

Using Poetry to Introduce Content in the Elementary Classroom: A Unit Plan

An Honors Thesis (HONR 499)

by

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Abstract

Poetry is an important style of writing that is studied throughout the American education system. However, most students are not introduced to poetry until they are in late middle school or high school. If poetry is introduced to students in young grades, poetry can be used to increase their reading fluency, phonological awareness, and speaking and listening skills. This thesis is an example of how to effectively introduce poetry in the elementary classroom. It is a unit plan to be taught in a third-grade classroom that is made up of an introduction, four full length lesson plans, and a short plan for a poetry slam to celebrate the completion of the unit.

Acknowledgements

I would like to thank Dr. Rebecca Brown for advising me through this project. She is one of many professors who have guided me through my college career. The guidance and encouragement of these professors has contributed greatly to my success in my undergraduate career.

I would also like to thank my friends and family who have listened to me talk about poetry and supported me through this entire process.

Process Analysis Statement

This thesis was chosen intentionally to summarize the learning that I have participated in throughout my college career. As an education major, I have spent the last four years learning about best practices in the classroom and different pedagogical methods. The specifics of my thesis, an interdisciplinary unit plan on poetry, were chosen to combine two major experiences I have had over the last four years: a summer abroad in England and a practicum course I had on reading interventions. When I was in England, I experienced a style of teaching completed through an expansive unit plan. This experience taught me about the effectiveness of covering subject matter standards with necessary English/language arts topics. The other experience I will be drawing inspiration from is a practicum course where I tutored an individual student in reading and writing using only poetry texts. As this student learned about poetry, she practiced reading strategies that increased her reading and writing ability. I combined these experiences into a comprehensive unit plan on poetry that includes lesson plans where students learn about math, science, social studies, and English topics.

I began the process of writing my thesis by researching children's poetry and Indiana grade level academic standards. I needed to decide what grade this unit plan would be written for. This proved to be a harder task than I initially anticipated. It was difficult to find a grade that had English academic standards that could be met by studying poetry and standards in other subjects that I could find poetry about. In addition, I knew I needed to pick a grade level where students were old enough to have the ability to read and write enough so that they could participate in reading and writing their own poetry.

After deciding to write my unit plan for third graders, my next task was to plan the four lessons that I wrote. This required that I find poetry about topics that third graders are required to

learn about. It was important to me that I choose poems of high quality for students to study. To me, this means poems written by poets who are recognized by the National Council of Teachers of English (NCTE). It was also important to me that I included diverse poets. I went to the Kennedy Library in Muncie and checked out many children's poetry collections, most of which were compiled by Lee Bennett Hopkins, a NCTE award winning poet. I read through these poetry collections and noted poems that covered topics taught during third grade.

With my poems picked out, it was time to write the lesson plans. While writing these lesson plans, it was important to me that they reflect the learning I have done over the last four years. This meant making sure they aligned with my teaching philosophy. I believe that a teacher's job is to guide students as they learn, be aware and respectful of classroom diversity, and to allow students to make choices in their education. I was careful to consider classroom pedagogy that I have learned over the last four years to write lesson plans that reflect my teaching philosophy.

Completing my thesis has taught me a lot about how I want to teach in my future classroom. It reaffirmed my belief that interdisciplinary education is necessary to create passionate students and it made me more confident in using poetry to teach. Writing this unit plan gave me better experience with teaching strategies that I have learned about while completing my degree and it has prepared me to be a better educator.

Written Thesis

1. Introduction - Poetry Tasting
2. English Lesson - Responding to a Poem
3. Math Lesson - Writing Poems about 3D Shapes
4. Social Studies Lesson - Climate Regions
5. Science Lesson - Writing Poems about Fossils
6. Conclusion - Poetry Slam

Notes:

This unit's lessons should not be taught immediately one after another. The pacing will be about one lesson a week. Between lessons, students will be further familiarized with poetry. Poems will be read during morning meetings, poetry books will be incorporated into the classroom library, and poetic elements will be discussed in small groups led by the teacher. Small group discussions will be planned based on the poetic elements found in the poems picked out by students at the poetry tasting. As students become more comfortable with poetry, the poetry slam will be introduced to them and the teacher will conference with students individually to assist them in picking a piece to share at the poetry slam.

Lesson 1 of 5

Lesson Title:	Poetry Tasting	Grade: 3rd
Indiana State Standard(s):		
<ul style="list-style-type: none"> • 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. • 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 		
Classroom/Lesson Context (please check the following that apply):		
<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs/504s <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)		

Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?	<ul style="list-style-type: none"> • What does a poem look like?
Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.	<ul style="list-style-type: none"> • Students will identify 5 poems that they enjoy reading and want to study further from a selected group of poetry anthologies.
Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?	<ul style="list-style-type: none"> • Language Demand: Identify, read • Vocabulary to Teach: N/A • Syntax/Discourse: Students will read a variety of poems. As they read, students will write down the titles of any poems they enjoy to aid them in picking out 5 poems to study further.
Materials What resources can be used to engage students?	<ul style="list-style-type: none"> • Poetry tasting ranking list • Poetry anthologies (some to consider include: <ul style="list-style-type: none"> ○ <i>Another Jar of Tiny Stars</i>, edited by Bernice E. Cullinan and Deborah Wooten ○ <i>The Poetry Friday Anthology</i>, compiled by Sylvia Vardell and Janet Wong ○ <i>Weather</i>, selected by Lee Bennett Hopkins ○ <i>The Sun in Me</i>, compiled by Judith Nicholls ○ <i>An Eyeball in My Garden</i>, edited by Jennifer Cole Judd and Laura Wynkoop ○ <i>Spectacular Science</i>, selected by Lee Bennett Hopkins ○ <i>Nasty Bugs</i>, selected by Lee Bennett Hopkins)

<p>Introduction to Lesson/ Activating Thinking What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>“The Most Glad-to-See Day of the Year” by Allan Wolf</p> <ul style="list-style-type: none"> • “We are going to spend the next few weeks talking about poetry! I am very excited to start this unit, because I love to read poetry. I can’t wait to introduce you to some great poems as we learn with poems. • To start us off, I am going to read you all a poem that I like a lot. I am sharing it with you because this poem is a great introduction to poetry. While I read, it is your job to listen respectfully. <p>My favorite, special, most glad-to-see day, the day I consider the best. The day when I really get carried away. The top day all year! Can you guess?</p> <p>It isn’t my birthday. It isn’t Thanksgiving. And no, it’s not Hanukkah, Christmas, and all. It’s not Halloween that makes life so worth living. My day happens Spring, Summer, Winter, and Fall.</p> <p>It's not a one-timer. My day never ends. It's the first, second, middle and last. It is here, holy cow! It is new. It is now. It is not in the future or past.</p> <p>I'll give you the answer: my day is... Today! There's no waiting in line. There is no long delay. What yesterday was and tomorrow will be, Today's the most wonderful day for me.”</p>
<p>Body of Lesson/ Teaching Strategies What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</p> <p>What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?</p>	<ul style="list-style-type: none"> • “I hope you all enjoyed this poem as much as I do and are excited to learn with poetry! Today’s activity is a poetry tasting, to give you the opportunity to get used to reading poetry and to find a few poems that you like. Your table groups will move through five stations. Each station has a few poetry books to look at it. Your job at each station is to read a few poems. If you find a poem that you like a lot, write down the title and author of the poem on your poetry tasting ranking sheet. By the time you have gotten to every station, you need to have found at least five poems that you are excited to read and learn more about.” <ul style="list-style-type: none"> ○ Setup: Five groups will move from station to station. Each station will last seven minutes. Between stations, students will complete short brain break exercises, such as 20 jumping jacks or running in place for one minute. ○ While students are completing station rotations, the teacher will periodically visit each group to see how they are doing. ○ Each station will have at least one poem that can be listened to, to assist students who struggle with reading.

<p>Closure/ Summarizing Strategies: How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</p>	<ul style="list-style-type: none"> • “Friends, you all did a wonderful job of stretching your reading muscles and finding poems you are excited about. If you found more than five poems to include on your ranking, now is the time to draw a star next to five that you want to learn more about. • Now that your five poems are picked, I am going to give you five minutes to share your picks with your groupmates. Does anyone in your group have some of the same poems as you? • Thank you all for taking the time to share your favorites. Based on the conversations I just heard, I know that we are going to have a great time working with poetry!”
<p>Targeted Language Support Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).</p>	<ul style="list-style-type: none"> • Students will be given resources to listen to poems, in addition to just reading them. This will aid students who struggle with reading, as well as give students a break from reading, as this activity is reading heavy.
<p>Assessment/ Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s) including their usage of vocabulary?</p>	<p>Assessment Plan for Learning Objectives</p> <p>Summative: Throughout this activity, the teacher will observe how students are doing while reading. This will allow them to see if students are enjoying reading poems or becoming frustrated, as well as give the teachers a general idea of the class’s attitude about poetry.</p> <p>Formative: The formative assessment will be students’ poetry tasking ranking sheet. If students have a complete list of five poems, they have met the goals of this activity.</p>

Lesson 2 of 5

Lesson Title:	Searching for what a poem says to you and writing a four-sentence response	Grade: 3rd
Indiana State Standard(s):		
<ul style="list-style-type: none"> • 3.SL.2.5: Explain personal ideas and understanding in reference to the discussion. • 3. RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language. • 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper. • 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. • 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 		
Classroom/Lesson Context (please check the following that apply):		
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Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?	<ul style="list-style-type: none"> • Why do we read poetry? • What does reading poetry make me feel?
Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.	<ul style="list-style-type: none"> • Students will discuss why they like a poem that they picked out at the poetry tasting. • Students will write a four sentence response to a poem, describing why they connect to it or why they like it.
Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?	<ul style="list-style-type: none"> • Language Demand: Write and discuss • Vocabulary to Teach: reflect, response • Syntax/Discourse: Given a choice of sentence starters, students will write a paragraph reflecting on why they like/connect to a poem. The paragraph will be at least four sentences long and will begin with the use of a provided sentence starter. The paragraph will need to make sense and relate to the poem chosen by the student.
Materials What resources can be used to engage students?	<ul style="list-style-type: none"> • Poetry journal • Poems chosen at poetry tasting • Writing utensil

