive the opportunity to read, or have read to them, a wide variety of poems.

**Approximate Grade Level:** 1

**Objectives:** With prompting and support, the students will be able to read poetry of appropriate complexity for grade 1, and they will be able to identify the differences between prose and poetry.

**State Educational Standards\***  
LB.ELA-LITERACY.RL.1.10

**Class Sessions (45 minutes):**  
At least 2 class sessions.

**Teaching Materials/Worksheets:**  
*Introduction to Poetry* content pages (2), Activity pages (2), Practice page, Homework page

**Student Supplies:**  
Poster paper, colored pencils, glue, scissors, handouts

**Prepare Ahead of Time:**  
Supplies for activity.  
Copy handouts.

**Options for Lesson:** Students may work in pairs or groups for the activity. Use additional words or phrases for the activity. For the activity, the students use poems and pull phrases and words to match each of the senses. Students choose a favorite poem to read aloud to the class, create a matching poster, etc. Invite a poet to speak to the class. Plan a "poetry Day or Week", students share a favorite poem each day, read poems only, no prose or other text, students create acrostics, etc.

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



# Teacher Notes

The lesson introduces students to the basics of poetry and poems. By grade one, most students may have had many poems read aloud to them, and they may have read poems on their own. However, the students may not understand the difference between regular prose and poetry. Though some poetry terms are used, the lesson is an overview of poetry versus an in-depth understanding of a poem. The lesson may be used in conjunction with other lessons related to poetry.

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# Poetry

*Star light, star bright,  
The first star I see tonight;  
I wish I may, I wish I might,  
Have the wish I wish  
tonight.*

*Roses are red,  
Violets are blue,  
Sugar is sweet,  
And so are you.*

*Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went,  
The lamb was sure to go.*

Most likely, you are familiar with each of the following. Read them by yourself or with your class.

They are poems or poetry. **Poetry** is a special type of writing, sometimes called artistic writing. Poetry tries to help readers stir their imaginations or emotions. A **poet**, a person who writes poems, carefully choosing the words they use in a poem. They arrange the language for its meaning, sound, and rhythm.

There are many different kinds of poems like nursery rhymes, which can be simple and funny. Other poems might be long and more serious. Some poems could tell a story, honor a person, or express something about life.

