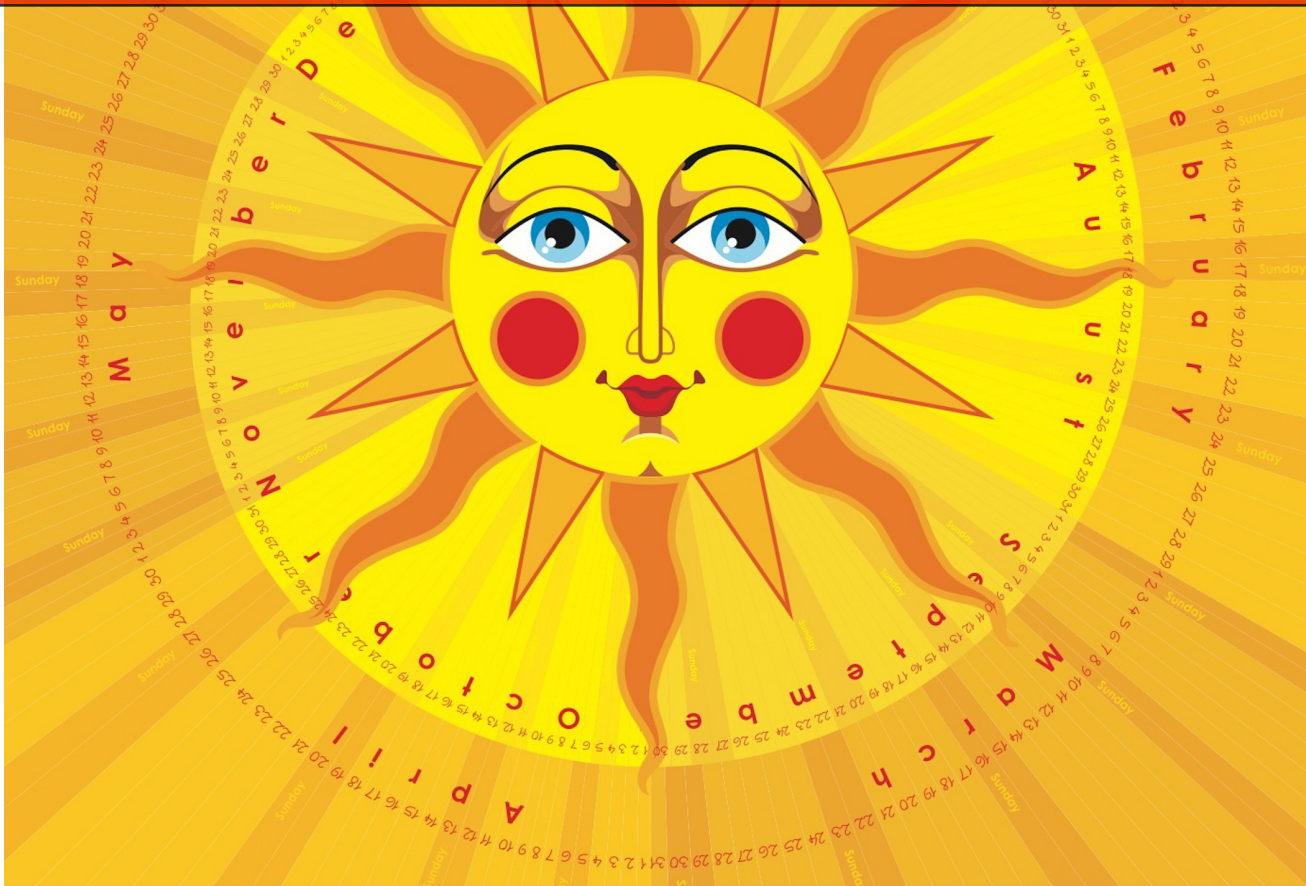


MINI-BOOK SAMPLE

(Buy the book at Amazon.com!)



THE POETRY FRIDAY ANTHOLOGY

Poems for the School Year
with Connections to the Common Core

compiled by

Sylvia Vardell and Janet Wong

K-5 edition



WHAT IS POETRY FRIDAY?

In 2006 blogger Kelly Herold brought Poetry Friday to the “kidlitosphere.” Much like “casual Friday” in the corporate world, there is a perception in the world of literature that on Fridays we should relax a bit and take a moment for something special. **Why not bring the Poetry Friday concept into your classroom and take five minutes every Friday to share a poem** and explore it a bit, connecting it with children’s lives and capitalizing on a teachable moment? Pausing to share a poem—and reinforce a language skill—on Poetry Friday is an easy way to infuse poetry into your current teaching practice.

On Poetry Friday you can find blog posts that include original poems, book reviews, song lyrics, poetry curriculum tips, and more. Each Friday a different blogger volunteers to gather and host a list of poetry posts from participating blogs. Check the list (in the back of this book) of *25 Children’s Poetry Websites and Blogs You Need to Know* for participating bloggers.

