

Day 1

Poem: Magic, page 11

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. We are going to start a unit where we look at a new poem each day for several days. Today's poem is called Magic.
2. Read the poem.
3. Discuss: What kind of *magic* would you make?
4. Read the poem again.
5. Activity: Color Magic
 - a. Pour $\frac{2}{3}$ a cup of whole milk into a bowl. Carefully place 4-5 drops of food coloring about an inch or two apart from each other. Dip a toothpick in dishsoap to make your magic wand (make sure it is coated in soap), and "poke" the milk in the middle of the bowl. Go ahead and poke one or two other spots, too!
 - b. Explanation: Okay, so it isn't really magic, but it sure seems to be! You don't have to get into the science behind this, but here it is: The fat in the milk does not mix with the water-based food coloring on its own. The dishsoap, however, breaks the bonds that keep the two separated. The molecules in dishsoap will bind to both water and fat molecules. When you add the dishsoap, it moves through the milk, binding to everything it can. As that happens, the colors bump, swirl, and act quite...magical.
6. Writing: My Magic Poem
 - a. First talk about the magic you would make. Would you need any supplies? What would it look like?
 - b. Explain that you're going to write a poem about your magic.
 - c. Follow the directions on the My Magic Instructions Page. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all the writing on the instruction page, then offer to let the child write the poem on the My Magic Poem Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.*

My Magic Poem

Instructions:

1. If you could make magic, what would you do?

2. Name 4 words that describe your magic.

3. Place the 4 words on the short lines in your poem. Place the description on the long lines.
4. Draw a picture of your magic below your poem.

My Magic

By: _____

Day 2

Poem: Homemade Boat, page 12

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called Homemade Boat.
2. Read the poem.
3. Look at a toy boat or a picture of a boat. Talk about the top, bottom, sides, and any other parts you or your child are interested in.
Discuss: What would happen if you forgot the bottom?
4. Read the poem again.
5. Activity: Aluminum Foil Boats
 - a. Tear or cut several square and rectangle pieces of aluminum foil. Let your child make an aluminum foil boat while you make your own too! Make an additional one without a bottom.
 - b. Float your boats in a bathtub, water table, or pond. Experiment with placing toys or other objects inside the boat. What happened to the boat without a bottom? What happens if you poke holes with a toothpick through different spots on the sides or the bottom?
6. Writing: Sometimes I Forget Poem
 - a. In the poem we read, somebody forgot to make a bottom for their boat. What have you forgotten to do? Is there anything you would like to forget?
 - b. Explain that you're going to write a poem about forgetting.
 - c. Follow the directions on the Sometimes I Forget Instructions Page. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all the writing on the instruction page, then offer to let the child write the poem on the Sometimes I Forget Poem Page.* Let the child choose. If he says no, do the writing for him, and then offer again the next day.

Sometimes I Forget

Poem

Instructions:

1. What have you forgotten?

2. What would you like to forget?

3. How do you feel when you forget something?

4. Place the feeling words on the short lines in your poem. Place the longer answers on the long lines.

5. Draw a picture to go with your poem.

Sometimes I Forget

By: _____

Day 3

Poem: Ickle Me, Pickle Me, Tickle Me Too, pages 16-17

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called Ickle Me, Pickle Me, Tickle Me Too.
2. Read the poem. Point out the characters (Ickle Me, Pickle Me, and Tickle Me) each time you read their names.
3. Discuss: This poem is like a story. What happened in the story?
4. Read the poem again.
5. Activity: Make Flying Shoes
 - a. Show your child an old shoe and explain that you are going to make your own flying shoe! Ask what you should use to make the wings (anything would work, from craft feathers to paper plates or yarn..children come up with wonderful ideas!), and then let your child lead the way in embellishing the shoe. Find toys to represent the characters in the poem.
6. Writing: What Happened to Ickle Me, Pickle Me, and Tickle Me
 - a. The poem said nobody knew what happened to Ickle Me, Pickle Me, and Tickle Me. You get to finish the story! What do *you* think happened next?
 - b. Fill in your child's answer on the What Happened to Ickle Me, Pickle Me, and Tickle Me Page, and then let your child illustrate it. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all pre-writing, then offer to let the child write the poem on the What Happened to Ickle Me, Pickle Me, and Tickle Me Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.*

