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Developing students' reading skills is a critical skill that begins in the primary grades. As you use the poems, lessons, and activities in this book, you will not only be providing instruction based on solid educational research, but also giving students opportunities to learn and practice specific academic standards.

*The Poet and the Professor: Poems for Building Reading Skills* is designed to provide high-interest instructional texts and lessons based on best practices in reading education. Each poem has an accompanying lesson plan with ideas for phonemic awareness, phonics, vocabulary, fluency, and comprehension activities based on the poem.

In an effort to identify the best practices in reading instruction, the National Reading Panel (2000) reviewed thousands of studies to determine key elements of effective reading instruction. The five essential areas of reading instruction are: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The lessons in this book reflect these five elements of reading instruction.

## Phonemic Awareness

Phonemic awareness refers to the awareness of the sounds of language and how language sounds work together to create words.

Research shows that phonemic awareness is an excellent predictor of a student's future reading success (Adams 1990; Stanovich 1986; Yopp 1988). Although many students develop phonemic awareness informally, evidence suggests that phonemic awareness can be developed through direct instruction (Ball and Blachman 1991). Activities such as identifying, isolating, and categorizing phonemes, blending sounds to make words, segmenting sounds in words, and adding,

deleting, and substituting phonemes require students to manipulate sounds in order to gain a better understanding of words (Yopp 1992; National Reading Panel 2000).

Each lesson in *The Poet and the Professor: Poems for Building Reading Skills* provides a phonemic awareness activity to train students in this important reading skill. Using words from the poem as a springboard, students are asked to manipulate phonemes. Although most of the phonemic awareness tasks are presented orally, there are also numerous activity pages that support phonemic awareness concepts. (See the Activity Skill—Correlation Chart on page 14.)

## Phonics

During phonics instruction, students connect language sounds with corresponding written letters to see how they work together to form words that can be both read and written. Based on its review of studies, the National Reading Panel reports that explicit and systematic phonics instruction is an effective way to help students gain and apply knowledge of letter/sound relationships. The poems and activities in this book provide explicit ways to teach and reinforce phonics concepts appropriate to the primary grades.

The activities and teaching suggestions provided in each lesson are designed to help students improve word recognition and spelling skills. The activities focus on words or spelling patterns found in the poems.

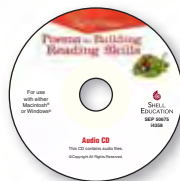
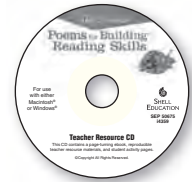
# How to Use This Book

*The Poet and the Professor: Poems for Building Reading Skills* is a succession of lessons built around a compilation of poems. The components are this book (which is a teacher's resource for using the poems to build reading skills), the Audio CD, and the Teacher Resource CD.

This book features 30 original poems. Accompanying each poem is a lesson plan that contains the sections Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and a Word Study Extension. Information and ideas about how to relate the poem to each of these areas is provided on this page. For more information about each section, see the Research section of this book (pp. 4–6). In addition, two activity pages are provided that correspond to selected sections of the lesson plan.

The Audio CD contains recordings of each of the poems in the book. Students can follow the text on their own copies of the poem pages, on an interactive whiteboard, or on an overhead projector.

The Teacher Resource CD contains a variety of resources that can be used to enhance the lessons provided in this book. The poem pages can be photocopied on a transparency, displayed on an interactive whiteboard, or printed and copied for each student. The activity pages are included on the Teacher Resource CD. Finally, provided on the CD is a page-turning ebook that includes all of the poems used in this book. This page-turning ebook allows students to refer to all the poems in a digital format can be displayed on an interactive whiteboard for easy viewing during a whole-class lesson.



**Lesson 2 Lesson Plan**

**It Began with the Frog**

See pages 18–21 for ideas to extend the poems. Complete most or all of the following activities throughout the week. The activities on this page may be completed before, during, or after reading the poem. Select activities based on your students' needs.

**Phonemic Awareness**

- Distribute copies of page 22.
- Ask students what sound they hear at the beginning of the word frog (f sound).
- If students can see an empty space in each word that begins with the same sound as the word frog.
- Ask students what sound they hear at the beginning of the word jeep (j sound).
- If students can see a missing space in each word that begins with the same sound as the word jeep.

**Fluency**

- Have students make up an action or sound effect for each line of the poem. Then as students read the poem, encourage them to perform the action or make the sound effect. For example, as students read the line, "Ruff, ruff," barked the dog, they can make the sound of a dog barking.
- Have students read the poem once or twice more while performing the actions.

**Comprehension**

- Ask students what could be going on in the poem to cause the animals to make so much noise. Why do they think the sheep is saying, "Not now?"
- Have students draw a picture to show what has happened. Students can then share their pictures with a partner.

**Word Study Extension**

Use page 23 to extend word coverage from the poem.

**Vocabulary**

- Ask students to identify the animal made by the frog and the jeep. Ask the students to draw pictures of the animal on the board or on a sheet of paper.
- Ask students to name other animals and the sounds they make. Add these to your list.