Yes, of course you can share poetry on other days of the week too—and we hope that you will! But for those who are not already teaching poetry regularly, planning for Poetry Friday makes poetry sharing intentional and not incidental. **And once you have celebrated a month of Poetry Fridays, we promise that students will be clamoring for it.**

Poetry and the Common Core

The new Common Core Standards provide a framework that informs instruction and include a component focused on teaching children about poetry. That provides a central focus for this book. This book is first and foremost a quality anthology of original poetry for children written by 75 of today's most popular poets. Children in any state (or country) can enjoy, explore, and respond to these poems. However, we have also come to realize that educators, librarians, and parents are looking for guidance in how to share poetry with children and teach the skills within the curriculum as well. Thus, this book offers both. Quality poetry plus curriculum-based suggestions for helping children enjoy and understand poetry more deeply.

What are the expectations outlined in the Common Core?

In sharing poetry with **kindergartners**, we capitalize on their developing knowledge of language, their joy in learning and playing with words, and their emerging understanding of how words should be spoken, spelled, read, and written. First we focus on enjoyment and understanding, then we guide students in recognizing and responding to poems. We can explore the rhythm of poetry as well as the power of rhyme and the sounds of words.

With **first graders**, we shift slightly to guide students in understanding how poets express feelings in poetry and appeal to the senses through language. We can also help them understand and identify the words and phrases poets use to communicate emotions and convey sensory experiences through poetry.

In **second grade**, we guide students in responding to the rhythm of poetry and recognizing how rhyme is used in poems. We can also explore how repetition and alliteration can help shape a poem and how meaning emerges.

In **third grade** we support students in responding to poetry in various forms, exploring narrative poems that tell stories, lyrical poems that explore questions and emotions, and humorous poems that make us groan or laugh. We help students understand how poets use lines and stanzas to build poems in distinctive ways.

In **fourth grade**, we also guide students in responding to poetry in various forms, articulating themes from key ideas and details in the poems. In sharing poetry aloud and in print, we can assist students in understanding how structural elements such as verse, rhythm, and meter help shape a poem.

Finally, in **fifth grade**, the emphasis is to help students respond to poetry in various forms, articulate themes from key ideas and details in the poems, and explain how the poem's speaker reflects upon a topic and shapes it with a particular point of view. We can guide students in understanding word meanings and how figurative language such as metaphors and similes function in poetry. We can also discuss how structural elements such as stanzas and line breaks help shape a poem and how

visual and multimedia elements contribute to the meaning, tone, or beauty of a poem. In a variety of meaningful and participatory ways, we can celebrate poetry while gently introducing and reinforcing key skills.

The keys to remember are:

- A poem should first be enjoyed for its own sake;
- Presenting poems in participatory ways (in various choral strategies) gets your learner "into the poem;"
- The main idea is to help your learner see and hear the poetic elements after enjoying the poem through multiple readings—and to come through the "back door" to skills.

READING POETRY ALOUD

A guiding principle of this book is that **poetry is meant to be read aloud**. As the award-winning poet Eve Merriam noted, "It's easier to savor the flavor of the words as they roll around in your mouth for your ears to enjoy." Like song lyrics that sit quietly on the page, the music of poetry comes alive when spoken and shared. It is also the ideal way to approach poetry instruction.

The more children hear, read, say, and experience the poem, the more they internalize the sounds, words, and meanings of the poem and begin to notice the mechanics and artistry of poetry.

Here are some tips to help you read aloud effectively:

- Be sure to **say the title and author** of the poem.
- If possible, **display the words of the poem** while you read it aloud.
- Be sure to **enunciate each word** distinctly (and check uncertain pronunciations beforehand).
- **Glance at the audience** occasionally.
- A portable **microphone can add to the effect** (with a microphone app).

How to Use the Take 5 Box

Tip #1: This tip pairs the poem with an easy suggestion for how to make the poem come alive as you read it aloud by pairing the poem with a prop, adding gestures or movement, trying out specific dramatic reading techniques, singing the poem to a certain tune, etc.

Tip #3: You'll find a fun discussion prompt here, tailored to fit the poem. It's usually an open-ended question with no single, correct answer. Encourage diversity in responses!

Tip #4: We designed this tip to connect the poem to a specific language arts or poetry skill or concept such as rhyme, repetition, rhythm, alliteration, and onomatopoeia. Also, this is where we point out poetry forms (cinquain, haiku, tanka, acrostic, diamante) as well as explain techniques such as personification and simile.

Take 5!

1. Pose the class together for an informal group photograph (with your camera, phone, or iPad) and read this poem aloud before you snap the photo. *Say fleas!*

2. **Read the poem aloud again and invite students to join in on saying CHEESE! and FLEAS!** Alert them to the poet's use of capital letters for greater emphasis.

3. For discussion: *What makes a school or family photo funny?*

4. Poets use all kinds of tools to add interest and variety to a poem. Here, **the poet uses capital letters to indicate when words should receive greater emphasis.**

5. Another occasion that often calls for photos is a choir performance such as the one depicted in "**My Kindergarten Choir**" by Avis Harley (Kindergarten, Wk 16).

