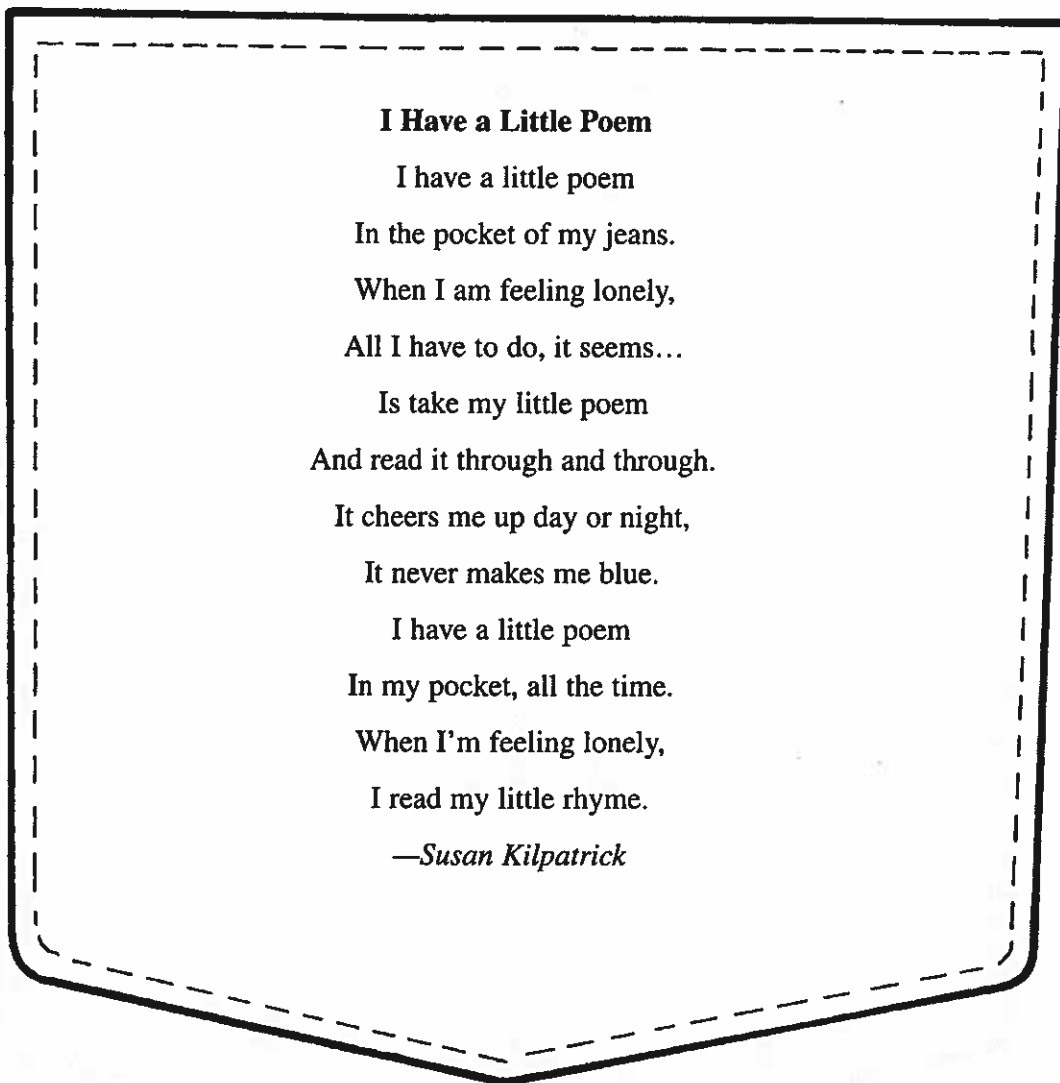


POETRY APPRECIATION

Children love poetry. They enjoy listening to a poem read over and over, reciting one along with you or to another person, and reading one on their own.

MAKING A POETRY POCKET

One way of developing an appreciation of poetry is to present each child with his own "poetry pocket." Duplicate the patterns on this and the following page. You and/or your children can cut out the patterns and glue as directed. They should be laminated for a longer lifespan!



