

Table of Contents

Research	4	Hula-Hoop	108
Differentiation	7	Grape Pop	112
How to Use This Book	9	Sick Pet	116
Standards Correlations	12	Toucan	120
Standards Correlation Chart	13	Clickity-Clack	124
Activity Skill—Correlation Chart	14	A Real Pain	128
About the Poets	15	Flying	132
Poems, Lessons, and Activities	16	Answer Key	136
Home Alone	16	References Cited	143
The Drain	20	Contents of the CDs	144
My Scooter	24		
Exercise	28		
Twenty-Two Lions	32		
Halloween	36		
A Little Green Boy	40		
The Circus	44		
Ants	48		
Soda Pop	52		
The Wind Will Blow	56		
Happy Birthday to Me	60		
Smelly Feet	64		
My Telephone	68		
Alphabet Rhyme	72		
Number Rhyme	76		
Opposites	80		
Growing Up	84		
My Blanket	88		
Yum Yum	92		
Animal Stew	96		
Camping	100		
Ten	104		

Developing students' reading skills is a critical skill that begins in the primary grades. As you use the poems, lessons, and activities in this book, you will not only be providing instruction based on solid educational research, but also giving students opportunities to learn and practice specific academic standards.

The Poet and the Professor: Poems for Building Reading Skills is designed to provide high-interest instructional texts and lessons based on best practices in reading education. Each poem has an accompanying lesson plan with ideas for phonemic awareness, phonics, vocabulary, fluency, and comprehension activities based on the poem.

In an effort to identify the best practices in reading instruction, the National Reading Panel (2000) reviewed thousands of studies to determine key elements of effective reading instruction. The five essential areas of reading instruction are: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The lessons in this book reflect these five elements of reading instruction.

Phonemic Awareness

Phonemic awareness refers to the awareness of the sounds of language and how language sounds work together to create words. Research shows that phonemic awareness is an excellent predictor of a student's future reading success (Adams 1990; Stanovich 1986; Yopp 1988). Although many students develop phonemic awareness informally, evidence suggests that phonemic awareness can be developed through direct instruction (Ball and Blachman 1991). Activities such as identifying, isolating, and categorizing phonemes, blending sounds to make words, segmenting sounds in words, and adding,

deleting, and substituting phonemes require students to manipulate sounds in order to gain a better understanding of words (Yopp 1992; National Reading Panel 2000).

Each lesson in *The Poet and the Professor: Poems for Building Reading Skills* provides a phonemic awareness activity to train students in this important reading skill. Using words from the poem as a springboard, students are asked to manipulate phonemes. Although most of the phonemic awareness tasks are presented orally, there are also numerous activity pages that support phonemic awareness concepts. (See the Activity Skill—Correlation Chart on page 14.)

Phonics

During phonics instruction, students connect language sounds with corresponding written letters to see how they work together to form words that can be both read and written. Based on its review of studies, the National Reading Panel reports that explicit and systematic phonics instruction is an effective way to help students gain and apply knowledge of letter/sound relationships. The poems and activities in this book provide explicit ways to teach and reinforce phonics concepts appropriate to the primary grades.

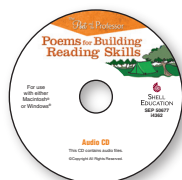
The activities and teaching suggestions provided in each lesson are designed to help students improve word recognition and spelling skills. The activities focus on words or spelling patterns found in the poems.

How to Use This Book

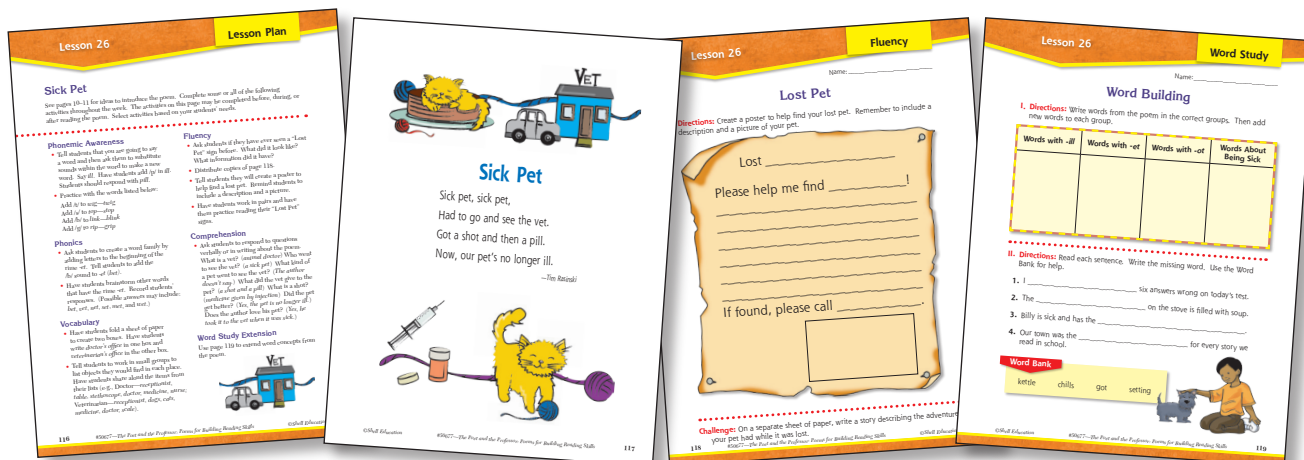
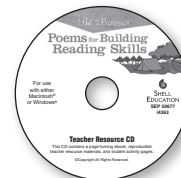
The Poet and the Professor: Poems for Building Reading Skills is a succession of lessons built around a compilation of poems. The program includes this book (which is a teacher's resource for using the poems to build reading skills), the Audio CD, and the Teacher Resource CD.