<p>Introduction to Lesson/ Activating Thinking What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<ul style="list-style-type: none"> • “Today, I am going to read you my favorite poem. It is called ‘Listen to the Mustn’ts,’ by a poet named Shel Silverstein. While I read, it is your job to listen respectfully and decide what you think about this poem. <p style="text-align: center;">Listen to the mustn'ts, child, Listen to the don'ts. Listen to the shouldn'ts. The impossibles, the won'ts. Listen to the never haves. Then listen close to me— Anything can happen, child, Anything can be. (Silverstein, 1974)</p> <ul style="list-style-type: none"> • What do you think about this poem? Turn to your neighbor and let them know; do you like this poem? Do you not like it? Make sure you tell your neighbor why you do or do not like this poem!” <ul style="list-style-type: none"> ○ While students are talking, the teaching will listen in on a few conversations. Students are allowed to not like a poem, but help them articulate the reason they do not like it. • “I am going to call on five people to tell me what they talked about with their partner. If you would like to volunteer to share, now is the time to raise your hand.” <ul style="list-style-type: none"> ○ When students answer, prompt them (if necessary) to share what they thought of the poem. They must also answer why they did/did not like the poem. If the student has trouble explaining their thoughts, help them articulate what they are feeling. • “Thank you for sharing your thoughts with me, poets! Now, I am going to tell you why this is my favorite poem. This poem makes me feel like I can do anything. I think that there are times that people think that something is too crazy, or too hard to do. I do not like to think this way, because I think that if you say that something is too hard, then that thing will be too hard. Instead, I try to think that I can do anything I set my mind to, which makes me not give up and helps me complete my goal!”
<p>Body of Lesson/ Teaching Strategies What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</p>	<ul style="list-style-type: none"> • “Now, I am going to teach you how <i>you</i> can pick out your favorite poem and help you explain why you like it. When we had our poetry tasting, you picked out five poems that you like. When you look at your journals, you will see that I put those five poems into your journals. This is going to be the beginning of your poetry journal. You will use your poetry journal to complete all the work that we are going to be doing with poetry. I am excited for you all to begin your poetry journeys with these poetry journals. • When I say go, I want everyone to open their poetry journal and pick out one poem to work on today. Make sure that it is a poem that you think is really interesting. You are going to be writing a response to the poem you pick, so it

What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?

is important that you choose a poem that you like or that speaks to you. Okay, go.”

- Give students five minutes to read through their poems and pick a favorite.
- Students who have trouble reading will be given three poems to choose from, to take some pressure off of them as they pick a poem.
- “Now that everyone has picked a poem out, it is time to start thinking about why you like this poem. I am going to give you three minutes to think more about your poem. When that time is up, I am going to ring a bell. When you hear the bell ring, it is your job to stand up, read your poem to a friend, and tell them why you like your poem. I will ring the bell two more times after that, so you will share your poem with three different people. When you finish talking to your third person, go back to your seat so we can keep working.
- I loved hearing all the conversations you were having about poetry! Now that you have a strong idea of why you like the poem you chose, we are going to talk about how to write a response to a poem.
- The first thing you do when responding to a poem is decide how to start it. There are three great paragraph starters that I suggest picking from. They are:
 - This poem makes me feel _____
 - This poem reminds me of _____
 - I really like the poet’s use of _____(Display these sentence starters through the rest of the lesson so students can refer back to them.)
- Once you pick a phrase to start your paragraph, continue writing to explain what you think about the poem you chose. Your response should be similar to my response to Shel Silverstein’s poem that I read to you (display this response for the class).”
 - While students are working, the teacher should be observing student work and asking questions to help students complete their assignment. Some questions that the teacher could ask are:
 - Why did you select this poem for your journal?
 - How does this poem make you feel?
 - What do you like about the poet’s craft?
 - Does this poem remind you of your life?
 - Students who struggle with writing can use dictation software to help them complete their paragraph. Students who need further help will be visited by the teacher first to help them, by asking the questions listed above.

