

Poetry

SAMPLE





About the Course

Students learn to love the sight and sound of words through daily poetry reading covering a wide variety of poems. They also enjoy short picture book biographies and accessible poems corresponding to the historical time period as relevant, and lesson plans occasionally point out interesting poetic features.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-4	Poetry: Grades 1-4 5 times/week 5 min	Emma's Poem: The Voice of the Statue of Liberty Gladiola Garden The Crescent Moon Over the River and Through the Wood: An Anthology of Nineteenth-Century American Children's Poetry

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Poetry: Grades 1-4				
Poetry: Grades 1-4	Poetry: Grades 1-4	Poetry: Grades 1-4	Poetry: Grades 1-4	Poetry: Grades 1-4



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Poetry: Grades 1-4



Emma's Poem: The Voice of the Statue of Liberty



Gladiola Garden



The Crescent Moon



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Poetry: Grades 1-4

∞ [Over the River Public Domain Poetry List](#)

Click THIS text
or scan the QR
code for links.



SAMPLE

Poetry: Grades 1-4

How To Teach



Overview

Poetry reading should be brief and pleasurable. There are also many lovely picture books of poems to include as free reads at this age (see Extra Helpings). Remember that poems are like paintings--they not only convey ideas, they create an experience with the sound of words, the way the words are arranged, and the emotions, thoughts, and images they evoke.



Read

Read the poem aloud a time or two. As students gain reading fluency, let them read the poem as well. It is helpful to hear poetry read by different voices. Try to read paying attention to the punctuation as well as the line breaks to get the sense of the poem.



Discuss

Allow students to share any thoughts or connections. What are your impressions of the poem? Talk about anything that stood out to you: the images, ideas, words, phrases, sounds, or even physical look of the poem. What kinds of things is the poem about?



Reread

Read the poem aloud again. Poetry is meant to be savored like a chocolate that you roll around in your mouth until the last bit melts.



Term 1

WEEK 1 5m Poetry: Grades 1-4 - Lesson 1

Materials: Over the River and Through the Woods

→ NOTE

You will usually spend one week reading the poems from around 5 pages of the book (depending on the size of the illustrations and length of poems). You can pick 1-3 to read each day and reread them as much as you like. Poetry is made to be read many times. Lessons give some ideas for discussing a particular poem, but those are only suggestions. You'll also focus particularly on getting to know the poet Rabindranath Tagore in Term 1, Effie Lee Newsom in Term 2, and Emma Lazarus in Term 3. Feel free to use the index of the book to look up other poems by poets you particularly like.

→ INTRO

Almost all the poems we'll read this year were written from 1800 to 1900 AD (the time period you'll learn about in many of your other lessons as well). So, as you read, imagine children like you listening to these same poems about 200 years ago! First, let's start by reading a poem about poetry.

∞ Link: "Keep a Poem in Your Pocket"

→ READ & DISCUSS

p.31-36 Chapter: Growing Things
Pick and choose poems from these pages over the week.
(Read one time, discuss, and then reread the poems.)

★ TEACHER NOTE

Optional: Read the Introduction and share information with students throughout the year.

Note: The "Holidays" chapter of Over the River and Through the Woods is not scheduled until term 3. Feel free to also read from that chapter during Thanksgiving, Christmas, New Year's, etc.

WEEK 1 5m Poetry: Grades 1-4 - Lesson 2

Materials: Over the River and Through the Woods

→ INTRO

Our poem today is by Paul Lawrence Dunbar. He was one of the first Black Americans to earn a living as a writer, and he inspired many other writers after him. He also became friends with Orville Wright and his brother Wilbur (who you may remember as the inventors of the airplane)! The Wright brothers owned a printing press and published Dunbar's first writings.

→ READ & DISCUSS

p.36 "The Seedling" by Paul Lawrence Dunbar

- Do you notice how the seedling starts talking in the poem? Have you ever heard a seedling talk? Of course not! Poets sometimes imagine that things like plants or animals can talk to help us think about them in new ways. The fancy word for this is "personification." Do you notice any other examples of the seed doing things only people normally do?

★ TEACHER NOTE

Optional: This glossary from the Poetry Foundation may be useful for teachers, though terms will be described in the lesson plans.

∞ **Link:** Glossary of Poetic Terms

Personification is sometimes confused with anthropomorphism, which is when animals or objects actually behave like humans. (Think of Peter Rabbit walking on two legs and wearing clothing as an example of anthropomorphism.)

WEEK 1 5m Poetry: Grades 1-4 - Lesson 3

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.31 "Tree Feelings" by Charlotte Perkins Gilman

- What human traits does the poet give the trees or seeds?

p.31-36 Chapter: Growing Things
Use any additional time to pick and choose poems from these pages.
(Read one time, discuss, and then reread the poems.)

