Poetry As an Integrator Handout and Lesson Plans

This handout accompanies the e-audio of Anna Ingham's "Poetry As an Integrator" talk from the Tacoma Teacher's Conference, 2004. To purchase the talk, see: IEW.com/TTC-POET-A

The additional lesson plans by Jill Pike are based on Anna Ingham's Blended Sound-Sight Program of Learning*. For a complete program that provides all the pieces that Mrs. Ingham described in her talk see: IEW.com/PAL-RC and IEW.com/PAL-WC.*

In this talk, Anna Ingham frequently references Andrew Pudewa's talk entitled "Nurturing Competent Communicators" freely available at: IEW.com/NCC-e.

Subject and Skill Integration

Subject and skill integration can contribute greatly to the development of the whole child, physically, mentally, intellectually, and socially. To enable children to meet the challenge of a society such as we have today, we must help them develop special competencies: open mindedness, critical thinking, scientific attitudes, creativity, co-operation, and appreciation. Subject integration helps pupils to see interrelatedness. Real integration makes learning meaningful and worthwhile.

Poetry as an Integrator

Poetry in the elementary grades is a logical center around which various subjects can be integrated. While encouraging students to appreciate a poem for its own value, a teacher can also make profitable use of this same time to integrate many subjects and make the total experience enjoyable for the children.

Typical Schedule

In the following suggested weekly schedule, skills in phonics and spelling, language, vocabulary, and comprehension are meaningful and enjoyable when introduced through poetry.

Monday

1. Present poem. Provide good model by reading with expression.
2. Read poem with whole class.
3. Discuss main idea, sequence, mental images, mood.
4. Develop vocabulary - word meaning, senses, homophones, etc.
5. Children choose poetry words for spelling lists.
6. Choral reading
7. Illustrate poem (later in the day or later in the week).

Tuesday

1. Choral reading
2. Note rhyme, rhythm, parts of speech.
3. Ask comprehension questions.
4. Discuss and mark phonics rules on chosen words.
5. Dramatize.
6. Have individuals or groups read poem.
7. Some students copy poem into study books (later in day).**

Wednesday

1. Choral and individual reading. Sing if appropriate.
2. Quickly review comprehension and vocabulary.
3. Quickly review phonics.
4. Begin memorization.
5. Integrate science, health, etc.
6. Individual study (later in day)**

Thursday

1. Continue choral reading and memorization.
2. Discuss emotional response to poem.
3. Discuss experiences related to poem.
4. Later in day some do self-testing (writing by memory).**

Friday

1. Poem is removed.
2. Those who are able and willing will write poem from memory.**
3. Other children do teacher-directed poetry-related tasks.
4. Spelling test that day will include poetry words.
5. Creative poetry if suitable

*** Not done in Grade One until printing is established (possibly November).*

Anna Ingham, C.C.M.

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"The Little Seed" Lesson Plans

Read and enjoy the poem every day this week. Use the lesson plans below to integrate this poem with other studies.

The Little Seed
by Wilhelmina Seegmiller

There was a little seed;
It was very small indeed.
But it made a little plant
And it grew, grew, grew.

The plant became a vine;
It had blossoms eighty-nine.
While the tale is very strange,
It is true, true, true.

Monday

Drama: Read and enjoy the poem. (See the poster provided on page 4.) Invite children to crouch on floor like tiny seeds. With pretend water and sunlight provided by teacher, they grow, reaching for sunlight. They twist and turn to simulate growth of a vine.

Phonics and Spelling

- Find and underline the Squeally e's (*ee*) found in the poem (*seed*, *indeed*. Also in the author's name: *Seegmiller*). The Squeally *e*'s say |ē| in words.
- Notice the word *made*. The *e* in this word makes the letter *a* say its long sound. Explain that this is one of the many jobs of the letter *e*. This is the Magic *e*. The pattern is vowel-consonant-e, and the *e* makes the vowel long. Find the other Magic *e* words in the poem (*became, vine, nine, tale*). Draw arrows from the *e* to the vowel and read the words.

Tuesday

Phonics and Spelling

- Read the poem together with your student (choral reading).
- Review the Squeally *e*'s and Magic *e*.
- Discuss syllables. A syllable is the beat of a word. Have your student hold his hand under his chin to sense the beats of a few words such as *seed, little, plant, blossoms, tale*.
- Introduce the Syllable *e* using the word *little*. Every syllable needs a vowel. In the word *little*, the *e* at the end serves as the vowel for the second syllable. (Underline the *tle* in *little*). Think of other words that have a Syllable *e* (*purple, apple, giggle*).

Math: How many is eighty-nine? (tens and ones) Draw a large vine on the board or a piece of paper. Have your student decorate the vine with flowers consisting of ten lines serving as petals in a circle (✳). Notice that ten is the number of fingers on two hands. Keep track of how many groups of ten as you draw flowers on the vine (one group of ten, two groups of ten, etc.) until eight groups have been drawn. Then, make a flower with only nine petals (one is missing). Thus, you have eight groups of ten and nine left over = 89.