**Lesson 2 Phonemic Awareness**

**Beginning Sounds**

Directions: Look at each picture. Say the word. Use an orange crayon to circle the pictures that begin with the same sound on the word frog. Use a brown crayon to circle the pictures that begin with the same sound as the word dog.

**Lesson 2 Word Study**

**Word Building**

I. Directions: Write words from the poem in the correct groups. Then add new words to each group.

Words with -eep	Words with -og	Words About Animals

II. Directions: Read each sentence. Write the missing word. Use the Word Bank for help.

- I could not see through the \_\_\_\_\_.
- The pool is very \_\_\_\_\_.
- I \_\_\_\_\_ my money in a bank.
- My \_\_\_\_\_ barks at strangers.

**Word Bank**

deep dog fog keep

## About the Poets



Dr. Timothy Rasinski, Ph.D, is a Professor of Education in the Reading and Writing Center at Kent State University, Ohio, where he directs the reading clinic. His scholarly interests include

reading fluency, word study, reading in the elementary and middle grades, and readers who struggle. He has served on the Board of Directors of the International Reading Association and is widely published in reading journals. His book *The Fluent Reader* provides background information and practical applications for the teaching of fluency. Dr. Rasinski speaks all over the country to education audiences about reading fluency. His research on fluency has been cited by the National Reading Panel and was influential in having fluency included as one of the five essential components of reading instruction in the Reading First legislation.



Karen McGuigan Brothers recently retired from the Reading and Writing Development Center at Kent State University, Kent, Ohio. For nearly 30 years, she served as the liaison for parents

and teachers inquiring about participation in the Center's testing and tutoring programs in reading and also coordinated the development of those programs. Through exposure to children's literature at the Center, as well as her experience as a mother and grandmother, she became familiar with what subject matter appeals to children and incorporates that into her poetry. In addition to co-authoring *The Poet and the Professor: Poems for Building Reading Skills*, she has written children's poems for numerous other publications.



## It Began with the Frog

See pages 10–11 for ideas to introduce the poem. Complete some or all of the following activities throughout the week. The activities on this page may be completed before, during, or after reading the poem. Select activities based on your students' needs.

### Phonemic Awareness

- Distribute copies of page 22.
- Ask students what sound they hear at the beginning of the word *frog* (/f/ sound).
- Tell students to use an orange crayon to circle words that begin with the same sound as the word *frog*.
- Ask students what sound they hear at the beginning of the word *dog* (/d/ sound).
- Tell students to use a brown crayon to circle words that begin with the same sound as the word *dog*.

### Phonics

- Display the poem for students. Highlight the last word in each line. Read the words aloud. Chart the rhyming words in the poem (*frog, dog; jeep, sheep*). Have students identify the letters that are the same for each pair of these words.
- Ask students to think of more words with the *-og* and *-eep* spelling patterns. Add these words to your list: *smog, fog, hog, and jog; keep, steep, beep, and deep*.

### Vocabulary

- Ask students to identify the noises made by the frog and dog in the poem. List the animal names and sounds on the board or on a sheet of chart paper.
- Ask students to name other animals and the sounds they make. Add these to your list.

### Fluency

- Have students make up an action or sound effect for each line of the poem. Then as students read the poem, encourage them to perform the actions or make the sound effects. For example, as students read the first line, they can jump like a frog. In the second and third lines, they can make the dog and jeep sounds. For the final line, students can hold their hands up as if indicating “stop” or “not now.”
- Have students read the poem two or three times while performing the actions.

### Comprehension

- Ask students what could be going on in the poem to cause the animals to make so much noise. Why do they think the sheep is saying “Not now!”?
- Have students draw a picture to show what has happened. Students can then share their pictures with a partner.

### Word Study Extension

Use page 23 to extend word concepts from the poem.





# It Began with the Frog

"Croak, croak," called the frog.

"Ruff, ruff," barked the dog.

"Honk, honk," beeped the jeep.

"Not now!" cried the sheep.

—Tim Rasinski



Name: \_\_\_\_\_

## Beginning Sounds

**Directions:** Look at each picture. Say the word. Use an orange crayon to circle the pictures that begin with the same sound as the word *frog*. Use a brown crayon to circle the pictures that begin with the same sound as the word *dog*.



<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>
<p>7.</p>	<p>8.</p>	<p>9.</p>

Name: \_\_\_\_\_

## Word Building

- I. Directions:** Write words from the poem in the correct groups. Then add new words to each group.

Words with <b>-eep</b>	Words with <b>-og</b>	Words About Animals

- II. Directions:** Read each sentence. Write the missing word. Use the Word Bank for help.

- I could not see through the \_\_\_\_\_.
- The pool is very \_\_\_\_\_.
- I \_\_\_\_\_ my money in a bank.
- My \_\_\_\_\_ barks at strangers.

### Word Bank

deep

dog

fog

keep