Glue this piece on top.

Colorful Poetry

List a smell, taste, sound, and feeling to describe your favorite color. Leave the **MY FAVORITE COLOR** line blank. Now trade with a partner and see if he can guess the color you described!

MY FAVORITE COLOR: _____

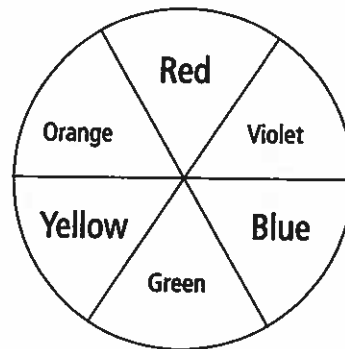
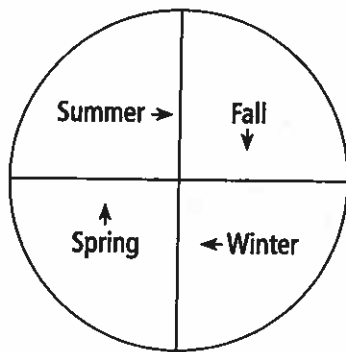
Smell: _____

Taste: _____

Sound: _____

Feeling: _____

The cycle of the year's seasons is similar to the color wheel—when two seasons such as winter and summer mix, you get spring in between! In the color wheel, violet, green, and orange are secondary colors: this means that they are created by mixing two primary colors together. The primary colors are red, blue, and yellow. Can you use the color wheel below to complete the equations?



Red + Blue = _____

Blue + Yellow = _____

Yellow + Red = _____



by Joyce Sidman
illustrated by Pamela Zagarenski
978-0-547-01494-4

Spring Days

by Basho, 1686

Oh, these spring days!
A nameless little mountain,
Wrapped in morning haze!

Spring Pools

by Robert Frost, 1928

These pools that, though in forests,
Still reflect
The total sky almost without defect,
And like the flowers beside them,
Chill and shiver,
Will like the flowers beside them
Soon be gone,
And yet not out by any brook or
River,
But up by roots to bring dark foliage
On.
The trees that have it in their pent-
Up buds
To darken nature and be summer
Woods---
Let them think twice before they use
Their powers
To blot out and drink up and sweep
Away
These flowery waters and these
Watery flowers
From snow that melted only
Yesterday.

1. The teacher reads this poem to the class:

Trees

There is no plant upon this earth
As lovely as a tree.
No tulip, rose, chrysanthemum,
Can steal its place from me.

A tree is beauty, strength and grace,
Its branches touch the sky.
It whispers secrets to the breeze,
When in its shade I lie.

A tree is proof that yesterdays
Existed where I stand.
For seed to full maturity,
Exceeds the span of man.

When I am old and near the end,
I'll sort my memories.
The fondest ones I'm sure will be
My time spent 'mongst the trees.

2. Re-read the poem emphasizing the "beat" as the number of syllables in each line. On the chalkboard or experience chart paper, emphasize the syllables with short dashes:

There is no plant up - on this earth

As love - ly as a tree

No tu - lip, rose, chry - san - the - mum,

Can steal its place from me.

Etc.

3. Note which lines rhyme in the above stanza (i.e. lines 2 and 4).
4. Read the second poem to show that the meter can be slightly different (as in the fact that there are only seven syllables in lines one and three) but that the rhyme scheme remains the same.

The Dandelion

A yellow-headed soldier
Keeps guard beside my gate.
So tall and thin and noble
You stand the silent wait.

And round your feet green daggers
Spread out to claim your space.
Your leaves in careful overlap
Force others from this space.

Oh dandelion tell me,
Your plans, what can they be?
To hold this ground forever
And never let it free?

And when your crown of yellow
Is turned to fluffy white.
You'll launch your seeds upon the wind,
To spread as far as sight.

So next year one brave soldier
A thousand more will be.
A yellow headed army,
As far as I can see.