Tip #2: This tip suggests how to engage children in reading the poem aloud together with you. One example is echo reading, asking them to repeat certain words or lines after you. Note: when leading an echo reading, keep the pace moving so the echo reading won't interrupt a poem to the point of distraction.

Tip #5: In this tip we share other related poem titles and poetry book titles that connect well with the featured poem. You can find additional poetry connections and also cross-genre connections at the **Poetry Friday Anthology blog** as well as at the **Poetry for Children blog** (see the list *25 Children's Poetry Web Sites and Blogs You Need to Know* for these and other blog addresses).

KINDERGARTEN

week 1	School	Happy Song for the First Day of School <i>by Patricia Hubbell</i>
week 2	More School	Kindergarten Kid <i>by Stephanie Calmenson</i>
week 3	Fun & Games	Let's Hop Around Like Kangaroos <i>by Allan Wolf</i>
week 4	Pets	Petting Zoo <i>by Laura Purdie Salas</i>
week 5	More Pets	Oh Man! <i>by David L. Harrison</i>
week 6	On the Ground	The World's Most Ancient Ant <i>by Jack Prelutsky</i>
week 7	In the Water	Tadpole Wishes <i>by Terry Webb Harshman</i>
week 8	In the Air	Bluejay Sings Two Different Songs <i>by Mary Lee Hahn</i>
week 9	Weather	Teddy Wear <i>by Graham Denton</i>
week 10	Food	Who Invented Cookies? <i>by Joan Bransfield Graham</i>
week 11	More Food	Sack Lunch <i>by Charles Waters</i>
week 12	House & Home	Cabbage House <i>by Terry Webb Harshman</i>
week 13	Families	Who's Who <i>by Julie Larios</i>
week 14	Community	Mrs. Betty <i>by Rebecca Kai Dotlich</i>
week 15	Stuff We Love	Bubble Bath <i>by Sara Holbrook</i>
week 16	Holidays	My Kindergarten Choir <i>by Avis Harley</i>
week 17	Time Together	Stormy Day <i>by Rebecca Kai Dotlich</i>
week 18	Human Body	Tooth <i>by Amy Ludwig VanDerwater</i>
week 19	More Human Body	I Sit On My Bottom <i>by Michael Salinger</i>
week 20	Art & Colors	Waiting <i>by Lorie Ann Grover</i>
week 21	Love & Friendship	Frog and Toad <i>by J. Patrick Lewis</i>
week 22	A Kinder Place	Something I Did <i>by Janet Wong</i>
week 23	Exploring	Trouble on the Trail <i>by Robyn Hood Black</i>
week 24	Science & Tech	They Call It "Science" <i>by Stephanie Calmenson</i>
week 25	Song & Dance	Keys <i>by Joy Acey</i>
week 26	Nonsense	How Many Slams Are in an Old Screen Door? <i>by Allan Wolf</i>
week 27	World of Words	Animal Talk <i>by Charles Ghigna</i>
week 28	Books	The Book <i>by Stephanie Calmenson</i>
week 29	Poetry Poems	Poems Are Out of This World <i>by Charles Ghigna</i>
week 30	RR&R	Loose Tooth, Whose Tooth? <i>by Carole Boston Weatherford</i>
week 31	Different Forms	Crayons <i>by Ann Whitford Paul</i>
week 32	Metaphor & Simile	My Bike <i>by Julie Larios</i>
week 33	Personification	No Wonder <i>by Constance Levy</i>
week 34	On the Move	Bouncing Along <i>by Kristy Dempsey</i>
week 35	Summer Vacation	No Way! <i>by David L. Harrison</i>
week 36	Looking Forward	Moving Up Day <i>by Janet Wong</i>

Take 5!

1. **Bring a paper bag or lunch kit and put a copy of this poem inside it.** Then open the bag and remove this “Sack Lunch” poem before reading it aloud.
2. **Next, invite students to echo read** each line after you, one line at a time.
3. For discussion: ***What are your favorite foods for lunches and snacks?***
4. **Show how rhyming words help turn this “list” of foods into a poem.** Ask students: What are the words that rhyme (*jelly/belly* and *snack/back*)? Read the poem aloud again, but pause before the second word in each rhyming pair and wait for the students to chime in with the correct response (*belly, back*).
4. For **another poem with peanut butter in it, share “Snack Rules”** by Robyn Hood Black (1st Grade, Week 10).

SACK LUNCH

by Charles Waters

Whole wheat oatmeal bread,
Homemade grape jelly,
Crunchy peanut butter—
A rumble in my belly.

Double chocolate cupcakes—
What a perfect snack!
Ten tiny carrot sticks?
I'd rather give that back.