Jill's Bean Soup
To quick soak the beans, place 2 cups of Great Northern beans in a 4-quart pot with 2 quarts of water. Boil 2 minutes. Cover and let stand one hour. Rinse.

Into a large pot combine:

- soaked beans
- 2 quarts fresh water
- ½ pound of ham, bacon, or other meat (a ham bone is great)
- ½ cup chopped onion
- ½ cup chopped celery
- ½ cup chopped carrots
- ¼ tsp. pepper
- 1 tsp. salt
- 2 Tbsp. beef bouillon
- ½ tsp. oregano
- ½ tsp. basil
- one 13 oz. can diced tomatoes
- ½ cup oatmeal (if desired for thickening)

Cover and bring to boil. Simmer 2–4 hours.

Wednesday

Phonics and Spelling

- Enjoy choral and individual reading.
- Briefly review the Squeally *e*'s, Magic *e*, and Syllable *e*.
- Underline the *ue* in *true*. Introduce the rule *ui* says |oo| in the middle of words; *ue* says |oo| at the end of words.
- Introduce your student to homophones, which are words that sound the same but are spelled differently and have different meanings. Highlight the word *tale*. What does *tale* mean in this poem? (a story) Print the word *tail* off to the side on the poem poster and explain that *tail* refers to the tail of an animal—the thing a dog can wag. Think of a way to remember which spelling to use. (E.g., *tale* has a Magic *e* just as many tales are about magic. The word *tail* looks like a dog or cat with its head and tail up in the air at the two ends.) Collect homophones as your students find them.

Science: Begin a seed study. Purchase a bag of Great Northern beans and set aside about a dozen beans. (If desired, make bean soup with the rest of the bag using the recipe at right. Notice that *ou* says |oo| in *soup*!) Observe the beans (hardness, color, size). Write down the observations. Place the dozen beans in a glass of water to soak overnight.

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Thursday

Reading and Memorization

- Continue choral and individual reading. Student practices individually later in day.

Phonics and Spelling

- Briefly review the Squeally *e*'s, Magic *e*, and Syllable *e.*
- Notice the word *strange*. The letter *g* sounds like the letter *j*. Underline the *ge* in *strange*. Explain that the letter *e* can make the consonants *c* and *g* make a different sound. This is the "Poker e" because it gives the letter a poker face: it looks like one thing, but says another.
- Teach the spelling rule, "When a *g* is followed by an *e*, *i*, or *y*, it might say |j|, but you put *g*!" It works more consistently with the letter *c*: "When a *c* is followed by an *e, i,* or *y*, it says |s|, but you put *c*!"

Science: Continue your seed study. Examine the soaked beans from yesterday. What are they like now? (soft, larger) Dissect one of the seeds and notice the parts (seed coat, cotyledons, embryo). "Plant" the remaining soaked seeds by slipping them between the glass and a paper towel wrapped inside a glass jar. Crumpled paper towels in the center will keep the seeds against the glass. Keep the towels damp. Observe the seeds each day and record the changes observed. Keep the jar in a warm, sunny place and observe for the next few days as the plant germinates and grows. Discuss how a bean plant will grow into a vine that will develop blossoms, which will become more beans!

Friday

Phonics and Spelling

- Briefly review the Squeally *e*'s, Magic *e*, Syllable *e*, and Poker *e*.
- The letter *y* also has several jobs. Notice the *y* in the word *very*. It is serving as a vowel in this word. When the letter *y* comes at the end of a one-beat (one syllable) word, it says |ī| (*my, sky, try*). But at the end of a two-beat word (two syllable), it says |ē| (very, *pretty, kitty*). Find the other two-beat word with a *y* at the end in the poem (*eighty*).

Science: Continue to observe the seeds. Read a book about seeds (such as *Oh Say Can You Seed* by Bonnie Worth or *The Magic Schoolbus Goes to Seed*).

Optional Activity: Make a Funny Face Barber Shop. Decorate paper cups by drawing a face using felt markers, paint or paper. Fill each cup with soil and sprinkle grass seed on top. As the grass seeds grow, the barber clientele will require haircuts.

Literature: Read and discuss the story of *Jack and the Beanstalk.*

Memorization: Have your student recite or write out the poem from memory.

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The Little Seed

by Wilhelmina Seegmiller

There was a little seed;

It was very small indeed.

But it made a little plant

And it grew, grew, grew.

The plant became a vine;

It had blossoms eighty-nine.

While the tale is very strange,

It is true, true, true.

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"Robin in the Rain" Lesson Plans

Read through the poem each day. A poster with the poem is provided on page 7. This poem can be sung with motions. To see how, watch Anna Ingham and her daughter, Shirley George, sing and dance the poem at IEW.com/robinrain.