5. Have the students choose a title for a poem. For example, they may choose "The Maple Tree". Write this on the chalkboard or experience chart paper.
6. Give each child a strip of paper about 4 x 20 cm (easily cut from standard printer paper). Allow about two minutes for each student to compose only the first line for the poem that the title describes. No one is to sign their name to the paper.
7. Collect the folded papers in a hat or box. If a student has not written a line just pass on and collect only those that are finished. (It has been found that many students will not participate in this first round because they believe they might be identified as the writer).
8. Pull one strip from the hat and read it to yourself. This allows you to exert some control over what ends up on the chalkboard. (If the line is inappropriate simply say "Oops, too many syllables" and then pull another). The first line that is acceptable is then written on the chalkboard without identifying the author.
9. Distribute another round of paper strips to create line two. This time, emphasize the number of syllables and the fact that this line will have to rhyme with line four. (Remember, there are no words in the English language that rhyme with purple or orange!)
10. Repeat the process of selection. The first appropriate line must be accepted and written on the chalkboard. Now you have the first two lines of the poem. Distribute more paper and continue until you have a four line stanza in which lines two and four rhyme. Repeat the process to produce a second stanza.

Once reluctant students know that they will not be identified as the poet they become more confident and will participate in the game. The teacher can now choose to continue the activity to complete a poem of four or five stanzas or can allow students to compose whole stanzas on their own.

The concept can be used to stimulate poetic thought in many forms such as haiku or diamante.

Bert Murphy is a lecturer in outdoor and environmental education in the Faculty of Teacher Education at Brock University in St. Catharines, Ontario, and a former consultant in environmental education for the District School Board of Niagara.

Name _____

Date _____

Things That Come in Groups

Shammi's Garden

Shammi is planting a garden.
Find a way to plant the seeds in
equal rows. Draw each way and
write the dimensions.

① 16 carrot seeds

_____ × _____

② 24 pepper seeds

_____ × _____

③ 15 tomato seeds

_____ × _____

④ 20 watermelon seeds

_____ × _____

Mixed Review and Test Prep

⑤ These made up the following pattern:
Clap, clap, turn around, clap, clap, turn around.
Which shows the same pattern using symbols?

A. ☆ ☺ ☆ ☺ ☆ ☺

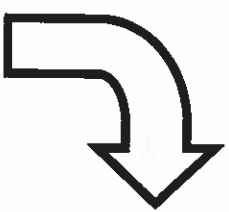
C. 🌻 🌻 🌻 🌻 🌻 🌻

B. ☹ ☹ ☹ ☹ ☹ ☹

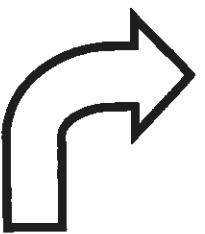
D. ☹ ☹ ☹ ☹ ☹ ☹

Name: _____

Plant Life Cycle - Sequencing

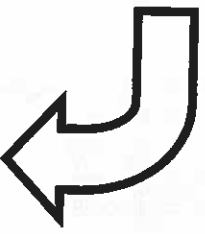


4.

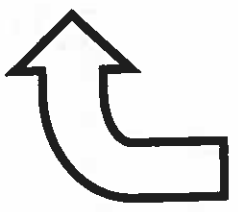


1.

3.