FIRST GRADE

week 1	School	Ready <i>by Joan Bransfield Graham</i>
week 2	More School	Underwear Scare <i>by Terry Webb Harshman</i>
week 3	Fun & Games	Rodeo <i>by Kristy Dempsey</i>
week 4	Pets	Fish <i>by Joy Acey</i>
week 5	More Pets	Litter's Littlest <i>by Avis Harley</i>
week 6	On the Ground	Tree I Leaned Against <i>by George Ella Lyon</i>
week 7	In the Water	Crocodile <i>by Ann Whitford Paul</i>
week 8	In the Air	Bat <i>by X.J. Kennedy</i>
week 9	Weather	My Dog <i>by Charles Waters</i>
week 10	Food	Snack Rules <i>by Robyn Hood Black</i>
week 11	More Food	Grandfather's Chopsticks <i>by Janet Wong</i>
week 12	House & Home	My Tree House <i>by Charles Ghigna</i>
week 13	Families	Abuelita <i>by Margarita Engle</i>
week 14	Community	Fire! <i>by Laura Purdie Salas</i>
week 15	Stuff We Love	Mud Supper <i>by Mary Quattlebaum</i>
week 16	Holidays	Photo Op <i>by Linda Sue Park</i>
week 17	Time Together	Watching Football <i>by Janet Wong</i>
week 18	Human Body	Baby Tooth <i>by Amy Ludwig VanDerwater</i>
week 19	More Human Body	Kerchoo! <i>by Cynthia Cotten</i>
week 20	Art & Colors	Clay Time <i>by Terry Webb Harshman</i>
week 21	Love & Friendship	Ingredients for a Valentine <i>by Bobbi Katz</i>
week 22	A Kinder Place	Embarrassed <i>by Jacqueline Jules</i>
week 23	Exploring	Antarctica, AntarcticO! <i>by Heidi Bee Roemer</i>
week 24	Science & Tech	Skype <i>by Janet Wong</i>
week 25	Song & Dance	Your Chance to Dance <i>by Brod Bagert</i>
week 26	Nonsense	Armadillo <i>by X.J. Kennedy</i>
week 27	World of Words	Gnat and Flea <i>by J. Patrick Lewis</i>
week 28	Books	First <i>by Greg Pincus</i>
week 29	Poetry Poems	A Poem a Day <i>by Stephanie Calmenson</i>
week 30	RR&R	Once a Week at Noon <i>by Jack Prelutsky</i>
week 31	Different Forms	Last Try <i>by Avis Harley</i>
week 32	Metaphor & Simile	See-Saw <i>by Graham Denton</i>
week 33	Personification	The Secret of the Clouds <i>by Allan Wolf</i>
week 34	On the Move	A Centipede's Excuse <i>by Kristy Dempsey</i>
week 35	Summer Vacation	By the Sea <i>by Lesléa Newman</i>
week 36	Looking Forward	Vacation <i>by Amy Ludwig VanDerwater</i>

BABY TOOTH

by Amy Ludwig VanDerwater

One wiggly week.
 One apple bite.
 One twist.
 One pull.
 I won the fight.

My face is full
 of first grade style.

My tongue
 peeks out
 a window
 in the middle
 of my smile.

Take 5!

1. As you read this poem aloud, **pretend you have a loose tooth** and pantomime the actions suggested in the poem (bite apple, twist tooth, pull tooth, peek out tongue, smile).

2. The word *one* is repeated several times in this poem. That's the perfect way to invite students to participate in another oral reading. **Raise one finger to cue students to joining in on saying *one* each time it occurs** in the first stanza.

3. For discussion: ***What is the best way to lose a loose tooth?***

4. Repetition is a key ingredient in creating poems. Sometimes a poet uses repetition not just to enhance the sound of the poem, but to emphasize meaning. **Lead the students in discussing how the poet repeats the word *one* in every line of the first stanza, including the homonym *won*.**

5. Combine this poem with another "**Tooth**" poem also by **Amy Ludwig VanDerwater** (Kindergarten, Week 18).

SECOND GRADE

week 1 School
week 2 More School
week 3 Fun & Games
week 4 Pets
week 5 More Pets
week 6 On the Ground
week 7 In the Water
week 8 In the Air
week 9 Weather
week 10 Food
week 11 More Food
week 12 House & Home
week 13 Families
week 14 Community
week 15 Stuff We Love
week 16 Holidays
week 17 Time Together
week 18 Human Body
week 19 More Human Body
week 20 Art & Colors
week 21 Love & Friendship
week 22 A Kinder Place
week 23 Exploring
week 24 Science & Tech
week 25 Song & Dance
week 26 Nonsense
week 27 World of Words
week 28 Books
week 29 Poetry Poems
week 30 RR&R
week 31 Different Forms
week 32 Metaphor & Simile
week 33 Personification
week 34 On the Move
week 35 Summer Vacation
week 36 Looking Forward