Robin in the Rain
by Claire Senior Burke

Robin in the rain,
What a saucy fellow.
Robin in the rain,
Mind your socks of yellow.

Running in the garden
On your nimble feet.
Digging for your dinner
With your long, strong beak.

Robin in the rain,
You don't mind the weather.
Showers always make you gay.
But the worms are wishing
You would stay at home.
Robin on a rainy day.

Monday

Drama: Read and enjoy the poem. Invite children to act out the poem as it is sung or read.

Phonics and Spelling

- This poem has many two-beat (two syllable) words. Find them. (*robin, saucy, fellow*, etc.).
- Review *y* at the end of a two-beat word says |ē| (*saucy, rainy*). Notice how the *y* at the end of *saucy* also makes the *c* say |s|.
- Review the rule, "When a *c* is followed by an *e*, *i*, or *y*, it says |s|, but you put *c*!" Also, "When a *g* is followed by an *e, i,* or *y*, it might say |j|, but you put *g*!"
-

Tuesday

Phonics and Spelling

- Read the poem with your student (choral reading).
- Find the word *socks*. Discuss the suffix *s* and how it means more than one. Find and circle each plural *s* in the poem (*socks, showers, always, worms*).
- Teach that *ai* says |ā| in the middle of words and *ay* says |ā| at the end of words. Find and underline examples in the poem (*rain, gay, stay, day, always*). Notice the suffix *s* at the end of *always* and discuss how the *ay* is still at the end of the root word.

Math

- A package of gummy worms or worms that have been cut out of brown paper would make for a very fun math lesson. Practice measuring the worms to the nearest inch or other fraction.
- Subtraction can also be practiced with the worms. Make up math stories, e.g., "Five worms wiggled on the ground. The robin ate two. How many are left?" Children can pretend their fingers are beaks snatching the worms from the table.

Wednesday

Phonics and Spelling

- Read the poem (choral and individual).
- Underline *or* in the word *for* and teach that *or* usually says |or| in words.
- Underline *wor* in *worms*. Notice that *wor* in *worm* says |wer|. Think of other words where this is true (*word, world, work*).
- Point out that *ck* says |k| at the end of short vowels (*socks*), while *k* is used after long vowels or vowel pairs (*beak*).
- Notice the contraction *don't*. Discuss how the words *do not* are brought together with an apostrophe taking the place of the missing *o*. Say the word *apostrophe* together a few times to get the feel of it You can explain to your student that *don't* is called a contraction, but your students do not need to master that term just yet.

Science: Study earthworms. Where do they live and what do they eat? If desired, make a home for earthworms by placing at least twenty earthworms in a small pan with an inch of moist soil. Scatter coffee grounds on one side of the pan and spread potato gratings on the other side. Cover the pan with a damp towel and place it in a dark place for a week. Then examine the pan to see what happens to the different foods. What happens to the coffee grounds after a week? Do you think earthworms are helpful or harmful to man?

Thursday

Phonics and Spelling

- Read the poem together again. Students work on memorization individually.
- Notice the -ing words in the poem (*running, digging, wishing).* What are the roots of these words? (*run, dig, wish*) Discuss the rule for doubling the final consonant in *running* and *digging* as compared with *wishing*.

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- Discuss prepositions and find them in the poem (*in, on, with, for, at*). Begin a list of prepositions and add to it as you find or think of more. Using a table or a chair, act out the prepositions (Susan is **on** the chair, **under** the chair, **with** the chair, etc.). Alternatively, use a toy bird to act out the prepositions.

Science

- Study robins by visiting a bird information website (e.g., allaboutbirds.org/guide/American_Robin/id) or by finding a book at the library. Do robins live in your area? Where do they live?
- Why do robins like rainy days? (The worms come out of the ground when it rains.) Why do worms come up when it rains? (Their tunnels fill with water, which would drown them, so they must come up.) How might robins trick the worms to come up on dry days? (The robin stomps on the ground, which sounds like rain drumming.)

Friday

Phonics and Spelling

- Draw a macron (a line above the letter) over the *i* and underline the *ind* in *mīnd*. Teach the rule that the vowels *i* and *o* sometimes say their long sound when followed by two consonants (e.g., *old, most, kind, wild*).
- Notice that *ow* says |ō| at the end of words (*fellow, yellow*). Underline *ow* in these words. *ow* can also say |ow!| as in *showers*.

Art: Make a Robin mobile. Color the picture provided on page 8 and add a little scenery (grass, rainclouds, raindrops). Trim the page and place the picture between two pieces of wax paper ironed together in shape of raindrop. (Use newspaper to protect iron. Shavings of blue crayon could be melted between layers to represent rain.)

Memorization: Have your student recite/sing/dance or write out the poem from memory.