This book features 30 original poems. Accompanying each poem is a lesson plan that contains the sections Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Word Study Extension. Information and ideas about how to relate the poem to each of these areas is provided on this page. For more information about each section, see the Research section of this book (pp. 4–6). In addition, two activity pages are provided that correspond to selected sections of the lesson plan.

The Audio CD contains recordings of each of the poems in the book. Students can follow the text on their own copies of the poem pages, on an interactive whiteboard, or on an overhead projector.



The Teacher Resource CD contains a variety of resources that can be used to enhance the lessons provided in this book. The poem pages can be photocopied on a transparency, displayed on an interactive whiteboard, or printed and copied for each student. The activity pages are included on the Teacher Resource CD. Finally, provided on the CD is a page-turning ebook that includes all of the poems used in this book. This page-turning ebook allows students to refer to all the poems in a digital format and can be displayed on an interactive whiteboard for easy viewing during a whole-class lesson.



About the Poets



Dr. Timothy Rasinski, Ph.D, is a Professor of Education in the Reading and Writing Center at Kent State University, Ohio, where he directs the reading clinic. His scholarly interests

include reading fluency, word study, reading in the elementary and middle grades, and readers who struggle. He has served on the Board of Directors of the International Reading Association and is widely published in reading journals. His book *The Fluent Reader* provides background information and practical applications for the teaching of fluency. Dr. Rasinski speaks all over the country to education audiences about reading fluency. His research on fluency has been cited by the National Reading Panel and was influential in having fluency included as one of the five essential components of reading instruction in the Reading First legislation.



Karen McGuigan Brothers recently retired from the Reading and Writing Development Center at Kent State University, Kent, Ohio. For nearly 30 years, she served as the liaison for parents

and teachers inquiring about participation in the Center's testing and tutoring programs in reading and also coordinated the development of those programs. Through exposure to children's literature at the Center, as well as her experience as a mother and grandmother, she became familiar with what subject matter appeals to children and incorporates that into her poetry. In addition to co-authoring *The Poet and the Professor: Poems for Building Reading Skills*, she has written children's poems for numerous other publications.

Sick Pet

See pages 10–11 for ideas to introduce the poem. Complete some or all of the following activities throughout the week. The activities on this page may be completed before, during, or after reading the poem. Select activities based on your students' needs.

Phonemic Awareness

- Tell students that you are going to say a word and then ask them to add a sound to the word to make a new word. Say *ill*. Have students add /p/ to the beginning of *ill*. Students should respond with *pill*.
- Practice with the words listed below:
Add /t/ to *wig*—*twig*
Add /s/ to *top*—*stop*
Add /b/ to *link*—*blink*
Add /g/ to *rip*—*grip*

Phonics

- Ask students to create a word family by adding letters to the beginning of the rime *-et*. Tell students to add the /b/ sound to *-et* (*bet*).
- Have students brainstorm other words that have the rime *-et*. Record students' responses. (Possible answers: *bet, vet, net, set, met, and wet*.)

Vocabulary

- Have students fold a sheet of paper to create two boxes. Have students write *doctor's office* in one box and *veterinarian's office* in the other box.
- Tell students to work in small groups to list objects they would find in each place. Have students share aloud the items from their lists (e.g., *doctor—receptionist, table, stethoscope, doctor, medicine, nurse; veterinarian—receptionist, dogs, cats, medicine, doctor, scale*).

Fluency

- Ask students if they have ever seen a “Lost Pet” sign before. What did it look like? What information did it have?
- Distribute copies of page 118.
- Tell students they will create a poster to help find a lost pet. Remind students to include a description and a picture.
- Have students work in pairs and have them practice reading their “Lost Pet” signs.