(25 minutes)

<p>Closure/ Summarizing Strategies: How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</p>	<ul style="list-style-type: none"> • “I think that today was a great start to our learning about poetry together. Today you learned how to reflect on a poem that speaks to you and how to write about how a poem makes you feel. We can learn a lot about ourselves and others by writing and reading our responses. This also helps us think about how poems are written, which makes it easier for us to read and understand poetry. Thank you all for your hard work as you thought and wrote about your poems. • I am going to ask for at least three people to share their work. You will first need to read your chosen poem out loud to the class and then read your paragraph. Do I have any volunteers?”
<p>Targeted Language Support Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).</p>	<ul style="list-style-type: none"> • Students will be provided with a list of sentence starters that they can choose from to begin their paragraphs. This list, as well as an example paragraph response will be displayed in the classroom for students to refer to as they write their paragraphs. • Before writing their paragraphs, students will verbally share their thoughts about the poem they choose to their peers. This gives the students a chance to verbalize their thoughts, making it easier to decide what to write in their paragraphs.
<p>Assessment/ Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s) including their usage of vocabulary?</p>	<p>Assessment Plan for Learning Objectives</p> <p>Formative: Throughout the lesson, the teacher will be observing student work and discussions, especially the conversations had between students when they share their poems and thoughts with their peers. This observation will be used to determine student understanding of how to respond to a poem.</p> <p>Summative: To assess student learning of how to respond to a poem, the teacher will look at the paragraphs students write in their poetry journals. While grading the paragraphs, the teacher will look for the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there four complete sentences? <input type="checkbox"/> Does the student use a provided sentence starter? <input type="checkbox"/> Does the response relate to the student’s poem? <input type="checkbox"/> Does the response make sense?

Lesson 3 of 5

Lesson Title:	3D Shapes	Grade: 3rd
Indiana State Standard(s):		
<ul style="list-style-type: none"> • 3.G.1 Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder. • 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. • 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 		
Classroom/Lesson Context (please check the following that apply):		
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Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?	<ul style="list-style-type: none"> • How can you describe 3D shapes? • What 3D shapes do you see in everyday life?
Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.	<ul style="list-style-type: none"> • Students will list examples of 3D shapes in the classroom and in their homes. • Students will write acrostic poems about one of the following 3D shapes: <ul style="list-style-type: none"> ○ Cone ○ Sphere ○ Prism ○ Cylinder ○ Cube
Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?	<ul style="list-style-type: none"> • Language Demand: Write • Vocabulary to Teach: Acrostic poem • Syntax/Discourse: Students will write an acrostic poem. This type of poem involves writing one letter of a word on a line, going down the page vertically and writing one word that starts with each letter of the original word.
Materials What resources can be used to engage students?	<ul style="list-style-type: none"> • 3D Shapes Poem Poster • Poetry Journals • 3D Shapes examples

<p>Introduction to Lesson/ Activating Thinking What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>HOOK: 3D Shapes Poem</p> <p>“3D shapes are fat not flat, a cone is like a party hat! A sphere is like a bouncy ball, a prism is a building tall! A cylinder is a can of pop, A cube is like the dice you drop. 3D shapes are here and there, 3D shapes are everywhere!” (Howerton, 2012)</p> <ul style="list-style-type: none"> • The teacher will display the 3D Shapes Poem while they read it aloud to the class. After sharing the poem with the class, • “I know this is sort of a silly little poem, but it gets across the main idea that I want to talk about today - 3D shapes are everywhere around us. They are in our classroom, and I am sure you can find them at your house too! ”
<p>Body of Lesson/ Teaching Strategies What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</p> <p>What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?</p>	<ul style="list-style-type: none"> • “Before we begin our first activity today, let’s talk about 3D shapes a little bit. What are the 3D shapes mentioned in the poem I just read to you?” <ul style="list-style-type: none"> ○ Cone ○ Sphere ○ Prism ○ Cylinder ○ Cube • “I need a few friends to raise their hands to describe to the class what these shapes look like. Do I have any volunteers?” <ul style="list-style-type: none"> ○ As a student verbally describes a 3D shape, write key words and phrases down about the shape next to its name. This could include an image of the shape. These pictures and/or descriptions should remain displayed for the entire lesson. ○ These descriptions should include examples. For example, a real life example of a sphere could be a tennis ball. • “Great job friends! Thank you for helping me describe these 3D shapes. These descriptions are really going to help us with today’s activities. The first thing we are going to do today is, you are going to get a paper with each 3D shape we have talked about written on it. Your job is to fill this paper with examples of each 3D shape that you can think of. It might be helpful to look around the classroom or think back to the examples in our descriptions of each 3D shape. I am going to give you 10 minutes to come up with as many examples as possible.” <ul style="list-style-type: none"> ○ While students are working, the teacher should be observing student work and asking questions to help students complete their assignment. Some questions that the teacher could ask are: <ul style="list-style-type: none"> ▪ What about on my desk? Do you see anything there that could be an example of a 3D shape?

- How would you describe this shape? What is an example of something at your house that is this shape?
 - Students who struggle with this activity will be given a worksheet that includes pictures of each 3D shape to help them remember what the shapes look like. Students who struggle with writing can draw pictures of their examples instead of listing them.
- “While you were working, I saw some great examples of 3D shapes, great work everyone! I especially thought it was interesting to see all the different ideas that everyone had, and I want to make sure that you all get to see all the great ideas that your friends had. So, I want you to take the next few minutes to talk to your table groups and share your lists. If any of your group members have an example that you did not think of, please take this time to add it to your list.
- Did anyone hear an example of a 3D shape that they had not thought of? Who would like to share their most creative example?”