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Robin in the Rain

by Claire Senior Burke

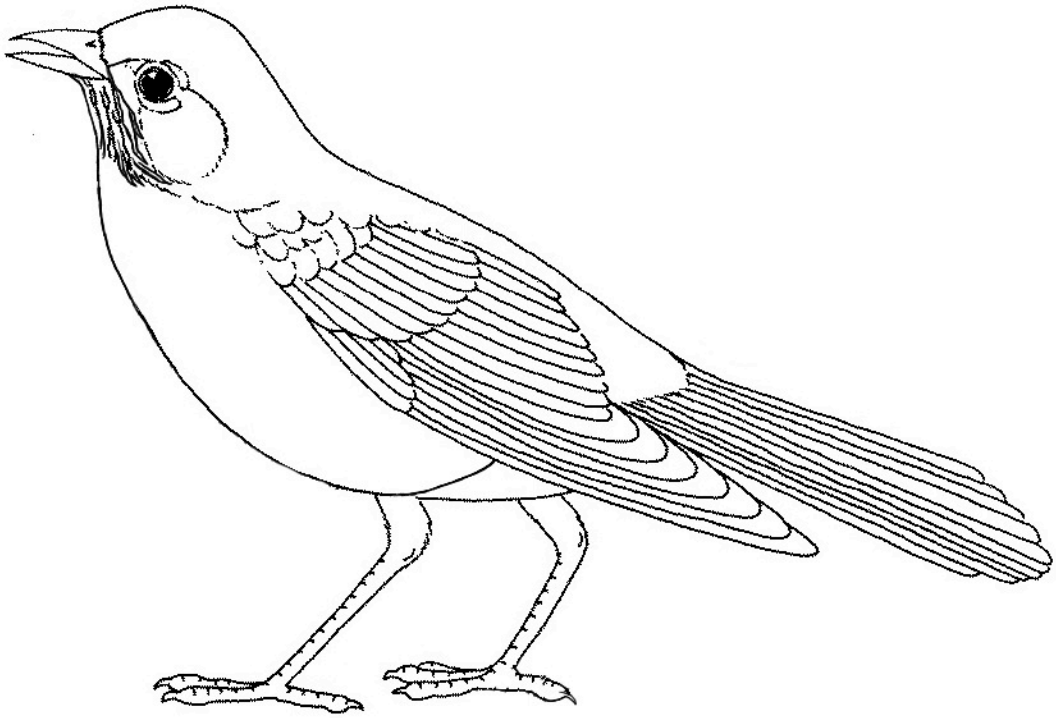
Robin in the rain,
    What a saucy fellow.
Robin in the rain,
    Mind your socks of yellow.

Running in the garden
    On your nimble feet.
Digging for your dinner
    With your long, strong beak.

Robin in the rain,
    You don't mind the weather.
Showers always make you gay.
    But the worms are wishing
    You would stay at home.
Robin on a rainy day.

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Art: Make a Robin mobile. Find a picture of a robin and color the bird below to match (reddish orange breast, dark gray upper parts, yellow legs and beak, white eye crescents). Add some scenery (grass, rainclouds, raindrops). Trim the picture and place it between two pieces of wax paper ironed together in shape of raindrop. (Use newspaper to protect iron. Shavings of blue crayon could be melted between layers to represent rain.)



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"A Funny Man" Lesson Plans

Read and enjoy the poem each day this week.

A Funny Man
Author Unknown

I know a man, a funny man.
His coat is pink, his trousers tan.
One shoe is purple, the other red.
He wears his big green hat to bed.

He never walks, he always skips,
With yellow gloves upon his hips.
He sleeps by day and works at night,
His nose shines with an orange light.

He's as happy as he can be.
He makes folks happy too, you see.

Monday

Comprehension: Read the poem to your student. Discuss the poem and what this man might be (a clown).

Phonics and Spelling

- Circle the *s* at the end of *trousers*, *gloves*, and *hips*. The *s* in those words means there is more than one. Notice the root words (*trouser, glove, hip*). What are *trousers*? (pants)
- Notice the words *funny* and *happy*. Say the word with your hand under your chin. How many beats in *funny*? (How many times does your chin go down?) Review that *y* at the end of a two-or-more-beat word says |ē|. Mark the word as illustrated at right. Mark *happy* in the same way.



Tuesday

Comprehension: Enjoy the poem again. Act it out by pointing to your clothes as you read the poem.

Phonics and Spelling

- Point out the word *wears*. *ear* sometimes says |air| in a word such as *wears* and *bear*.
- Underline the *ay* in *always* and *day*. *ay* says |ā| at the end of words. Notice the *s* at the end of *always* is a suffix (a tail). The root word *alway* has the *ay* at the end. We don't use this word without the *s* anymore.
- Underline *wor* in *works*. Does your student remember how *wor* says |wer| as in *worm*?