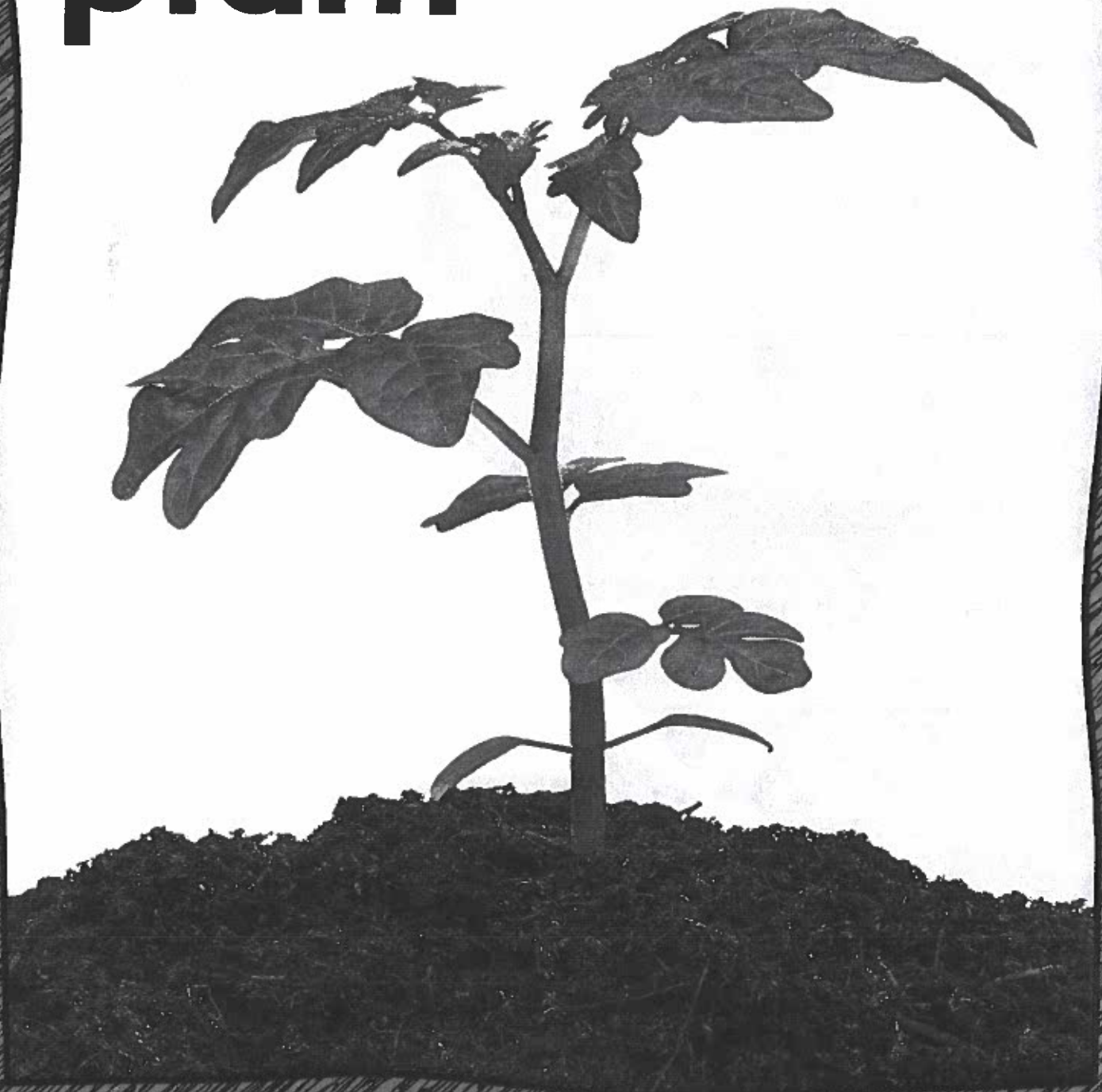
2.