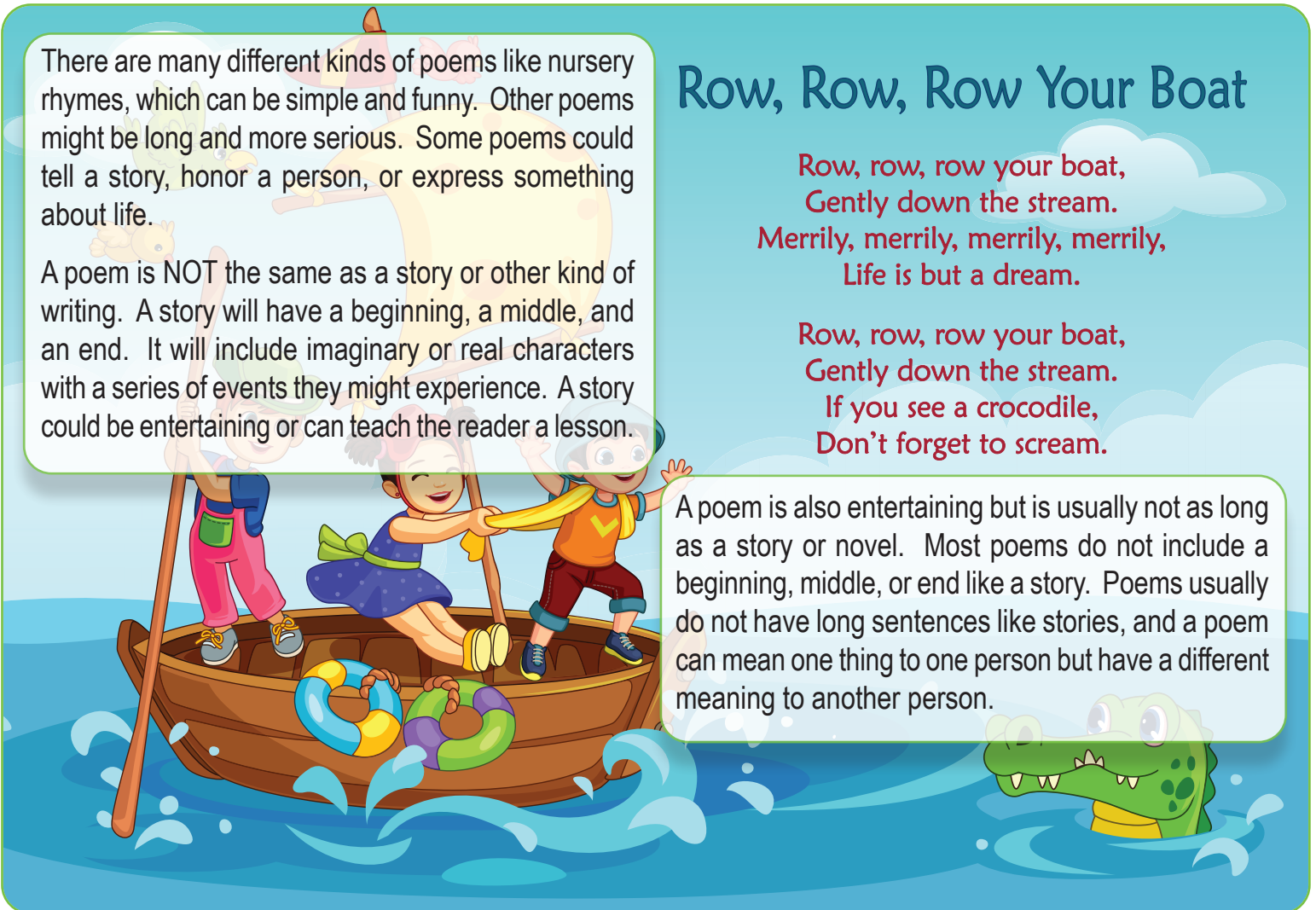
A poem is NOT the same as a story or other kind of writing. A story will have a beginning, a middle, and an end. It will include imaginary or real characters with a series of events they might experience. A story could be entertaining or can teach the reader a lesson.

## Row, Row, Row Your Boat

*Row, row, row your boat,  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is but a dream.*

*Row, row, row your boat,  
Gently down the stream.  
If you see a crocodile,  
Don't forget to scream.*

A poem is also entertaining but is usually not as long as a story or novel. Most poems do not include a beginning, middle, or end like a story. Poems usually do not have long sentences like stories, and a poem can mean one thing to one person but have a different meaning to another person.



In addition, a poem is often much more creative than a story and uses many words and phrases that relate to your five senses. There are some poems that do not follow proper English and punctuation. Because poems are much different than stories, people sometimes have trouble understanding poems.

Finally, in a story or book, it often includes some titles, chapters, several characters, and a plot. A poem though has its special parts too.

Notice the **sound** in the poem below and the rhyming words: *star/are, high/sky, gone/upon, light/night*. The words are written in a special way.

The **form** includes 8 lines and 2 stanzas.

*Twinkle, twinkle, little star, How I  
wonder what you are! Up above the  
world so high, Like a diamond in the  
sky.*

Can you use your senses as you read? See and feel the hot sun?

*When the blazing sun is gone, When  
he nothing shines upon, Then you  
show your little light, Twinkle, twinkle,  
all the night.*

**Figurative language** tells you the star is like a diamond in the sky. The **speaker** of the poem is “talking” to the star in the sky and asking it questions.