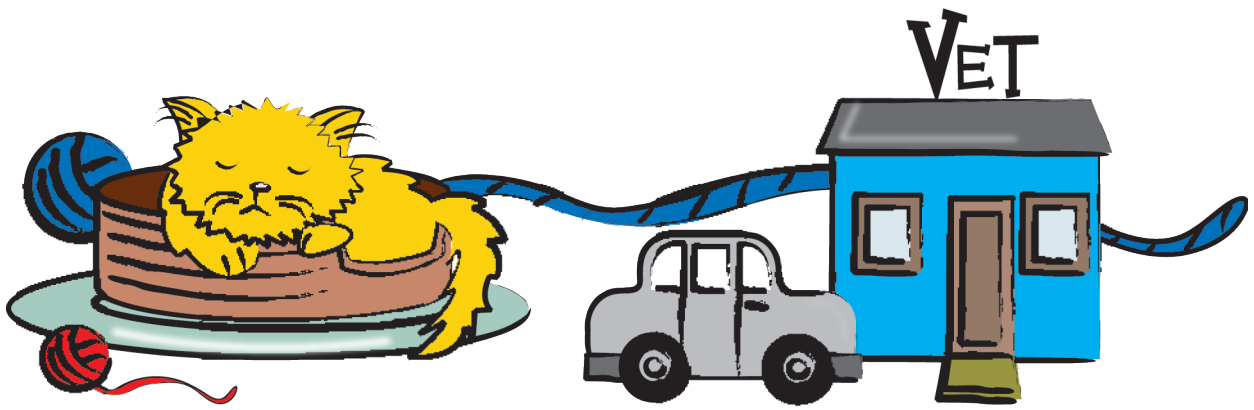
Comprehension

- Ask students to respond to questions verbally or in writing about the poem. What is a vet? (*animal doctor*) Who went to see the vet? (*a sick pet*) What kind of a pet went to see the vet? (*The author doesn't say.*) What did the vet give to the pet? (*a shot and a pill*) What is a shot? (*medicine given by injection*) Did the pet get better? (*Yes, the pet is no longer ill.*) Does the author love his pet? (*Yes, he took it to the vet when it was sick.*)

Word Study Extension

Use page 119 to extend word concepts from the poem.

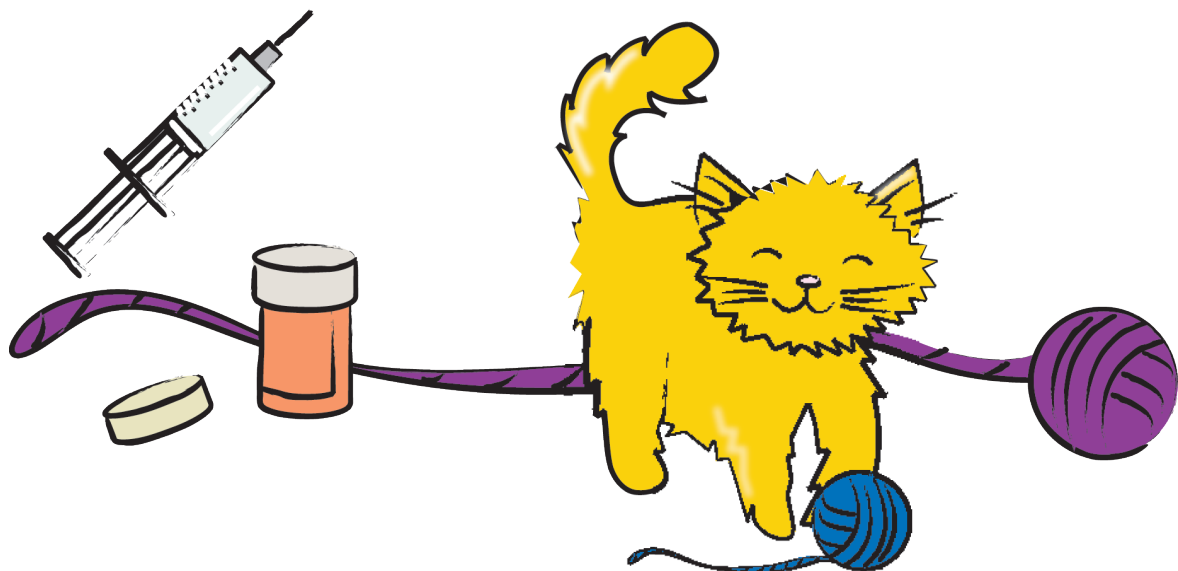




Sick Pet

Sick pet, sick pet,
Had to go and see the vet.
Got a shot and then a pill.
Now, our pet's no longer ill.

—Tim Rasinski



Name: _____

Lost Pet

Directions: Create a poster to help find your lost pet. Remember to include a description and a picture of your pet.

Lost _____

Please help me find _____!

If found, please call _____.

.....

Challenge: On a separate sheet of paper, write a story describing the adventures your pet had while it was lost.

Name: _____

Word Building

- I. Directions:** Write words from the poem in the correct groups. Then add new words to each group.

Words with <i>-ill</i>	Words with <i>-et</i>	Words with <i>-ot</i>	Words About Being Sick

- II. Directions:** Read each sentence. Write the missing word. Use the Word Bank for help.

- I _____ six answers wrong on today's test.
- The _____ on the stove is filled with soup.
- Billy is sick and has the _____.
- Our town was the _____ for every story we read in school.

Word Bank

kettle chills got setting