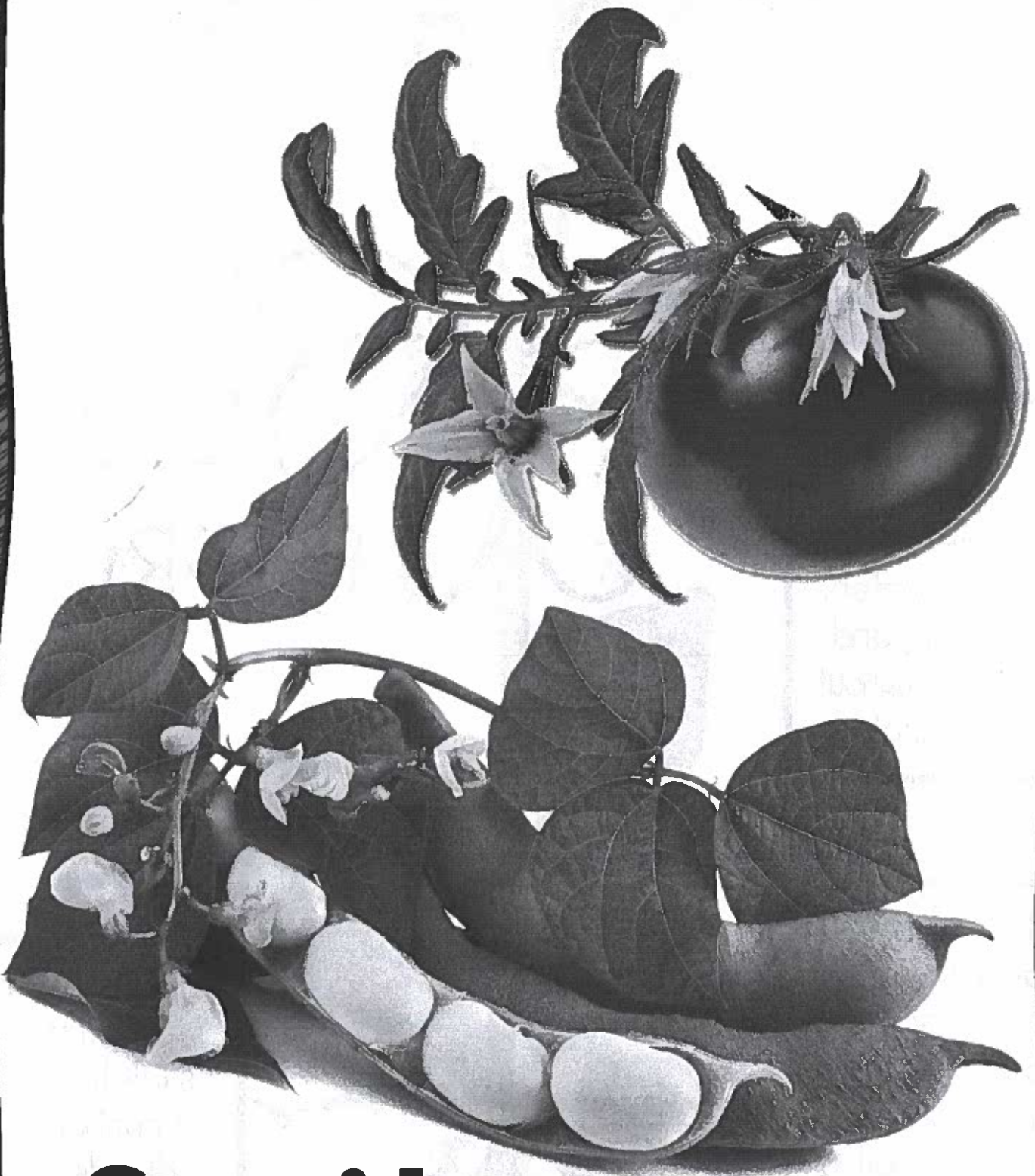


seed



mature plant





fruit

Design Challenge: Creating a Cup Tower

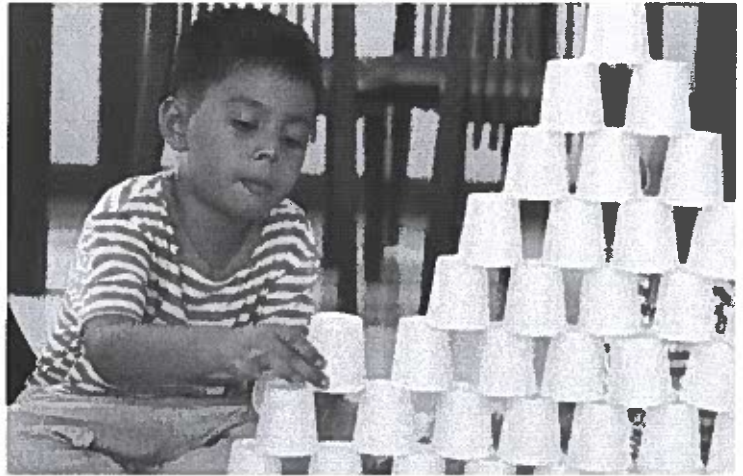
In this activity, your child will be challenged to make a tower using only one material: paper cups! The purpose of this challenge is to teach your child design thinking strategies so that they can maximize their tower's height.