20 minutes

- “Now that we have talked about what each 3D shape is and we have listed real world examples of them, we are going to start our big assignment for the day. You are going to choose a 3D shape and write a poem about it. Your poem is not going to be a rhyming poem like the 3D shapes poem that you heard at the beginning of class, but it will be an acrostic poem. If you have not heard of an acrostic poem before, don’t worry! I am going to show a few examples of acrostic poems and we will talk about them.”
- The teacher should now display 2-3 acrostic poems. These poems should be about topics that the class is interested in, to maintain student engagement. While displaying these poems, ask students to read them out loud, line by line. Then, ask them what they think acrostic poems are. After getting a few answers, share with the class that an acrostic poem is a poem where a word is written vertically on a page. Each letter in the line begins a word or phrase. Normally, the first letters of each line are used to spell the initial word, but they can be anywhere in the line if you need them to be.
- “The first step in writing your acrostic poem is to pick which shape you are going to write about. I suggest picking your favorite 3D shape, so that it is more fun to write your poem! Once you have picked your poem, look back at the description of the poem that we came up with as a class and at your examples of that shape. The purpose of your poem is to describe the shape you have chosen. After looking back at what you have done so far today, begin your prewriting. This can be any idea you have to describe your shape. Do not worry yet about what letters your descriptions need to start with, just get some ideas out. I am going to give you ten minutes to brainstorm and prewrite.”
 - While students are working, the teacher should be observing student work and asking questions to help students complete their assignment. Some questions that the teacher could ask are:
 - Why did you choose this shape?
 - Can you describe your shape to me in your own words?
 - Why do you like this shape?

	<ul style="list-style-type: none"> • “I love how your creative juices are flowing! Now that you have your ideas ready, now is time to turn them into a poem. You can begin writing your poem. When you have finished writing, please pick up a poem template that has your shape written down the side and complete a final draft of your poem in your best handwriting.” <ul style="list-style-type: none"> ○ Students who struggle with this activity might be provided with a few example phrases to describe their shape. These phrases may then be altered to fit into their poems.
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<p>Closure/ Summarizing Strategies: How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</p>	<ul style="list-style-type: none"> • “Thank you all for your hard work today! I am very proud of you all for working hard to write your first poem in this unit. I was impressed by the information that you remembered about 3D shapes and I think you all did an awesome job of turning those details into lines of your poems. • I want to take some time to let you all share your poems! If you are proud of your poem and want to share it with the class, now is the time to do so. While you listen to your classmates’ poems, think about what each 3D shape is. How did your classmates describe them in their poems?”
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<p>Targeted Language Support Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).</p>	<ul style="list-style-type: none"> • New words and their definitions will be introduced in context and displayed during the lesson so that students can look back at them for help. • Students will be given descriptions of each 3D shape so that they can continue to familiarize themselves with the shapes. • While discussing examples of 3D shapes, students will become more and more comfortable using their names and describing them. • Language demands include thinking of words and phrases that start with the correct letters to be used in the poems.
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<p>Assessment/ Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson's objectives? How will you provide feedback? What evidence will you collect to demonstrate students' understanding/mastery of the lesson's objective(s) including their usage of vocabulary?</p>	<p>Assessment Plan for Learning Objectives</p> <p>Formative: Throughout the lesson, the teacher will be observing student work and discussions. This observation will be used to determine student understanding of 3D shapes. In addition, the teacher will use student work, such as their prewriting and 3D shape example lists to see how students are doing.</p> <p>Summative: The summative assessment is the completed acrostic poems that the students will write. To assess student understanding of 3D shapes, the teacher will consider the following while grading the poems:</p> <ul style="list-style-type: none"> • Accuracy of content (are the words and phrases true of the chosen shape?) • Is it an acrostic poem?
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Lesson 4 of 5

Lesson Title:	Climate	Grade: 3rd
Indiana State Standard(s):		
<ul style="list-style-type: none"> • 3.3.8 Identify the major climate regions of the United States and explain their characteristics. • 3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. • 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. • 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 		
Classroom/Lesson Context (please check the following that apply):		
<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs/504s <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)		

Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?	<ul style="list-style-type: none"> • What are the different major types of weather? • How do different climate regions affect the animals and plants that live there?
Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.	<ul style="list-style-type: none"> • Students will research a climate region to answer a given list of questions. • Students will present their research to their classmates, following a provided rubric.
Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?	<ul style="list-style-type: none"> • Language Demand: Research, present • Vocabulary to Teach: Vegetation, characteristics, climate regions • Syntax/Discourse: Students will use a variety of print and electronic sources to complete research on a climate region. They will be provided with a list of questions to answer while researching their climate region. Then, students will present their research to their classmates, using a rubric that will be given to them.
Materials What resources can be used to engage students?	<ul style="list-style-type: none"> • Poems <ul style="list-style-type: none"> ○ Polar - Winter Morning by Ogden Nash ○ Temperate/Mild - Rain Song by Leland B. Jacobs ○ Arid/Dry - Sun by Valerie Worth ○ Tropical - For Forest by Grace Nichols ○ Mediterranean - Everything's Wet by Jean Kenward ○ Tundra - Icicles by Barbara Juster Esbensen • Poster board • Poetry journals • Research materials (classroom resources and online resources, including: <ul style="list-style-type: none"> ○ Khan Academy ○ National Geographic ○ Sciencing.com)