The Library *by Sara Holbrook*
Recess *by Avis Harley*
The Winner *by Georgia Heard*
My Pet *by David L. Harrison*
All Worn Out *by Kristy Dempsey*
The Woodland Vole *by Ken Slesarik*
The Star-Nosed Mole *by Leslie Bulion*
How Big is the Atlas Moth? *by Deborah Ruddell*
Why Does Weather? *by Mary Quattlebaum*
Crunch *by Debbie Levy*
A Taste of Taco *by Rebecca Kai Dotlich*
Backyard Swing *by X.J. Kennedy*
Double the Trouble *by Janet Wong*
Fire Station *by Sara Holbrook*
Bubble Gum *by Greg Pincus*
Christmas Is *by George Ella Lyon*
After Sledding *by Betsy Franco*
Momma's Trying *by Janet Wong*
Dreamland *by Carole Boston Weatherford*
Lizard and Chameleon *by J. Patrick Lewis*
My Dog Jack Thinks Up His Valentine *by Patricia Hubbell*
Forgive and Forget *by Janet Wong*
Africa's Child *by Carole Boston Weatherford*
Appy Birthday *by April Halprin Wayland*
Music Lesson *by Laura Purdie Salas*
Half-Past Never *by Lesléa Newman*
Spanish Ears *by Carmen T. Bernier-Grand*
I Might Go to Mars *by Juanita Havill*
Recipe for a Poem *by Kristy Dempsey*
Rough and Tumble *by Lesléa Newman*
Dog-Walking Tanka *by Margarita Engle*
Outer Spaceman *by Julie Larios*
My Carrots Are Angry *by Jack Prelutsky*
Pick-Up Truck *by Janet Wong*
Summer Showers *by Carole Gerber*
The Secret Seed *by Allan Wolf*

Take 5!

1. Arrange a quick visit to the library or bring a pile, bin, or cart of library books on a variety of topics.

Show students your public library card and have applications available. Then read this poem aloud; slow down to enunciate each item in lines 5-16.

2. Read the poem aloud again and **invite students to read the last three lines in unison.**

3. For discussion: ***What is your favorite book you've read (so far)?***

4. Help students find the rhyming pairs of "words that sound alike."
Ask students: *What are the words that rhyme?* (These include: *door/more; quakes/snakes; beans/machines; bats/cats; book/look/cook; poem/home; about/out.*)
Read the poem aloud again, but pause before the second word in each rhyming pair and wait for the students to chime in with the correct response (*more, snakes, machines, cats, look, home, out*).

5. Look for "**Poems are Out of this World!**" by Charles Ghigna (Kindergarten, Week 29) or a poem from *Please Bury Me in the Library* by J. Patrick Lewis.

THE LIBRARY

by Sara Holbrook

Take the walk
to the open door,
this is where you
find out more
about the stars,
oceans, quakes,
dragons, cars,
cheetahs, snakes,
unicorns, and
jumping beans,
horses, bugs,
and time machines.
From killer whales,
and free tail bats,
to hammer heads
and kitty cats,
the library has got a book.
Come on in,
take a look.
Learn how to cook
or write a poem.
Read it here
or take it home.
What do you want to learn about?
It's free!
It's here!
Check it out!

THIRD GRADE

week 1	School	Funday, Imaginary 1st <i>by Heidi Mordhorst</i>
week 2	More School	Recess <i>by Michele Krueger</i>
week 3	Fun & Games	Fishing <i>by Janet Wong</i>
week 4	Pets	A Plague of Penguins <i>by Julie Larios</i>
week 5	More Pets	Spotty's Tongue <i>by Betsy Franco</i>
week 6	On the Ground	Flat Gray Rock <i>by Arnold Adoff</i>
week 7	In the Water	A Clam <i>by Jack Prelutsky</i>
week 8	In the Air	Bluebirds <i>by Jen Bryant</i>
week 9	Weather	Wondering <i>by Cynthia Cotten</i>
week 10	Food	Two Scoops <i>by Linda Sue Park</i>
week 11	More Food	Pumpkin <i>by Jane Yolen</i>
week 12	House & Home	My Kitchen Was Invaded <i>by Jack Prelutsky</i>
week 13	Families	The Breakfast Boss <i>by Janet Wong</i>
week 14	Community	Out My Window <i>by Amy Ludwig VanDerwater</i>
week 15	Stuff We Love	Lucky Penny <i>by Constance Levy</i>
week 16	Holidays	Little Village <i>by Terry Webb Harshman</i>
week 17	Time Together	My Noisy Family <i>by Michael Salinger</i>
week 18	Human Body	Catching a Yawn <i>by Avis Harley</i>
week 19	More Human Body	It's a Wrap <i>by Carol-Ann Hoyte</i>
week 20	Art & Colors	How the Birds Got Their Colors <i>by Joseph Bruchac</i>
week 21	Love & Friendship	The Do Kind <i>by Janet Wong</i>
week 22	A Kinder Place	Small Talk <i>by Ken Slesarik</i>
week 23	Exploring	Explorer <i>by Joan Bransfield Graham</i>
week 24	Science & Tech	Vacation Communication <i>by Carol-Ann Hoyte</i>
week 25	Song & Dance	Barnyard Ballet <i>by Jeannine Atkins</i>
week 26	Nonsense	Eight-year-old Uncle <i>by X.J. Kennedy</i>
week 27	World of Words	Look It Up! <i>by Heidi Bee Roemer</i>
week 28	Books	A Quiet Day <i>by Amy Ludwig VanDerwater</i>
week 29	Poetry Poems	Poem Like the Sea <i>by Patricia Hubbell</i>
week 30	RR&R	The Writer's Drill <i>by Esther Hershenhorn</i>
week 31	Different Forms	Catku <i>by Lee Wardlaw</i>
week 32	Metaphor & Simile	Honey <i>by J. Patrick Lewis</i>
week 33	Personification	Stapler <i>by Georgia Heard</i>
week 34	On the Move	Car Trip <i>by Juanita Havill</i>
week 35	Summer Vacation	My Best Friend Is Leaving <i>by Debbie Levy</i>
week 36	Looking Forward	Moon Buggy <i>by Juanita Havill</i>