Art: Explore colors by mixing colors (paint, pencil, or crayon). Teach the three primary colors: blue, red, and yellow. Using watercolors, experiment creating other colors by mixing paints and keep a list of the results. Notice how adding white or black will change the shade (e.g., red→pink).

Wednesday

Rhyming: Recite the poem together. What words rhyme? (*man/tan, red/bed*, etc.)

Phonics and Spelling

- Can you find the Magic *e* words in the poem? (*nose, shines, makes*) Circle the *s* on the end of *shines* and *makes*. The root words are *shine* and *make*. You don't have to teach the term "suffix" or the concept of plural and singular verbs, just circle the *s* as something that can be tacked onto a word when needed, to make it mean more than one.
- Notice the word *gloves*. Circle the plural s. The root word is *glove*. The *e* at the end of *glove* is a Decorative *e.* The rule is "No English word ends in *u* or *v*, so decorate it with an *e."*
- Color words are wonderful for teaching the phonics rules: the Squeally e's in *green, ur* says |er| in *purple* (not to mention the Syllable *e*!), *ow* says |ō| at the end of words in *yellow*, and *or* says |or| in *orange* (as well as the Poker *e* at the end making the *g* say *j*).

Freedomship: Explore the concept of vocation. Where would this "funny man" work? What is the purpose of his job? What other jobs are there where people "make folks happy"? (other entertainers such as actors, comedians, singers, musicians) Think of some other vocations (doctor, grocery clerk, artist, etc.). What is the purpose of those vocations?

Thursday

Phonics and Spelling

- Read the poem (choral and individual reading).
- Notice the Open-e words *he* and *be*. The vowel is open when it is not closed off with a consonant. Open vowels say their long sound.
- Point out the contraction *he's*. Teach that this is a blending of two words: *he is*. Print *he is* on the board, and then print the two words close together (with no space). Show that you can erase the *i* and replace it with an apostrophe. Say the word *apostrophe* together a few times to get the feel of it. It is a word you can almost skip along with, while saying, "*apostrophe, apostrophe, apostrophe*." You can explain to your student that *he's* is called a contraction.

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Art: Invite your student to color the clothing on page 13 according to the poem. Cut out the clothing and have your student dress the clown on page 12 as he recites the poem.

Friday

Phonics and Spelling

- Underline *th* in *with*. *th* can be voiced or whispered. Place your hand on your throat as you say *with*. Does your throat vibrate? (No) Thus, the *th* in *with* is whispered. (It is voiced in *the* and *thus*.)
- Underline the *oo* in *too*. What does it say? (|oo|) The word *shoe* also has the |oo| sound at the end. |oo| is one of the four sounds of *o*: |ŏ|, |ō|, |oo|, and |ŭ|.

Freedomship: Discuss what kind of clothing people might wear for different vocations. If desired, create clothes for your "funny man" to dress him up as a farmer, pilot or astronaut, businessman, etc. Why might some vocations wear specific clothing? Are there other tools specific to certain vocations?

Creative Writing: Rewrite the poem to match the clothing chosen for another vocation; rhyming is optional. (E.g., for a farmer or cowboy the poem might be: I know a man, a tall, strong man; his shirt is checked, his pants are denim. His boots are flat and he wears a wide-brimmed hat., etc.)

Memorization: Have your student recite or write out the poem from memory.

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The Funny Man

Author Unknown

I know a man, a funny man.
His coat is pink, his trousers tan.
One shoe is purple, the other red;
He wears his big green hat to bed.

