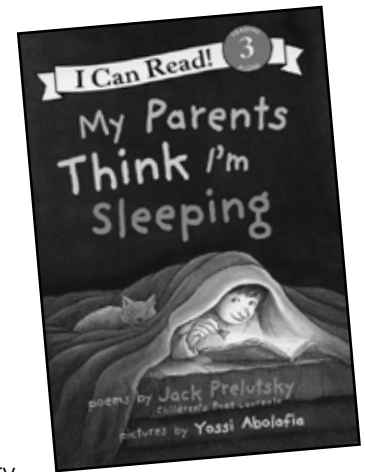


Fun with Poetry

Based on *My Parents Think I'm Sleeping*
by Jack Prelutsky
Grades: K-2



About the book

This beginning reader book offers young children the chance to explore poetry through Jack Prelutsky's humorous verse. Each poem in this collection explores the topic of bedtime and night time rituals through the eyes of a child. Prelutsky's poems about 'spooky shadows on the wall' and 'sneaky flashlight reading' are just a few that will thrill children and remind them that all of us have checked under our beds at least once before drifting off to sleep. *My Parents Think I'm Sleeping* is a great spring board into a classroom poetry unit.

Set the stage

Use the following to get students ready to read:

- Ask students what they know about poetry. Describe how poetry is different from a story. Can poetry be silly or sad? Does poetry have to rhyme? Explain to students that poems do not have to rhyme as long as they contain other elements such as, rhythm or pattern phrases, words that are chosen for their sound and meaning, and writing that is condensed and imaginative.
- Read several poem titles from the Table of Contents listing and ask students to predict what the poems may be about.
- Explain to students that an important element in some poetry is rhyme and word patterns. As you read ask students to listen for the poems that rhyme or have a pattern of words in them.
- Share with students that author Jack Prelutsky is the first ever Children's Poet Laureate. Explain that a Poet Laureate is appointed by the United States Librarian of Congress and serves for one term to raise awareness for poetry.

Review

After reading the book, discuss the following with students:

- Explain to students that word choices in poetry are very important. Have students listen carefully as you reread "Tonight is Impossibly Noisy" and ask students to share what words set the mood in the poem. Ask if the author used less descriptive words would the mood change.
- Ask students to vote on their favorite poem from the book. Use a bar graph to record the votes for each poem.
- Reread the top two favorite poems to the class. Ask students what the main idea each poem was. Ask how the poems were alike and how they were different, then record your comparisons on the board.
- Explain to students that when rhyming words are used in poetry they often occur every two or four lines and create a rhyming pattern. Reread "When I'm Very nearly Sleepy" and ask students to listen for the rhyming words. Write part of the poem on the board and underline the rhyming words. Ask students to determine if this poem uses a two or four line rhyming pattern.
- Share some biographical information about the author, Jack Prelutsky. Find a biographical interview at: http://teacher.scholastic.com/writewit/poetry/jack_meet.htm

Student Activities

Based on *My Parents Think I'm Sleeping* by Jack Prelutsky

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Related Activities

To extend students' enjoyment of the book, try these:

- **Riddle Rhymes:** Students can create I Spy riddle poems using the Writing with Writers section on Scholastic.com. It is a step-by-step guide for students to create and publish their own poetry. Check it out at: http://teacher.scholastic.com/writewit/poetry/jean_home.htm
- **Class Book of Poems:** Have students create their own poems including an illustration. Bind all the poems into a class book that can be displayed on parent's night or have students check it out to take home to read with parents.
- **Cloud Watching:** Reread the poem titled "The Clouds I Watched This Afternoon" to students. Take students outside on a field study of the cloudy sky to see what shapes they can spy. Have students take a notebook to record their findings. When you return to class have students pick on cloud shape they saw to write a poem about.
- **Traveling Poem:** Students will collaborate as a group to write a poem. Divide the class into small groups and have each group select one topic for their poem. Number each person in the group and have the first person write the first line of the poem, the paper travels to the next person to add the second line and so on until the poem travels completely through the group. Now as a group students can come up with a title for their poem and share it with the class.
- **Poetry Writing with Jack Prelutsky:** Students are taken step-by-step through the process of writing poetry with renowned Children's Poet Laureate Jack Prelutsky. They can even publish their finished poem online, check it out at: http://teacher.scholastic.com/writewit/poetry/jack_home.htm

Name: _____

Fun with Poetry



Directions: Read the poem below to see how descriptive words or adjectives can help you create a poem.

A Lion in My Dream

In my dream I was running from a lion.
He was a big lion,
He was a big, yellow lion,
He was a big, yellow, furry, lion,
He was a big, yellow, furry, mean lion.
I stopped to look at him closer and saw a
thorn in his paw.
Once I pulled the thorn out,
He was a big, yellow, furry, HAPPY lion!



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Fun with Poetry



Now use your imagination to come up with your own animal. Fill in the blanks below with your animal and the adjectives that describe it.

A _____ in My Dream
(animal)

In my dream I was running from a _____.
(animal)

He was a _____,
(adjective) (animal)

He was a _____,
(adjective) (adjective) (animal)

He was a _____,
(adjective) (adjective) (adjective) (animal)

He was a _____,
(adjective) (adjective) (adjective) (adjective) (animal)

I stopped to look at him closer and saw _____.
(fill in your own words)

Once I pulled the _____ out,
(fill in your own word)

He was a _____,
(adjective) (adjective) (adjective) (NEW adjective) (animal)!

What does your animal look like? Draw a picture of you animal on a separate sheet of paper.