What You Need:

- Paper cups
- Ruler, tape measure, or yardstick
- Pen and paper for taking notes

What You Do:

1. First, fully explain the prompt of this challenge to your child. Explain that their task is to create a cup tower and emphasize the purpose of the tower: to be as tall as possible. Tell your child that in order to achieve this, they will need to make at least a couple designs and compare their heights.
2. After your child understands the prompt, ask them to begin **brainstorming** different ways they can create their tower. Have them write or draw their ideas on a piece of paper (or you can draw their ideas while they explain them to you).
3. After your child has come up with a few design ideas, ask them to pick one that will work best. Be sure to ask them why they think this design is best and reiterate the purpose of the tower (height).
 - This is an important step of the design thinking process because it teaches your child to prioritize the purpose of their prototype (design) over their personal preferences. This will also prevent your child from getting too emotionally invested in one design.
4. Once your child has identified the prototype they think will be the tallest, give them the paper cups and allow them to **build**. We suggest allowing your child to work independently through any challenges, but be sure to supervise and help out wherever you see fit.
5. After your child has finished building, it's time to **test** their prototype. Measure the tower's height and have your child record the height on a piece of paper.
6. Since the purpose of this challenge is to build the tallest tower possible, your child will need to create at least one more prototype and compare its height with the first tower. Ask your child some of the following questions so that they can reflect on their first design:
 - a. What worked well in building this tower?
 - b. What didn't work well?
 - c. What could you change about this tower to make it taller?
7. After you and your child have come up with some modifications, explain to your child that they can now use their ideas to make a new, taller tower.
8. Once again, ask your child to **brainstorm** different designs that will hopefully create a taller tower than their first one. Then, ask them to pick the one they think will be best.
9. Next, allow your child to **build** their design. Once again, allow them to work independently as much as possible.
10. After your child has finished building, it's time to **test** their new prototype. Again, measure and record the height of their tower and compare it to the first one.
 - a. If your child's second tower is taller, ask them some of the following questions: What worked well in your second design? What didn't work well? What specific adjustment to your first design made the second tower taller? What could you change about the second design to make it even taller?
 - b. If your child's second tower is shorter than their first, ask them some of the following questions: What worked well in your second design? What didn't work well? Why do you think your second tower was shorter than the first? What could you change about this design to make it taller?
11. You and your child can continue repeating this process and attempting to create a taller tower for as long as you'd like. Be sure to cover each step of the design thinking process since repetition will reinforce these core ideas!



Constraints for Craft Stick Towers 1

- The cups cannot touch each other.
- Rows of cups and sticks **can** look the same.

© TEACHERS ARE TERRIFIC!

Constraints for Craft Stick Towers 1

- The cups cannot touch each other.
- Rows of cups and sticks **can** look the same.

© TEACHERS ARE TERRIFIC!

Constraints for Craft Stick Towers 2

- The cups cannot touch each other.
- Adjacent rows of cups and sticks **cannot** look the same.

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Constraints for Craft Stick Towers 2

- The cups cannot touch each other.
- Adjacent rows of cups and sticks **cannot** look the same.