# Parts of a Poem

Just like stories and books, poems have special parts too. Not every poem has every part, and this is another thing that makes poems a special kind of writing. In addition, there are five special things many poems do have:

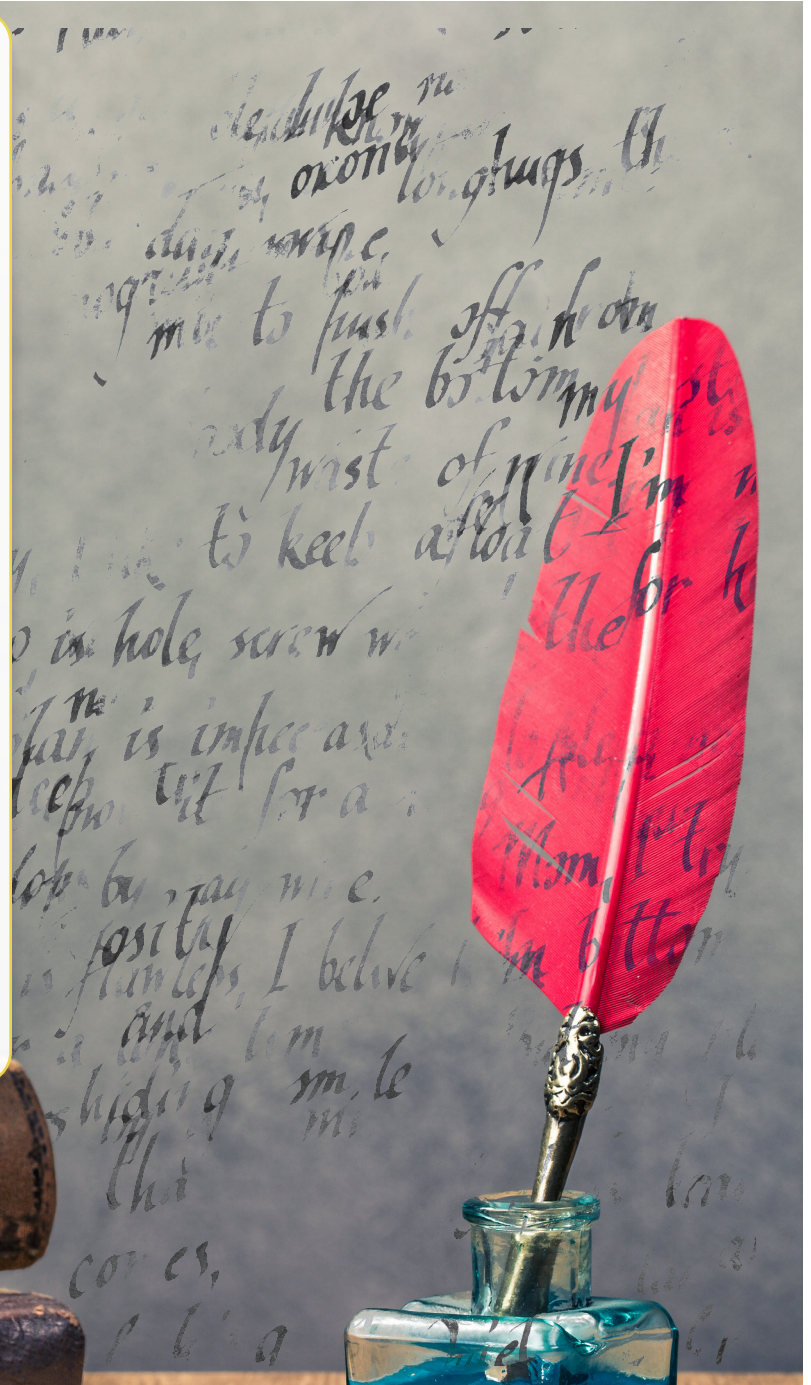
**SOUND:** Sometimes people say, “A poem is like music to the ears.” It can be like music because there might be rhyming words and rhythm. **Rhythm** is special way the words are written in a poem. Poems may also include many words that have the same sound.

**FORM:** The form of a poem includes how the poem looks, the way they are written, and how the lines and stanza are grouped together.

**IMAGERY:** These are the words a poet uses related to your five senses- hearing, sight, taste, touch, and smell. It helps put pictures in your head.

**FIGURATIVE LANGUAGE:** The use of words and phrases in a new way, like comparing a person to an animal.

**SPEAKER:** It is like the narrator in a story. It is the “voice” that relates to the story or idea of a poem.



**What is your most favorite poem and why?  
What is your least favorite poem and why?**





When you are reading a poem for the first time, you might ask some simple questions such as:

*What is the poem about?*

*Who is speaking in the poem?*

*To whom is the poem addressed?*

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*How is the poem written?*

*Is there rhythm and rhyme?*

*Why has the poem been written?*

Poets may write poems to entertain you; lead you to laugh or cry; become happy, sad, or mad; or get you to think about new or old things in a different way. When reading a poem, use your five senses too. What words in the poem help you see, hear, smell, touch, or taste things?