<p>Introduction to Lesson/ Activating Thinking What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>Weather 20 Questions</p> <ul style="list-style-type: none"> • Students will pair up and play twenty questions to guess each other’s favorite season. Students must ask yes or no questions. Mention to students that they should not start out by asking direct questions like, “is your favorite season fall? winter?” etc. They will not be punished for doing so, but it takes the fun out of the activity. • After the games are over, the teacher will lead a discussion. <ul style="list-style-type: none"> ○ “Raise your hand if your favorite type of weather is warm, sunny days. Okay, now raise your hand if your favorite weather is rainstorms. What other types of weather do people enjoy?” ○ Ask a few students with their hands raised what their favorite type of weather is. ○ “Now, who can tell me what causes different types of weather?” <ul style="list-style-type: none"> ▪ Answer: Weather is caused by heat from the sun and movement of air. Depending on the temperature that the sun heats the air to, air rises different ways and creates wind. The levels of moisture in the air then affects how clouds form and what type of precipitation they cause. ○ “Different parts of the world have different types of weather! These are called climate regions. There are six major climate regions throughout the world: polar, temperate, arid, tropical, Mediterranean and tundra.” <p>(7 minutes)</p>
<p>Body of Lesson/ Teaching Strategies What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</p> <p>What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?</p>	<ul style="list-style-type: none"> • Six equal groups of students will complete their work together. Students will be allowed to choose their own groups. Each group will be assigned one climate region and its corresponding poem. The poem is a jumping off point for the group to begin researching their climate region. • “Today’s project is to research a climate region and present your findings to the rest of the class. Your first step is to put your poem in your poetry journals, read your poem as a group, and start making predictions about what your climate region is like. Keep in mind that the poem is not exactly about the type of climate that you have, but is provided to give you a general idea of what the climate region is like. Step two is to begin research on your group’s climate region. You can use the internet and any resources we have in the classroom. I am giving you fifteen minutes to fill out a worksheet with important information about your climate region.” <ul style="list-style-type: none"> ○ Because students are working in a group, those who struggle with understanding the assignment/content should be able to rely on discussion happening around them and the help of their group members so that they can fulfill their part of the work. Students who still require accommodations will be pre assigned a role in their group with which they can help and work best. • While students work, the teacher should be available to answer any questions that may come up. They should be walking around the room and meeting with groups to observe learning and collaboration between group members. Some questions to ask groups include:

- How does the weather from your climate region compare to the weather where we live?
- What types of animals do you think live in this climate region?
- How does the weather in this climate region affect the organisms that live there?

(~20 minutes)

- The teacher should be aware of where students are in the process of completing their research. When groups begin finishing, the next part of the project should be introduced.
- “Now that groups are getting to the end of their research, I am introducing the next step in today’s activity. I need all paper and pencils down and eyes on me while I explain your next step. The goal for the end of the day is that everyone learns about each climate region. In order to do that, your group will be responsible for teaching the rest of the class about each climate region. Your group will receive a piece of poster board to display your main ideas on. As you prepare your poster and your presentation, keep in mind that you need to include all members of your group and you need to include all the information from your research worksheet in your presentation.”
- While students work, the teacher should continue visiting each group to check on their progress and make suggestions to them/ask questions to help them out. Students will be provided with a checklist for their presentation to aid them in their preparations.

(~15 minutes)

- When students are ready to present, the teacher will randomly pick a presentation order. Before the presentations begin, the teacher will remind the class that their peers worked hard on their presentations and that the students are expected to be respectful audience members.

(~10 minutes)

- When all presentations are complete, the posters will be hung around the room for all students to see. They will then be asked to write about their favorite climate region and to compare it to other climate regions to explain why they like it.
 - While students work on this, the teacher should be available for students to ask questions. They should also walk through the room and visit with students to see how their work is going.
 - Students who struggle with this activity can fill out a Venn diagram to compare their favorite climate region to one other climate region.

<p>Closure/ Summarizing Strategies: How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</p>	<ul style="list-style-type: none"> • “Thank you all for your hard work today! I know it is not always easy to present to your classmates, but you all did a wonderful job! To wrap up, I want you to turn to your partner from earlier, who you played 20 questions with and ask them a very important question: What climate region has your favorite type of weather?” • I want to know what you all talked about! I am going to call on four groups to tell me their favorite types of weather and which climate region receives this type of weather.”
<p>Targeted Language Support Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).</p>	<ul style="list-style-type: none"> • New words and their definitions will be introduced in context and displayed until the end of the lesson so that students can refer back to them for help. • Students will be given a list of questions to find answers to in their research, to help them focus on important information. • Language demands include using appropriate terminology to compare and contrast the types of climate regions in the final written activity. In addition, students will need to present work to their classmates and will need to utilize appropriate pacing and volume.
<p>Assessment/ Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s) including their usage of vocabulary?</p>	<p>Assessment Plan for Learning Objectives:</p> <ul style="list-style-type: none"> • Formative - Throughout the lesson, the teacher will be asking questions and observing student discussion to assess student understanding. This includes the final partner sharing of which climate region has each student's favorite weather. The teacher will also monitor student work on their question sheets completed while researching their climate region. • Summative - There are two summative assessments in this lesson. The presentation will be graded through the use of a checklist. This checklist will be given to students as they prepare their presentations so that the students know what is being asked of them. The second summative assessment is the written assignments where students explain their favorite climate region and compare its characteristics to the other five climate regions.