Take 5!

1. Before sharing this poem (in a soft voice), point out to students that **many poems are humorous, but some are serious—like this one.**

2. Read the poem aloud again and this time **invite students to chime in on the words *me me me* in Line 6 and *me and you* in Line 8.** Cue students by pointing to your ear.

3. For discussion: ***What makes a friend special to you?***

4. **Poems usually rhyme at the end of lines, but sometimes they rhyme in the middle too—called internal rhyme.** Challenge the students to find the internal rhyming words in the lines of this poem (*see/me; do/you*).

5. Link this poem with another poem about friendship by **Janet Wong, “Forgive and Forget”** (2nd Grade, Week 22), and with selections from *The Friendly Four* by Eloise Greenfield.

THE DO KIND

by Janet Wong

When my ball flies over the wall,
you run and get it back.

When my books fall down the stairs,
you help me pick them up.

Some friends are *see* friends,
me me me friends.

You are the *do* kind,
the *me and you* kind.

FOURTH GRADE

week 1	School	Feeling Jumpy <i>by Patricia Hubbell</i>
week 2	More School	Fifty Yard Dash <i>by Lorie Ann Grover</i>
week 3	Fun & Games	Running Back <i>by Jacqueline Jules</i>
week 4	Pets	My Porcupine Is Feeling Fine <i>by Kenn Nesbitt</i>
week 5	More Pets	Pirate Parrot <i>by Julie Larios</i>
week 6	On the Ground	The Ostrich <i>by Linda Ashman</i>
week 7	In the Water	Humpback Whale <i>by Jane Yolen</i>
week 8	In the Air	Bird Alert: Storm Warning! <i>by Constance Levy</i>
week 9	Weather	When the Rain Falls <i>by Susan Taylor Brown</i>
week 10	Food	Global Gorging <i>by Terry Webb Harshman</i>
week 11	More Food	Avocado <i>by Constance Levy</i>
week 12	House & Home	The Front Yard Where the Maple Tree Stands <i>by Allan Wolf</i>
week 13	Families	The Way You Sound <i>by John Grandits</i>
week 14	Community	Saturdays <i>by Monica Gunning</i>
week 15	Stuff We Love	Riddle <i>by Nikki Grimes</i>
week 16	Holidays	Gift Ungiven <i>by JonArno Lawson</i>
week 17	Time Together	Bailes <i>by Guadalupe Garcia McCall</i>
week 18	Human Body	I Had to Get a Shot at the Doctor's <i>by April Halprin Wayland</i>
week 19	More Human Body	The Guy in the Closet <i>by Heidi Bee Roemer</i>
week 20	Art & Colors	I've Never Seen a Purple Cow <i>by Lesléa Newman</i>
week 21	Love & Friendship	A Branch of Friendship <i>by Avis Harley</i>
week 22	A Kinder Place	Poem for a Bully <i>by Eileen Spinelli</i>
week 23	Exploring	Give Me Wings <i>by Graham Denton</i>
week 24	Science & Tech	Super Key Man <i>by Esther Hershenhorn</i>
week 25	Song & Dance	You Think This Is A Dance <i>by Arnold Adoff</i>
week 26	Nonsense	Why Hippos Look Baked <i>by J. Patrick Lewis</i>
week 27	World of Words	The Elders Told Me <i>by Joseph Bruchac</i>
week 28	Books	Archeology of a Book <i>by Betsy Franco</i>
week 29	Poetry Poems	Today <i>by Eileen Spinelli</i>
week 30	RR&R	The Kangarooster <i>by Jack Prelutsky</i>
week 31	Different Forms	Corn, Before the Butter <i>by Laura Purdie Salas</i>
week 32	Metaphor & Simile	Crocodile <i>by Deborah Chandra</i>
week 33	Personification	Summer Storm <i>by Irene Latham</i>
week 34	On the Move	Crossing the International Date Line <i>by Joan Bransfield Graham</i>
week 35	Summer Vacation	Family Vacation <i>by Kathi Appelt</i>
week 36	Looking Forward	Centipede <i>by Michael J. Rosen</i>

CROSSING THE INTERNATIONAL DATE LINE

by Joan Bransfield Graham

On Tuesday at 4 PM,
our trip ended—
we departed.
We got back home
Tuesday 7 AM,
to arrive
before we started!