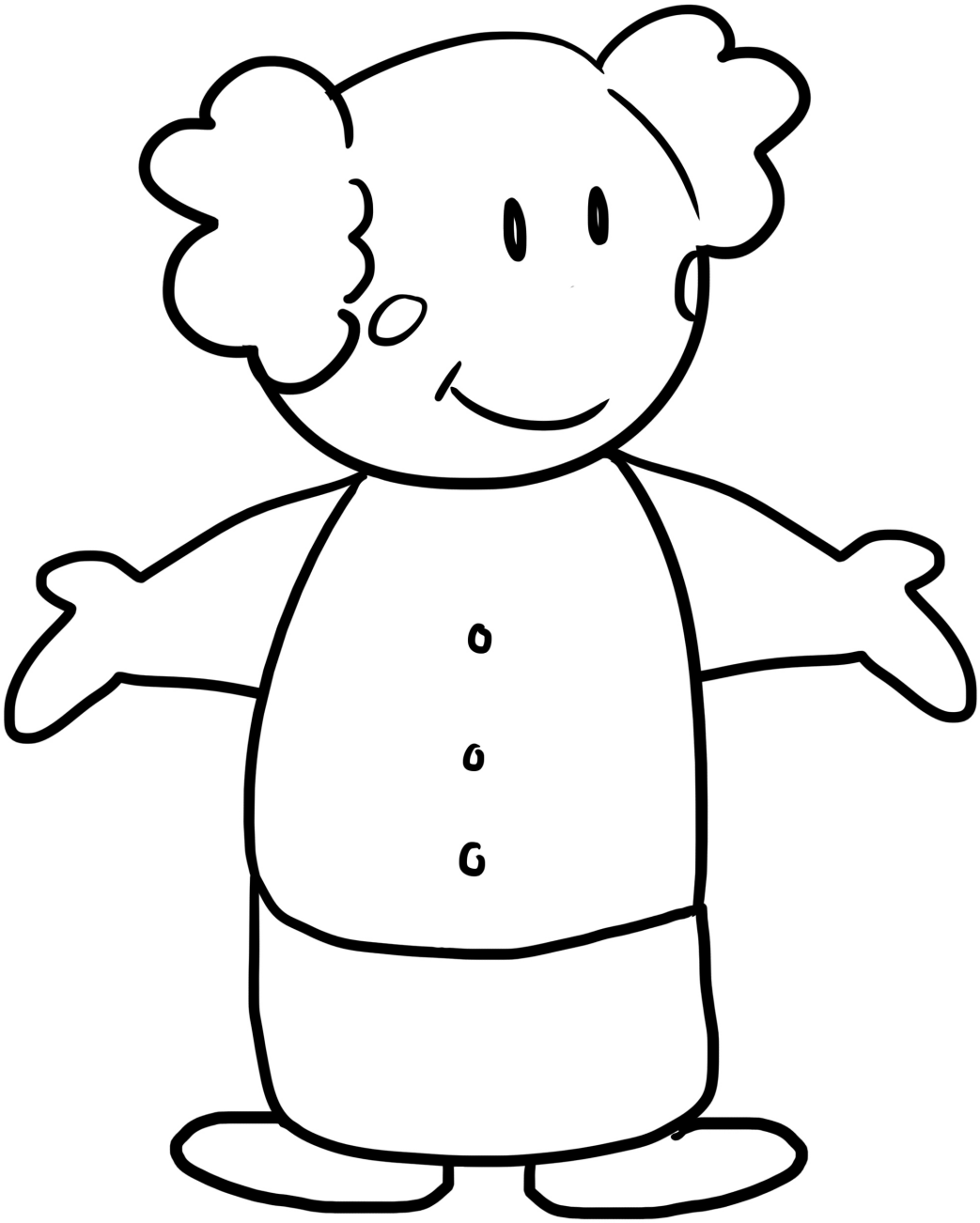
He never walks, he always skips
With yellow gloves upon his hips.
He sleeps by day and works at night,
His nose shines with an orange light.

He's as happy as he can be.
He makes folks happy too, you see.

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A Funny Man (Craft)

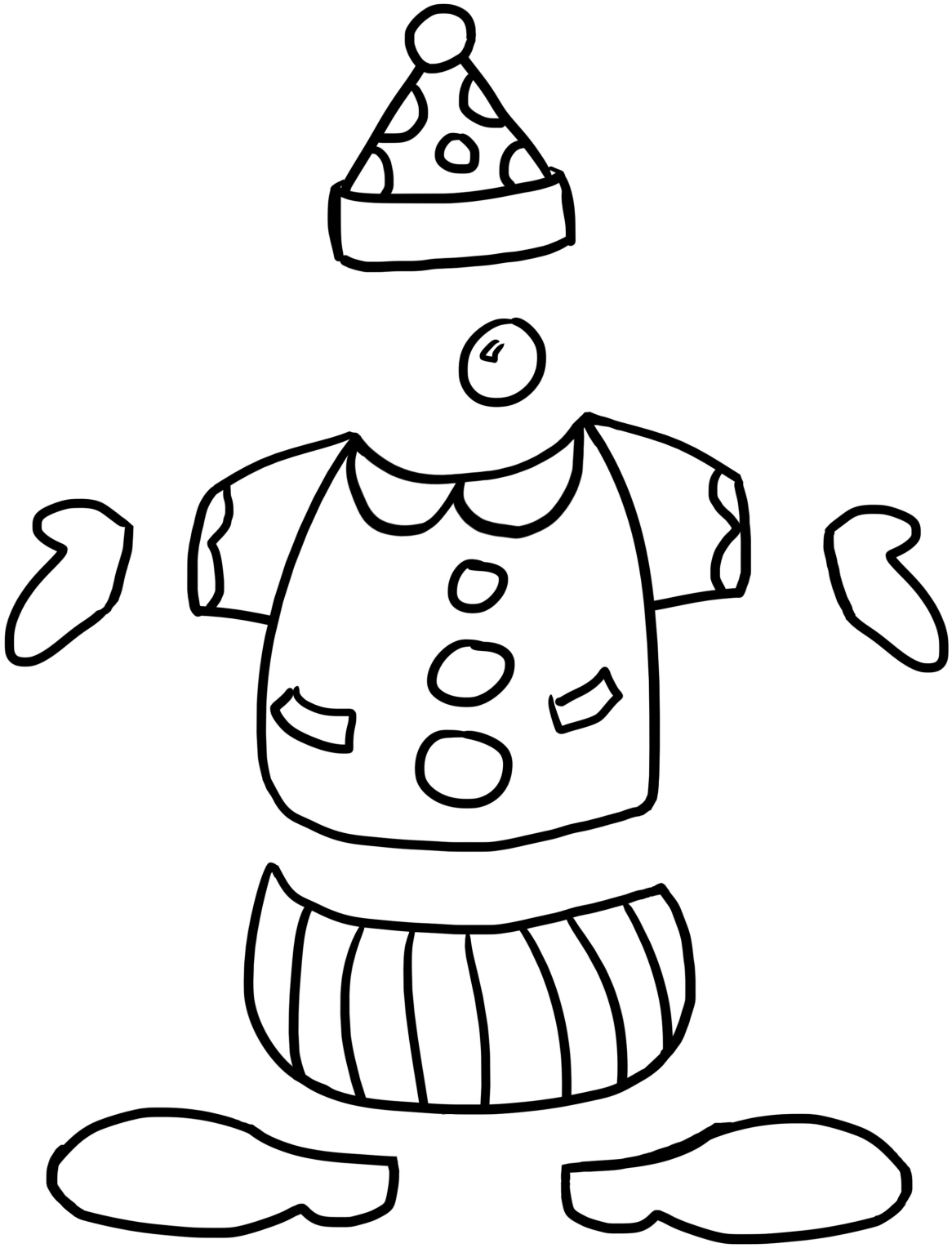
Have your student color the clothing on the next page to match the poem. He may then cut out the pieces to dress the funny man below. Can your student find one thing that does not match the poem? (His gloves will not be on his hips.)