Research Worksheet

Name: _____

Date: _____

Climate Region: _____

1. What type of weather is common in this climate region?

2. What is the average temperature in this region?

3. What seasons does the climate region have?

4. What animals live in this climate region?

5. What plants are common in this climate region?

6. How does the weather affect the animals and plants in this region?

7. What are some places in the world in this climate region?

Sources I used: _____

Presentation Checklist:

- Answers to all the research questions are talked about.
- Important facts are on the poster.
- All information is accurate.
- Every group member talks.
- Information is NOT read directly off the poster.
- Sources are listed.

Lesson 5 of 5

Lesson Title:	Poems About Fossils	Grade: 3rd
Indiana State Standard(s): <ul style="list-style-type: none"> • 3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago. • 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. • 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 		
Classroom/Lesson Context (please check the following that apply): <p style="text-align: center;"> <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs/504s <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____) </p>		

Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?	<ul style="list-style-type: none"> • What is a fossil? • How are fossils made? • Why is it important to examine fossils? What can they teach us?
Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.	<ul style="list-style-type: none"> • Students will compare altered and unaltered fossils by completing a venn diagram with at least three details about the differences between each type of fossil and at least two details about how they are similar. • Students will use the jigsaw strategy to discuss details about organisms and their environments that can be learned from examining fossils. • Students will write a rhyming poem from the perspective of a fossil about how the fossil was formed.
Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?	<ul style="list-style-type: none"> • Language Demand: Compare and Contrast, discuss, write • Vocabulary to Teach: Fossil, paleontologist, perspective • Syntax/Discourse: Students will compare and contrast different types of fossils using a Venn diagram. They will also discuss attributes of organisms that can be learned about from studying fossils using the jigsaw strategy. Finally, students will write a rhyming poem from the perspective of a fossil about how the fossil was formed.

Materials What resources can be used to engage students?	<ul style="list-style-type: none"> • “Dinosaur Bone” by Alice Schertle • National Geographic video • Copies of Scholastic articles on fossils <ul style="list-style-type: none"> ○ What Color Were the Dinosaurs? ○ What Sounds Did Dinosaurs Make? ○ Scientists Dig Up New Dinosaurs
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	<ul style="list-style-type: none"> ○ Digging Up Fossils ● Poetry Journals (created in lesson 1)
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<p>Introduction to Lesson/ Activating Thinking What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>HOOK: “Dinosaur Bone” by Alice Schertle</p> <p>“Dinosaur bone, alone, alone, keeping a secret old as stone.</p> <p>deep in the mud asleep in the mud tell me, tell me, dinosaur bone.</p> <p>What was the world when the seas were new and ferns unfurled and strange winds blew?</p> <p>Were the mountains fire? Were the rivers ice? Was it mud and mire? Was it paradise?</p> <p>How did it smell, your earth, your sky? How did you live? How did you die?</p> <p>How long have you lain alone, alone? Tell me, tell me, dinosaur bone.” (Hopkins, 1999)</p> <ul style="list-style-type: none"> ● “I am going to read a poem to you today. While I read this poem, I expect you all to follow our classroom rules and to be respectful so that you and your classmates can hear the poem. It is a poem that has many short rhyming couplets.” ● READ Poem. ● “This poem, by Alice Shertle, is asking the bones of a dinosaur a question. You and I know that bones cannot actually talk, but did you know that there are fossils of dinosaurs that scientists study to learn about dinosaurs and how dinosaurs lived? These scientists are called paleontologists and fossils are what we are going to learn about today.
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	<ul style="list-style-type: none"> • Before we start, does anyone know what a fossil is? (After students answer, project/write a definition of fossils and paleontologist in a place students can see and refer back to throughout the lesson.) <ul style="list-style-type: none"> ○ Fossil: Remains or traces of plants and animals that lived a long time ago. ○ Paleontologist: A scientist that studies fossils. <p>Great answer! We are going to complete a few different activities today to learn more about fossils, but this is a good definition for us to build on.”</p> <p>(5 min)</p>
<p>Body of Lesson/ Teaching Strategies What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</p> <p>What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?</p>	<p>This lesson contains three different activities. Take breaks between activities as needed based on student attention spans.</p> <ul style="list-style-type: none"> • (7 min) “To begin our exploration of fossils, we are going to watch a short video about how fossils are formed. As you watch, you will learn about two different types of fossils. While you are watching, you will fill out a Venn diagram to compare and contrast these different types of fossils. Your goal is to write down three details for each type of fossil and two similarities about them.” <ul style="list-style-type: none"> ○ Video Link: https://www.youtube.com/watch?v=bRuSmxIo_iA ○ Accommodations/Modifications: If a student struggles with writing, they may dictate their information to an aide or into a recording device. Students who require a modification may write/dictate a sentence describing the main difference between the two types of fossils. ○ After the video is over, the teacher will lead a short discussion reviewing information from the video. Some questions to ask are: <ul style="list-style-type: none"> ▪ What is one type of fossil discussed in the video? How is it formed? ▪ Which type of fossil do you think it is easier for paleontologists to examine and learn from? ▪ What are some things that scientists can learn from studying fossils? • (20 min) “Those are some great ideas about what scientists can learn from studying fossils. We are going to be like the author of ‘Dinosaur Bones’ and continue to ask what fossils can tell us as we complete the next activity. I have four articles about fossils and what paleontologists learn from them that we are going to read and discuss. As you read your article, focus on finding its main ideas so that you can tell your classmates what you learned from it.” <ul style="list-style-type: none"> ○ Students will be split into four table groups, each group with their own article to read. The groups will be given ~10 minutes to read and discuss their articles before being split using the jigsaw method into new groups so that each group will have at least one “expert” on each article. Students will be given ~7 minutes to share information about each article so everyone gets the key details about each article. <ul style="list-style-type: none"> ▪ Article 1 ▪ Article 2 ▪ Article 3