*Three little birds in a row*

*Sat musing.*

*A man passed near that place.*

*Then did the little birds nudge each other.*

*They said, "He thinks he can sing."*

*They threw back their heads to laugh.*

*With quaint countenances*

*They regarded him.*

*They were very curious,*

*Those three little birds in a row.*

Read the poem to the left. Can you see the three little birds and hear them chirping? Can you touch and feel their feathers as they nudge each other?

Poetry is special, and there are many, many different kinds of poems you can read and enjoy.



Cut apart each of the phrases that might be found in a poem. On your poster paper, write the words: SIGHT, SOUND, SMELL, TASTE, TOUCH. Correctly glue the phrases below each of the five senses. Include drawings or pictures that match the words/phrases.

<b>The tapping of the pencil...</b>	<b>The colors of a rainbow...</b>
<b>The sweetness lasted forever...</b>	<b>The clock was ticking...</b>
<b>The aroma of fish called to me...</b>	<b>The taste was like paper...</b>
<b>It melted slowly in my mouth...</b>	<b>Furry and soft...</b>
<b>Waves, sand, seagulls...</b>	<b>Full moon shining...</b>
<b>It was as silent as the breeze...</b>	<b>I knew I was near the garbage...</b>
<b>Mom's perfume warmed my heart...</b>	<b>Smooth and soapy...</b>
<b>The room had a flowery scent...</b>	<b>Children splashing in the lake...</b>





<b>The lemon twisted the lips...</b>	<b>Shine of a car...</b>
<b>Dripping water on my back...</b>	<b>Fingers stuck to glue...</b>
<b>Birds singing loudly...</b>	<b>The salty air...</b>
<b>Warmth of water...</b>	<b>Candy so sour it...</b>
<b>Fog rolled in...</b>	<b>Bang! Bang! Bang!</b>
<b>Giant man coming towards me...</b>	<b>Fresh flowers...</b>
<b>Laughing as I was tickled...</b>	<b>Sugar is sweet...</b>



Read the poem or parts of a poem and answer the questions.

*Trees* by Joyce Kilmer

I think that I shall never see

A poem lovely as a tree.

A tree whose hungry mouth is pressed

Against the earth's sweet flowing breast;

A tree that looks at God all day,

And lifts her leafy arms to pray;

A tree that may in Summer wear

A nest of robins in her hair;

Upon whose bosom snow has lain;

Who intimately lives with rain.

Poems are made by fools like me,

But only God can make a tree.

1. What is the poem about?

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2. What does the tree look at all day and use to pray?

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3. What flavor is the Earth described as?

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4. What are some things you can see?

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5. How many stanzas are in the poem? How many lines?

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# Practice

Name \_\_\_\_\_ Date \_\_\_\_\_



*Afternoon on a Hill*

by Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

I will mark which must be mine,

And then start down!

6. Name three pairs of words that rhyme:

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7. What are some things you can see?

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8. What are some things you can hear?

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9. How many lines make up the poem?

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10. What are the lights in the town?

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Read the excerpt from the poem *Little Orphant Annie* by James Whitcomb Riley. Answer the questions. You may have a parent or another adult friend or family member help.

Little Orphant Annie's come to our house to stay,  
 An' wash the cups an' saucers up, an' brush the crumbs away,  
 An' shoo the chickens off the porch, an' dust the hearth, an' sweep,  
 An' make the fire, an' bake the bread, an' earn her board-an'-keep;  
 An' all us other children, when the supper-things is done,  
 We set around the kitchen fire an' has the mostest fun  
 A-list'nin' to the witch-tales 'at Annie tells about,  
 An' the Gobble-uns 'at gits you

Ef you

Don't

Watch

Out!