Note: This happened when
we went to New Zealand.

Take 5!

1. **Highlight the time on a nearby clock** before reading this poem aloud.
2. Share the poem again, but this time **invite students to say the 1st and 5th lines** (*On Tuesday at 4 PM; Tuesday 7 AM*) while you read the rest aloud.
3. **Challenge students to “do the math” calculating how long the trip in the poem actually took.**
4. **Talk with students about the arrangement of words and line breaks** in this poem and where the crucial rhyming words occur (*departed/started*). Then read the poem aloud again emphasizing the rhyming words in particular.
5. Follow up with another poem about travel, **“Directions” by Janet Wong** (5th Grade, Week 34).

FIFTH GRADE

week 1	School	The World's Most Intelligent Chicken <i>by Jack Prelutsky</i>
week 2	More School	Backpack <i>by Irene Latham</i>
week 3	Fun & Games	Equipment Haiku <i>by Jen Bryant</i>
week 4	Pets	What's the Opposite? <i>by Ann Whitford Paul</i>
week 5	More Pets	Good Dog! Bad Dog! <i>by Jeannine Atkins</i>
week 6	On the Ground	Earthworms <i>by Michael J. Rosen</i>
week 7	In the Water	Green Sea Turtle <i>by Steven Withrow</i>
week 8	In the Air	How the Geese Became Chiefs of the Birds <i>by Joseph Bruchac</i>
week 9	Weather	Apprehended by Autumn <i>by Kristy Dempsey</i>
week 10	Food	Tomato Sandwiches <i>by Kathi Appelt</i>
week 11	More Food	Flapjack Flip <i>by Heidi Bee Roemer</i>
week 12	House & Home	A Real Bed <i>by Monica Gunning</i>
week 13	Families	Waiting <i>by Nikki Grimes</i>
week 14	Community	Doña Pepita <i>by Guadalupe Garcia McCall</i>
week 15	Stuff We Love	Charm Bracelet <i>by Charles Waters</i>
week 16	Holidays	Get a Life <i>by Eileen Spinelli</i>
week 17	Time Together	Greetings <i>by Lesléa Newman</i>
week 18	Human Body	Funny Bone (Humerus) <i>by Michael J. Rosen</i>
week 19	More Human Body	From Root to Tip <i>by Carol-Ann Hoyte</i>
week 20	Art & Colors	Paint Mind <i>by Susan Marie Swanson</i>
week 21	Love & Friendship	You Misbehave <i>by Gail Carson Levine</i>
week 22	A Kinder Place	The Bully <i>by Guadalupe Garcia McCall</i>
week 23	Exploring	Cold War <i>by Margarita Engle</i>
week 24	Science & Tech	Wheel of Progress <i>by Juanita Havill</i>
week 25	Song & Dance	Beats on Top of Your Head <i>by Jaime Adoff</i>
week 26	Nonsense	How to Open the Attic Door <i>by April Halprin Wayland</i>
week 27	World of Words	First Take <i>by Jane Yolen</i>
week 28	Books	My Sister Lisette <i>by Carmen T. Bernier-Grand</i>
week 29	Poetry Poems	How Is a Meadow an Ocean? <i>by Laura Purdie Salas</i>
week 30	RR&R	Cerberus <i>by Linda Ashman</i>
week 31	Different Forms	House Mouse <i>by Laura Purdie Salas</i>
week 32	Metaphor & Simile	Night Comes <i>by Deborah Chandra</i>
week 33	Personification	"Things are looking up" <i>by Heidi Mordhorst</i>
week 34	On the Move	Directions <i>by Janet Wong</i>
week 35	Summer Vacation	Family Vacation <i>by Allan Wolf</i>
week 36	Looking Forward	When the Future Arrives <i>by Bobbi Katz</i>

HOW TO OPEN THE ATTIC DOOR

by April Halprin Wayland

To open up the attic door,
(to find that old cartoon you drew),
you have to sing a silly tune,
you have to sing it backwards, too
and play it on the noodle flute
while putting on your bathing suit.
And *always* wear blue cowboy boots!

Take 5!

1. If possible, **stand by a door while reading this poem aloud.**
2. Share this humorous poem again and **invite students to choose their favorite line from lines 3-7 and chime in when that line appears** while you read the whole poem aloud.
3. For discussion: ***What is the secret in giving clear directions?***
4. This poem is another good example of using both end rhyme and rhyme in the middle too—called internal rhyme. **Challenge the students to find the words that rhyme, including slant or “almost” rhymes** (*cartoon, drew, you, tune, too, noodle, flute, suit, blue, boots*). Read the poem aloud again emphasizing those words in particular.
5. Link this poem with the nonsensical **“Eight-year-old Uncle” by X. J. Kennedy** (3rd Grade, Week 26) or share selections from *If You Were a Chocolate Mustache* by J. Patrick Lewis.

Building Your Own Poetry Library

How do we identify which poetry books are the best for children or most useful in the K-5 classroom? One of the best places to begin is by looking at poetry award winners.