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A Funny Man: Clothes

Have your student color this clothing to match the poem. He may then cut out the pieces to dress the funny man on the previous page.



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"Holding Hands" Lesson Plans

Read and enjoy the poem each day this week.

Holding Hands
By Lenore M. Link

Elephants walking
Along the trails
Are holding hands
By holding tails.

Trunks and tails
Are handy things
When elephants walk
In circus rings.

Elephants work
And elephants play
And elephants walk
And feel so gay.

And when they walk,
It never fails,
They're holding hands
By holding tails.

Monday

Comprehension: Read the poem to your student. Discuss the role of elephants in a circus. Talk about elephants and what they do in a circus parade. Consider getting some books from the library about elephants or circuses for your student to enjoy during the week.

Phonics and Spelling

- Underline the *ing* in *holding*, *walking*, and *things*. Say the |ng| sound. It makes one sound, but it takes two letters to write it. The *ng* can have any of the vowels in front of it, but it rarely uses the *e.* Sometimes the *ing* is a suffix (*hold* → *holding*); sometimes it is just part of the word (*thing*).
- Underling *ong* in *along*. This is another word that has the *ng* sound, but the *o* is in front.
- Underline the *ph* in *elephants*. What sound is it making? |f|.

Science and Geography

- Describe an elephant (ears, tusks, trunk, tail).
- Look up the two kinds of elephants (African and Asian).
- Find Africa and Asia on a map.

Tuesday

Comprehension: Enjoy the poem again. Act it out by having your own elephant parade.

Phonics and Spelling

- Enjoy the rhymes. How many syllables in *elephants*? (Three)
- There is an interesting little rule that holds for *o*. When an *o* is followed by two consonants, it sometimes says its long sound. This works with the letter *i* also, but that will be presented later. Think of words that rhyme with *hold* where the *o* is also long because it is followed by two consonants (*old, cold, bold, sold, mold, fold, gold, told*).
- Underline the *ar* in *are,* and review the sound of *ar*.
- Underline the *ee* in *feel,* and review the sound of *ee*.

Science

- Describe the differences between Asian and African elephants.

Wednesday

Comprehension: Recite the poem together. How might elephants work? Play?

Phonics and Spelling

- What words rhyme? (*trails/tails, things/rings*, etc.)
- Underline *el* in *elephants*. The *el* is an example of the consonant that speaks the loudest (the *l* speaks so loud, you might forget to spell it with an *e*).
- Underline the *wh* in *when*. Hold your hand in front of your mouth when you say *when.* Feel the air. Now say *walk.* Any air?
- Notice the letter in *walk* (the *l*) that makes the a say |aw|. Put two dots over the *a*.
- Underline the *ai* in *trails*, *tail*, and *fails,* and review the sound of *ai.*

History: How have elephants been used in history? Explore Hannibal's crossing of the Alps in 218 B.C.

Thursday

Comprehension: Enjoy the poem. Have your student close his eyes and imagine the scene.

