

POETRY AS AN INTEGRATOR

Anna Ingham

Pg. 1

Read The Blended Sound-Sight Program of Learning by A. G. Ingham for a complete discussion of poetry appreciation, the importance of poetry, techniques for teaching poetry and suggestions for subject integration. In the following suggested weekly schedule, skills in phonics, structure, language, vocabulary and comprehension are meaningful and enjoyable when introduced through poetry.

Suggested weekly routine

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, homonyms 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 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.)

POETRY AS AN INTEGRATOR

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Pg. 2

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.

Integration Ideas

- A. PHONICS - This poem provides good examples of "magic e's" where the "e" jumps over the consonant, taps the vowel on the head and makes it say its name. Examples: became, vine, nine, tale
- B. DRAMA - Children 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.
- C. MATH - How many is eighty-nine?(tens and ones) Draw a large vine on the chalkboard. Have groups of ten children go to the board and decorate the vine with a blossom each. Keep track of how many groups - 1 group of ten, 2 groups of ten etc., until 8 groups have gone up. Then, only 9 children go to the board. Thus, you have 8 groups of ten and 9 left over = 89.
- D. SCIENCE
- 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.
- b) Seed Study - Soak large bean or lima seeds in water over night. Give each child one seed, which has been soaked. Have him compare it with a dry seed. Why is the dry seed hard? Carefully remove the seed covering from the soaked seed. Examine the bulk of the seed. What is it used for? Carefully split the seed open to find the small plant inside. (Have extra soaked seeds since some will disintegrate.
- c) Glass House - Plant some of the seeds by slipping them between paper towel wrapped inside a beaker. Crumpled paper towels in the centre will keep the seeds against the glass. Keep the towels damp. Observe the seeds in their houses each day and record the changes observed.
- d) Spring Plants for Mother - Celebrate the first day of spring by decorating small yogurt containers with torn paper collage. The children tear pieces of pictures (appealing colours rather than objects) from magazines and glue on to the containers. Coat each container with shellac. Plant 5-10 marigold seeds in each container. Send them home for Mother's Day.
- E. MUSIC - is found in The Magic of Music, Book One, Ginn Co.

POETRY AS AN INTEGRATOR

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Pg. 3

Robin In The Rain

Robin in the rain	Running in the garden	You don't mind the weather.
What a saucy fellow	On your nimble feet	Showers always make you gay.
Robin in the rain,	Digging for your dinner	But the worms are wishing
Mind your socks of yellow.	With your long, strong beak	You would stay at home.
	Robin in the rain,	Robin on a rainy day.

Integration Ideas

- A. PHONICS – There are many 2 syllable words = saucy, robin etc. which will give students opportunity to feel the beats, by clapping, bouncing, jumping and feeling their chins drop as they say the words. There are also good examples of the suffix "ing" and the rule for doubling the final consonant "running" and "digging" as compared with "wishing".
- B. LITERATURE – Robin Poem Books
More advanced students could make their own book of robin poems by cutting out a construction paper cover in the shape of a robin and gluing in duplicated copies of poems about robins to read and share.
- C. MATH–
- a) Make a bulletin board display of robins and worms. As hungry robins eat worms, children subtract to see how many are left.
 - b) Shapes – Have the children construct robins out of various shapes. Discuss shapes used.
 - c) Measurement – Make a game or worksheet with worms to be measured.
- D. SCIENCE
- a) Study robins and spring. Is a robin a meat-eater or plant-eater? The shape of a bird's beak is a good indication of the type of food he eats. A comparison could be made of the various types of beaks and feet of a number of birds. The coloring of the male and female could be discussed. One of the signs of spring is of course the return of the robin. Signs of spring could be included in this discussion.

POETRY AS AN INTEGRATOR

Anna Ingham

Pg. 4

- b) Study of earthworms – Make a home for earthworms by placing at least 20 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? Why or why not? Do a report on earthworms.
- E. CREATIVE WRITING – Does your class know why worms come out in the rain and how the robin tricks a worm into thinking it is raining? A creative writing project could stem from these questions.
- F. ART – a) Robin mobile
Make construction paper robin. Place it between 2 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.
- b) Vegetable Prints
If you choose to develop the theme of the vegetable garden, vegetable prints would tie in nicely. Potatoes, carrots, green peppers, celery, turnips etc. may be used.
- G. DRAMA – Have children act as poem is sung or read.
- H. MUSIC

A humorous poem taken from May Arbuthnot's Time For Poetry

A Funny Man

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.

1. The structural and phonetic analysis markings would be put on the poem according to what you want to emphasize. Remember, do NOT mark all the words. Choose ones appropriate to the lesson. Here are some samples;

k n o w o r a n g e c o a t p i n k

t r o u s e r s n e v e r l i g h t a l w a y s

POETRY AS AN INTEGRATOR

Anna Ingham

Pg. 5

y e l l o w g l o v e s w o r k s

Mark magic e with an arrow on "nose", babysitter bed on the a in "walks" and wiggly line under the l to indicate a ghost letter, a box around the jail word "works" etc.

2. You may wish to make a large "funny man" with removable clothes so the children could dress him as the poem is recited.

3. You may give each child a copy of the small "funny man", along with his clothes. They will colour the clothes according to the poem and dress their man. Tie in a science project by having them make a home, furniture and perhaps a vehicle for their man.

4. Children who are ready to write the poem out by memory on Friday might use the small man and his clothes as a memory aid if necessary.

Use this science poem to discuss how animals move and communicate. A picture clue sheet could help the children remember the sequence.

Jump and Jiggle by Evelyn Beyer

Frogs jump,	Rabbits hop,	Mice creep,	
Caterpillars hump,	Horses clop,	Deer leap,	Lions stalk
Worms wiggle,	Snakes slide,	Puppies bounce,	But -
Bugs jiggle,	Sea gulls glide	Kittens pounce	I walk.