The **Children's Poet Laureate (CPL)** was established by the Poetry Foundation in 2006 to raise awareness of the fact that children have a natural receptivity to poetry and are its most appreciative audience, especially when poems are written specifically for them. The Children's Poet Laureate serves as a consultant to the Foundation and gives public readings. The first CPL was Jack Prelutsky, followed by Mary Ann Hoberman and J. Patrick Lewis.

Another major award for poetry for children is the **National Council of Teachers of English (NCTE) Award for Excellence in Poetry for Children**, given to a poet for her or his entire body of work in writing or anthologizing poetry for children. Several of the winners are included in this anthology: Arnold Adoff, X.J. Kennedy, Nikki Grimes, and J. Patrick Lewis. Any book of poetry by one of these award winners will be worthwhile.

Other prominent awards include The **Lee Bennett Hopkins Award** for Children's Poetry, which is presented annually to an American poet or anthologist for the most outstanding new book of children's poetry published in the previous year; the **Claudia Lewis Award**, given by Bank Street College for the best poetry book of the year; and **The Lion and the Unicorn Award** for Excellence in North American Poetry for the best poetry book published in either the U.S. or Canada. A detailed listing of major poetry awards, past winners, and useful award-related web site links can be found in *The Poetry Teacher's Book of Lists* by Sylvia Vardell.

The Poetry Teacher's Book of Lists also offers input on selecting poetry for young people ages 0-18. It contains 155 different lists and cites nearly 1500 poetry books in a variety of categories including:

- Poetry Awards and "Best" Lists
- Seasonal and Holiday Poetry Booklists (Valentine's, Earth Day, Halloween, etc.)
- Multicultural and International Poetry Booklists (such as African American or bilingual poetry books)

Your Poetry Checklist

- Highlight poetry books on the chalk rail, a red wagon, or a table
- Seek out poetry books from diverse perspectives
- Link poems with picture books, novels, and nonfiction
- Connect children's poetry with social studies, science, and mathematics
- Tell your colleagues about Poetry Friday!

- Thematic or Topical Poetry Booklists (such as humor, family, friendship, coping, etc.)
- Poetry Booklists Across the Curriculum (animals, food, math, science, history, etc.)
- Poetry Booklists Highlighting the Form of Poetry (limericks, acrostics, haiku, etc.)
- Strategies for Creating a Poetry-Friendly Environment (poetry displays and quotes, lesson plan tips, a poetry scavenger hunt, poet birthdays)
- Strategies for Sharing and Responding to Poetry Out Loud (poetry performance tips, assessment rubrics, discussion prompts)
- Strategies for Teaching Poetry Writing (books with poet commentary, poetry written by children, lists of poem forms, writers' checklists)
- General Poetry Teaching Resources (poetry web sites and blogs, poetry text sets, reference tools)

If you are looking for poetry books for Mother's Day or for poems for a unit on insects and bugs, for example, you'll find lists for each of those and more.

Children's Poetry Web Sites and Blogs

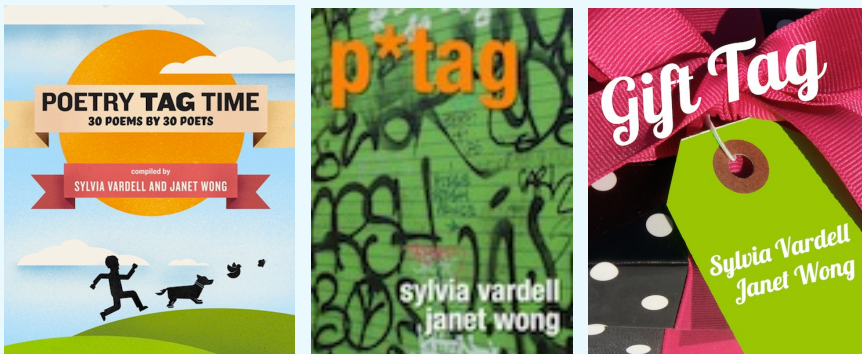
As we look for new places for poetry to pop up, you can be sure that this includes the Internet. There are several hundred web sites and blogs that make poems available; these often include audio and video recordings of poets reading their poems and/or biographical information about poets, too. A comprehensive list of poetry websites and blogs can be found in *The Poetry Teacher's Book of Lists* as well as on Sylvia Vardell's Poetry For Children blog.

Most of the established poetry blogs participate in the "Poetry Friday" celebration, posting a poem or poetry-related items on Fridays. Some include teaching activities and even welcome child participation. Sites and blogs also offer links to additional poetry resources on the web. Here is a select list of electronic resources that are particularly helpful in sharing poetry with children.

More from Pomelo Books

Ready for more poetry? Share the PoetryTagTime Trio—*PoetryTagTime*, *P*TAG*, and *Gift Tag*—the first-ever e-book anthologies of original poetry for children and teens.

These e-books are ideal for projecting on a screen and sharing with your whole classroom in a participatory reading. Keep your Poetry Friday tradition going strong!



pomelo * books