

# Poetry at Play

SLIDE NAVIGATION

1

2

3

4

5

6

Next

## 1. Question & Research Task

In honor of National Poetry Month in April, we are going to read several different poems. Begin by watching the reading of Shel Silverstein's "The Toy Eater."

- ❖ What do you think about this poem?
- ❖ Do you think an adult or a kid would like this poem more?

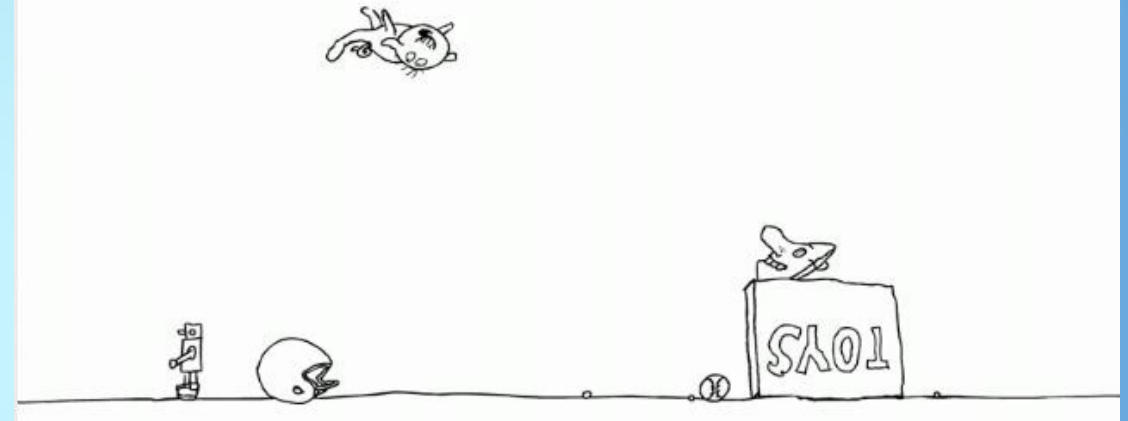
Not only will you read the poetry of Shel Silverstein, but you will also get to enjoy poetry by other children's poets.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do children's poets reflect ideas that are important to you through their poetry?

The Toy Eater  
performed by Shel Silverstein

You don't have to pick up your toys, okay?  
You can leave 'em right there on the floor,  
So tonight when the 'Terrible Toy-Eatin' Toogle  
Comes tiptoein' in through the crack in the door,



Teacher can click image to play the video.

Image Source: [www.youtube.com](http://www.youtube.com)

## 2. Information Sources

The resources below will introduce you to a variety of children's poems.

- ❖ [“Louder Than a Clap of Thunder”](#) by Jack Prelutsky
- ❖ [More Jack Prelutsky Poems](#) – Scroll down to "Poems by this Poet"
- ❖ [“I Love You: A Rebus Poem”](#) by Jean Marzollo
- ❖ [Many poems](#) by Shel Silverstein \*Your teacher may need to display or print these out.
- ❖ [“How to Eat a Poem”](#) by Eve Merriam
- ❖ [“Mosquito”](#) by J. Patrick Lewis \*Scroll down until you see the poem.
- ❖ You should also look in [your school library's](#) poetry section in the Dewey Decimal 800's!



Image Source: [www.clipart.com](http://www.clipart.com) by subscription

### 3. Student Activity

Your first step is to read the poems. Next, you will need to organize what you have learned.

This graphic organizer will help you think about ideas presented in the poems . ***Remember that since these are notes, complete sentences are not necessary.***





## 4. Assessment Activity

How do children's poets reflect ideas that are important to you through their poetry?

Now that you have read several poems, you should begin thinking about why these are poems that you and other children would enjoy.

You will write your own poem, using these poets as your inspiration. Begin to think about an idea that would be a good topic for poem. Your poem should be something that your friends and classmates would have fun reading.

Your poem will be assessed based on your ability to create a poem that would appeal to you and your friends.



# 5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next



- ❖ Write your own theme poem!
- ❖ Poetry Echo- Solve the word search to learn about the lost poetry of Misuzu Kaneko!
- ❖ Create a comic strip that illustrates your poem.



# 6. Teacher Resources

## Learning Standards Alignment

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

Grade 3 ELA

**Time Frame:** Two 50 minute periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Direct students to websites and videos that read the poems paired with visuals.

### Notes to the teacher:

- Reference BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Collaborate with your school library media specialist to plan and implement this lesson.
- You may need to present the first slide to the class, as students cannot access the YouTube video independently.
- Designed for individual research instruction.
- Extend this research activity by having students share their original poetry.
- Students may write their own poems on paper or by using Microsoft Word.

Last updated: July 2023 Report broken links to BCPS Library Media Programs by using the [Library Media Broken Links Form](#).

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