Phonics and Spelling

- Notice that some of the words begin with the same letter: *holding hands, trunks and tails.* This is called *alliteration*.
- Notice the contraction *they're*. What does it stand for? (*they are*)

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Friday

Memorization: Have your student recite or write out the poem from memory.

Art: The next page provides an **Elephant Parade Craft**. Cut it out and use that to trace several elephants on paper (or print out several copies). Color the elephants and connect the trunks to the tails, just as the poem describes.

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Holding Hands

By Lenore M. Link

Elephants walking
Along the trails
Are holding hands
By holding tails.

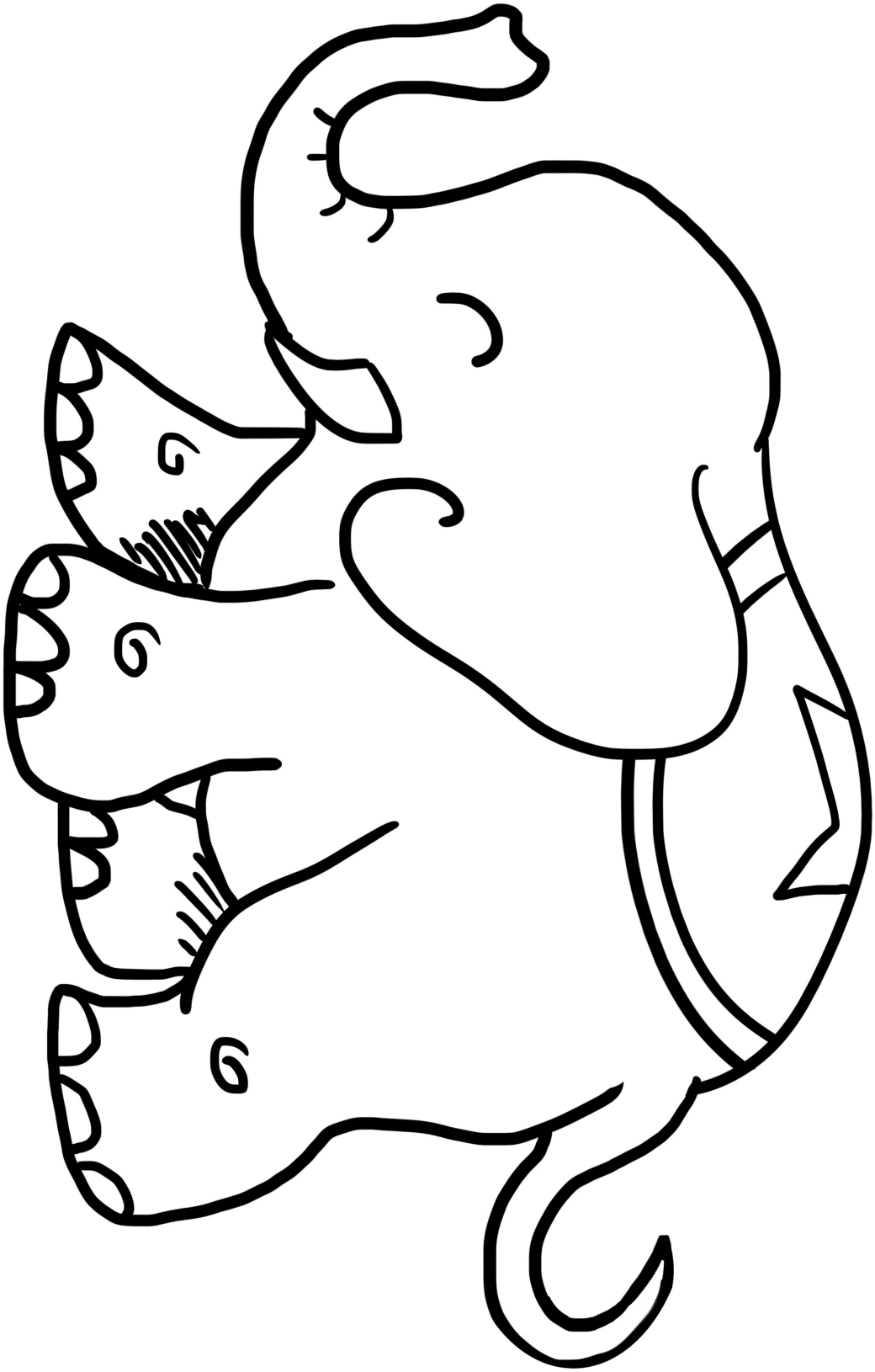
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Are handy things
When elephants walk
In circus rings.

Elephants work
And elephants play
And elephants walk
And feel so gay.

And when they walk,
It never fails,
They're holding hands
By holding tails.

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Print out several copies of this page. Your student can color them, and then he can cut them out. The elephants can link trunk and tail.



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