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Constraints for Craft Stick Towers 3

- The cups cannot touch each other.
- Rows of cups and sticks **must all look different.**

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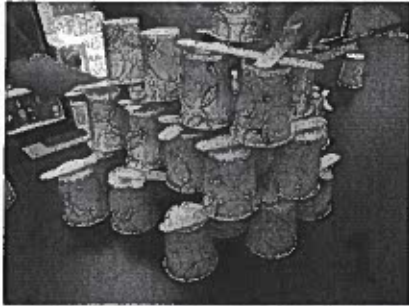
Constraints for Craft Stick Towers 3

- The cups cannot touch each other.
- Rows of cups and sticks **must all look different.**

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Photographs

Third grade – with Constraints 1



Photos 1 and 2 show some cups just in piles with little thought to making the tower tall and some misuse of the craft sticks (using too many). It didn't take long for the kids (all age groups) to learn that wider towers or large arrangements limited the height. They also learned to be more frugal with the sticks. In photo 3 the group has started using single sticks between rows of cups. Photo 4 has a tower that worked by having a great base and then getting more narrow. Photos 5 and 6 are similar, but notice the craft sticks all in a row in photo 6! Photo 7 is the tallest tower of the third graders at 127 cm.

Fourth grade – with Constraints 2



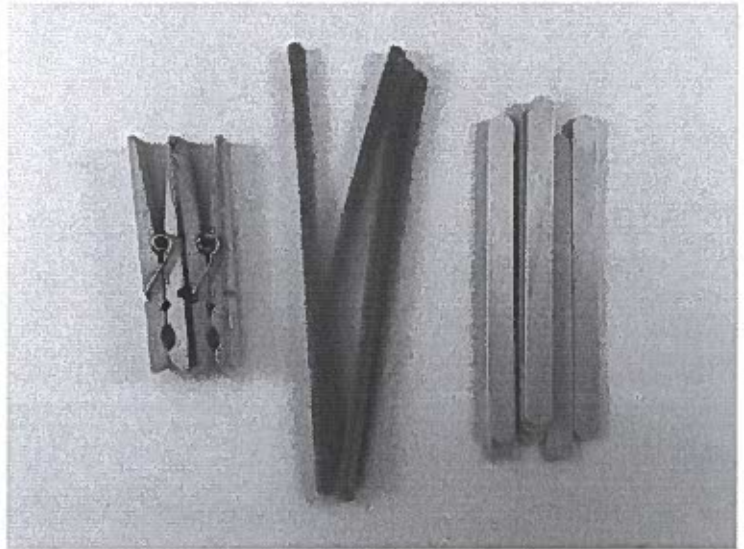
The 4th graders used the constraint that allowed for rows to be the same, but not adjacent rows. They very quickly caught on to making the square or triangular base arrangement and then going up with cups either facing up or down and just repeating this. More 4th grade photos on the next page.

Design Challenge: Improve the School

In this activity, students will be presented with an open-ended design challenge. Your student will be given a small quantity of three types of materials and asked to design a prototype for an item that will improve their school. The limited number of materials, paired with the open-ended prompt, will challenge students to be creative, spontaneous and imaginative. Children will be encouraged to take risks and make mistakes in this safe and low-key learning activity.

What You Need

- Three types of inexpensive materials that can be used in a variety of ways to build a small structure, such as craft sticks, index cards, tape, binder clips, clothes pins, paper clips, wire



What You Do

1. First, give your student a small quantity of three types of building materials.
2. Explain to them that they are going to respond to a design challenge. Their job is to imagine and build a prototype of something that will improve their school.
3. Explain that a prototype is a model that represents an idea. It does not have to be built to scale or actually work. The purpose of the activity is to dream and imagine new solutions.
4. Your student will now begin working with the materials. They are not required to draw a sketch or make a written plan before they start.
5. Encourage them to experiment and make mistakes. They will not be graded on the project.
6. Also, encourage your student to work rapidly and freely. Allow no more than 10-15 minutes for work time.
7. Afterwards, have them officially present their prototype and describe what they chose to build and why it will help their school.

*Ann Gadzikowski is an author and educator with a passion for challenging children to think creatively and critically. Her recent book *Robotics for Young Children* won the 2018 Midwest Book Award for best educational book. Ann developed her expertise in robotics, computer science, and engineering through her work as early childhood coordinator for Northwestern University's Center for Talent Development. She has over 25 years of experience as a teacher and director of early childhood programs, and currently serves as the Executive Director of *Preschool of the Arts*, a Reggio-Emilia inspired school in Madison, Wisconsin.*

Author: Ann Gadzikowski

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