1. What do you find unusual about the poem? \_\_\_\_\_
2. Name four pairs of rhyming words: \_\_\_\_\_
3. How many lines make up the poem? \_\_\_\_\_
4. Who is the poem about? What does the character do in the poem? \_\_\_\_\_
5. After supper, what do the people in the poem do for fun? \_\_\_\_\_
6. Name words that were incorrectly spelled by the poet? \_\_\_\_\_
7. What feelings do you have when you read the poem? \_\_\_\_\_
8. Who tells stories at the house? \_\_\_\_\_
9. What are some things you can see, hear, feel, taste, or smell? \_\_\_\_\_



Cut apart each of the phrases that might be found in a poem. On your poster paper, write the words: SIGHT, SOUND, SMELL, TASTE, TOUCH. Correctly glue the phrases below each of the five senses. Include drawings or pictures that match the words/phrases.

SOUND	SIGHT	TASTE	TOUCH	SMELL
The tapping of the pencil...			The colors of a rainbow...	
The sweetness lasted forever...			The clock was ticking...	
The aroma of fish called to me...			The taste was like paper...	
It melted slowly in my mouth...			Furry and soft...	
Waves, sand, seagulls...			Full moon shining...	
It was as silent as the breeze...			I knew I was near the garbage...	
Mom's perfume warmed my heart...			Smooth and soapy...	
The room had a flowery scent...			Children splashing in the lake...	
The lemon twisted the lips...			Shine of a car...	
Dripping water on my back...			Fingers stuck to glue...	
Birds singing loudly...			The salty air...	
Warmth of water...			Candy so sour it...	
Fog rolled in...			Bang! Bang! Bang!	
Giant man coming towards me...			Fresh flowers...	
Laughing as I was tickled...			Sugar is sweet...	



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Who intimately lives with rain.

Poems are made by fools like me,

But only God can make a tree.

1. What is the poem about?

**A tree compared to a poem, its appearance during the year**

2. What does the tree look at all day and use to pray?

**God, its branches are like arms**

3. What flavor is the Earth described as?

**Sweet**

4. What are some things you can see?

**Tree, leaves, nest, robins, snow, rain**

5. How many stanzas are in the poem? How many lines?

**6 stanzas and 12 lines**



*Afternoon on a Hill*

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Under the sun!

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I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

I will mark which must be mine,

And then start down!

6. Name three pairs of words that rhyme:

**sun/one, eyes/rise, town/down**

7. What are some things you can see?

**sun, flowers, cliffs, clouds, grass, lights**

8. What are some things you can hear?

**blowing wind**

9. How many lines make up the poem?

**12 lines**

10. What are the lights in the town?

**The narrators home and other houses**



Read the excerpt from the poem *Little Orphant Annie* by James Whitcomb Riley. Answer the questions. You may have a parent or another adult friend or family member help.

Little Orphant Annie's come to our house to stay,  
An' wash the cups an' saucers up, an' brush the crumbs away,  
An' shoo the chickens off the porch, an' dust the hearth, an' sweep,  
An' make the fire, an' bake the bread, an' earn her board-an'-keep;  
An' all us other children, when the supper-things is done,  
We set around the kitchen fire an' has the mostest fun  
A-list'nin' to the witch-tales 'at Annie tells about,  
An' the Gobble-uns 'at gits you  
    Ef you  
        Don't  
            Watch  
                Out!

1. What do you find unusual about the poem? **The one-word lines at the end, misspelling of words, it includes unusual sounding words and some errors**
  2. Name four pairs of rhyming words: **stay/away, sweep/keep, done/fun, about/out**
  3. How many lines make up the poem? **12**
  4. Who is the poem about? What does the character do in the poem? **An orphan girl named Annie, who comes to a house to clean, and then when she is done she tells stories as other children listen**
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5. After supper, what do the people in the poem do for fun? **They listen to Annie tell stories around a fire in the kitchen, witches' tales and other scary stories**
  6. Name words that were incorrectly spelled by the poet? **And, orphan, most, goblins, If**
  7. What feelings do you have when you read the poem? **(will vary)**
  8. Who tells stories at the house? **Little Orphan Annie**
  9. What are some things you can see, hear, feel, taste, or smell? **House, cups and saucers, crumbs, chickens, dust, broom, sweeping, fire, heat, food, bread, etc.**