What Happened to Ickle Me, Pickle Me, and Tickle Me

By: _____

Day 4

Poem: Early Bird, page 30

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called Early Bird.
2. Look at the picture. What do you think the poem will be about?
3. Read the poem.
4. Discuss: Why should a bird be early? Why should a worm be late?
5. Read the poem again.
6. Activity: Play dough worms and birds
 - a. Play with play dough with your child! Make worms and birds and act out the birds eating the worms.
 - b. Make anything else you or your child would like!
7. Writing: Advice Poem
 - a. The poem said, "If you're a bird, be an early bird..." What if you were an elephant? What should an elephant be? What if you were a toilet? What should a toilet be? A baseball? A lawnmower? A lion?
 - b. Explain that you're going to write a poem where you tell something (an animal or other object) what it should do. *If your child has a hard time choosing both an object and advice, choose an animal or object yourself and let your child give it the advice.*
 - c. Follow the directions on Advice Poem Page. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all the writing on the instruction page, then offer to let the child write the poem on the Advice Poem Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.*

Advice Poem

Instructions:

1. Choose an animal or other object:

2. What advice would you give it? Or What would you tell it to do?

3. Place the animal on the short line in your poem. Place the longer answers on the long lines.
4. Draw a picture to go with your poem.

Advice Poem

By: _____

If you're a _____, then

Day 5

Poem: The Acrobats, page 10

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called The Acrobats.
2. Look at the picture. What do you think the poem will be about?
3. Read the poem.
4. Discuss: Why not sneeze?
5. Read the poem again.
6. Activity: Paper Clip Acrobats
 - a. Provide your child with several large paper clips and show her how to string them together. Let her make paper clip acrobats. Hang them from a dowel or a pencil and let them make some flips! You can even spin them around!
7. Writing: I Am Poem
 - a. Each line in The Acrobats lists something that the acrobats do. We are going to write a list poem called an I Am poem today. Each line will tell something about you! You can choose to fill in the blanks however you like. One idea is to write your name for one of the “I am ____” and an emotion or feeling for the other “I am ____.”
 - b. You have two options for the I Am Poem—you can complete the sentences on the first page provided, or write the sentences out completely on the second page. Either way is up to you!
 - c. Draw a picture to illustrate yourself or your poem!
 - d. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all pre-writing, then offer to let the child write the poem on the I Am Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.*

I Am

By: _____

I am _____.

I like to eat _____.

I like to see _____.

I like to go _____.

My favorite animal is _____.

My favorite color is _____.

I am _____.

I Am

By: _____

Day 6

Poem: Orchestra, page 23

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called Orchestra.
2. Read the poem.
3. Discuss: What is an orchestra?
4. Read the poem again.
5. Activity: Make a Musical Instrument!
 - a. Choose a musical instrument and build your own orchestra!
 - b. Guitar: Wrap large rubber-bands around a tissue paper box.
 - c. Bells: Gently tap a spoon on an upside-down cup. If your child is particularly gentle, you can consider filling glass cups to different levels and letting your child tap them with a spoon. 😊
 - d. Maracas: Put a handful of dry beans in an empty paper towel tube and duct tape the ends closed.
 - e. Cymbals: Use two lids from metal pans.
6. Writing: Orchestra Poem
 - a. Today we're writing a *sounds* poem! Think about all the sounds you heard when we made our own orchestra. Did you hear any "pop" or "wizzle" or "vroom?"
 - b. Write down the sounds words on the Orchestra Poem page.
 - c. Draw a picture to go with your poem!

It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all pre-writing, then offer to let the child write the poem on the Orchestra Poem Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.

Orchestra

By: _____

Day 7

Poem: The Crocodile's Toothache, page 66

1. A poem is a fun way to say something. Poems often make you think or feel something new. Sometimes they feel like a song waiting for music. Today our poem is called The Crocodile's Toothache.
2. Look at the picture. What do you think is happening?
3. Read the poem.
4. Discuss: Do crocodile's go to the dentist?
5. Read the poem again.
6. Activity: Make Marshmallow Mouths
 - a. Cut a mouth out from red construction paper. Count the teeth in your child's mouth and give her one mini-marshmallow for each tooth. Squeeze a small pile of glue onto a scratch piece of paper. Let your child dip each marshmallow "tooth" into the glue and place it on her paper.
7. Writing: Silly Poem
 - a. Do crocodiles and dentists go together? What about lions and markers? Or a rhinoceros and peanut butter?
 - b. Think of two things that do not go together and write a Silly Poem or story about those two things! Make up a title too!
 - c. Illustrate your poem or story by drawing a picture by your poem!
 - d. *It is important NOT to force your child to actually write the words if he is not ready to. A parent should do all pre-writing, then offer to let the child write the poem on the Silly Poem Page. Let the child choose. If he says no, do the writing for him, and then offer again the next day.*

By: _____