- [Article 4](#)

- Students who struggle to read/comprehend their given article will get the chance to listen to their 1st group's discussion and hear their peers' interpretation of the text. If this is not enough to help them retain the main ideas of the article to share it with the next group, they will be one of two people from their 1st group sent to the 2nd half of the jigsaw.
- During this activity, the teacher should be walking around taking note of student comprehension and discussion, as well as the questions they are asking. In addition, they can ask questions to encourage higher level thinking. Some possible questions are:
 - What about a fossil could tell paleontologists about what color dinosaurs are/what noises dinosaurs make/etc.?
 - What can fossils tell us about how dinosaurs lived?
 - What can fossils tell us about the places dinosaurs lived in?
- (20 min) "You all have done an awesome job learning about fossils and what they can tell us! I am proud of all the hard work you have done to discover how the author of 'Dinosaur Bones' expects dinosaur bones to talk back and respond to her. To wrap up our learning, we are going to write responses to the author, Alice Schertle, from the perspective, or point of view, of a fossil. Here are five different fossils for you to choose from.

- Display five images of fossils, each one labeled with the organism (plant or animal) that it shows and the type of fossil it is.

To begin your assignment, pick a fossil, read the information about it, and write down some notes in your poetry journal about what you think the organism in the fossil was like. What did it look like? How did it live?

- Give students ~ 5 minutes to review their previous work and jot down a few details.

Now that you have a few ideas to write about, I want you to turn to a partner and tell them a story about the organism seen in your fossil.

- Give students ~ 5 minutes to talk to their partner. While they are telling their stories, project/display 'Dinosaur Bones' so that all students can refer back to it.

Next, I am giving you ten minutes to turn the story you told into a short poem response to Alice Schertle. If you'll notice, 'Dinosaur Bones' does not rhyme, but it has a little repetition and short lines, not full sentences. In addition to the original poem, I am going to project an example response that I wrote for you to use as a guide. When time is up, a few friends will be given the chance to share their work."

- Students who need accommodations will be paired with an aide or the teacher to tell their story. Their partner should be prepared to ask questions to help the student come up with details for their story.

<p>Closure/ Summarizing Strategies: How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</p>	<ul style="list-style-type: none"> • “You did a lot of hard work today! Thank you for staying focused on fossils and working hard to respond to ‘Dinosaur Bones.’ If you are proud of the poem you wrote today, now is the time we have to share poems. As we share, I want everyone to remember that our responses to all poets who share today need to be kind! Before you share your poem, please let us know what type of fossil your poem is about.”
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<p>Targeted Language Support Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).</p>	<ul style="list-style-type: none"> • New words and their definitions will be introduced in context and displayed until the end of the lesson so that students can refer back to them for help. • Words introduced in the video (specifically the types of fossils) will be discussed and gone over right after the video is over. • Other language demands include using appropriate terminology to compare and contrast ideas during the after video discussion.
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<p>Assessment/ Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s) including their usage of vocabulary?</p>	<p>Assessment Plan for Learning Objectives:</p> <ul style="list-style-type: none"> • Formative - Throughout the lesson, the teacher will be asking questions and observing student discussion so assess student understanding. The teacher will also monitor student work on their Venn diagrams to ensure they are obtaining key information. • Summative - The summative assessment is the poem responses written by the students. When grading poems, make sure students included the following: <ul style="list-style-type: none"> • a description of something that can be learned from the fossil (dinosaur color, noise, where they lived) • how the fossil was formed • at least one rhyming couplet
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