★ TEACHER NOTE

∞ **Link:** Tips for Reading Poetry Out Loud

Poetry: Grades 1-4

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 1 5m Poetry: Grades 1-4 - Lesson 4

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.31-36 Chapter: Growing Things
Pick and choose poems from these pages over the week.
(Read one time, discuss, and then reread the poems.)

★ TEACHER NOTE

Feel free to explore more poems on p.33-44 and 51-54 of this chapter, as we will not have time to cover those sections in the lessons. You can also use the author index on page 559 to find other poems by Paul Laurence Dunbar.

WEEK 1 5m Poetry: Grades 1-4 - Lesson 5

Materials: Crescent Moon

→ INTRO

Rabindranath Tagore was born in 1861 in Calcutta, India, and grew up in a family that loved art, music, and ideas. He was a poet, short-story writer, composer, playwright, and painter who spent his life creating in many different ways. In 1913, he became the first non-European writer to be awarded the Nobel Prize for Literature. He also composed the national anthems for both India and Bangladesh, making his words a lasting part of two nations. Once a week this term, we'll explore poems by Rabindranath Tagore exploring themes like mothers, children, and nature.

→ READ & DISCUSS

p.8 "On the Seashore"

- What are the children doing at the seashore?

p.6-10 If time allows, pick and choose poems from these pages.
(Read one time, discuss, and then reread the poems.)

WEEK 2 5m Poetry: Grades 1-4 - Lesson 6

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.50 "In Blossom Time" by Ina Coolbrith

- Notice that each verse has exactly four lines. Poems often have many different types of hidden structure to make the words sing. Another type of pattern in the poem is rhyme. Notice how the last words in the 2nd and 4th lines of each verse sound similar. Can you come up with some rhyming words?

WEEK 2 5m Poetry: Grades 1-4 - Lesson 7

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.44 "Prairie Fires" by Eudora May Stone and p.46 "The Mushroom's Soliloquy" by Hannah Flagg Gould

- Keep an eye out for hidden patterns in poems. Do they have a set number of lines for each verse? Can you hear or see any rhymes?
- A soliloquy is when a character speaks their private thoughts or feelings out loud without anyone else around to hear them. What are some of the mushroom's thoughts?

★ TEACHER NOTE

"Prairie Fires" on page 44 is a good example of a quatrain (4 lines per stanza) with an ABAB rhyme scheme. (Students can simply point out which words rhyme. Specific rhyme schemes will be taught in later grades.)

"The Mushroom's Soliloquy" on page 46 is also a good example of a quatrain and has an AABB rhyme scheme.

"The Johnny Cake" on page 45 has three lines per stanza, which is called a tercet. The rhyme scheme is ABB. The pace of a

Poetry: Grades 1-4

[Click THIS text or scan the QR code for links.](#)



Term 1

tercet is often slower than a couplet or quatrain.

WEEK 2 5m Poetry: Grades 1-4 - Lesson 8

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.44-50 Chapter: Growing Things
Pick and choose poems from these pages over the week.
(Read one time, discuss, and then reread the poems.)

WEEK 2 5m Poetry: Grades 1-4 - Lesson 9

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.44-50 Chapter: Growing Things
Pick and choose poems from these pages over the week.
(Read one time, discuss, and then reread the poems.)

WEEK 2 5m Poetry: Grades 1-4 - Lesson 10

Materials: Crescent Moon

→ READ & DISCUSS

p.12-13 "Sleep-Stealer"

- Do you think someone really stole the baby's sleep?

p.11-15 If time allows, pick and choose poems from these pages.
(Read one time, discuss, and then reread the poems.)

WEEK 3 5m Poetry: Grades 1-4 - Lesson 11

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.58 "Give Me The Splendid Sun" by Walt Whitman. We'll learn more about Walt Whitman later in the year.

- What examples of alliteration (repeated sounds) and/or repetition (repeated words) can you find in this poem?

WEEK 3 5m Poetry: Grades 1-4 - Lesson 12

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.59 "A Day" Emily Dickinson

WEEK 3 5m Poetry: Grades 1-4 - Lesson 13

Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.57-62 Chapter: Landscapes and Seasons
Pick and choose poems from these pages over the week.
(Read one time, discuss, and then reread the poems.)

Poetry: Grades 1-4

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 3 ☐ 5m Poetry: Grades 1-4 - Lesson 14

☐ Materials: Over the River and Through the Woods

→ READ & DISCUSS

p.57-62 Chapter: Landscapes and Seasons

Pick and choose poems from these pages over the week.

(Read one time, discuss, and then reread the poems.)

WEEK 3 ☐ 5m Poetry: Grades 1-4 - Lesson 15

☐ Materials: Crescent Moon

→ READ & DISCUSS

p.19 "Playthings"

- Have you ever had fun playing with something simple like sticks, rocks, boxes, and mud? Why was it fun?

p.16-19 If time allows, pick and choose poems from these pages.

(Read one time, discuss, and then reread the poems.)

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