

Activity Bank

Poetry Corner



Explain to children that they will be hearing poems about seasonal characteristics and weather. Throughout the discussion of each poem, expand upon and enrich children's language skills using the explicit and implicit vocabulary from the read-alouds whenever possible.

- Review the four seasons with children, asking them to share key characteristics of each season. Remind them that in the summer, the days are longer than in winter. Share with them the poem "Bed in Summer" by Robert Louis Stevenson to reinforce the concept that the amount of daylight differs from season to season.

*In winter I get up at night
And dress by yellow candle-light.*

*In summer, quite the other way,
I have to go to bed by day.*

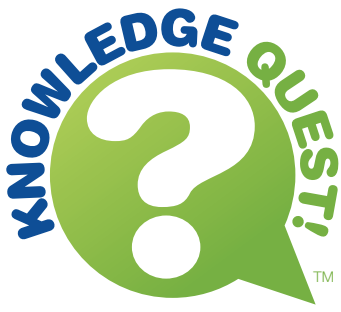
*I have to go to bed and see
The birds still hopping on the tree,*

*Or hear the grown-up people's feet
Still going past me in the street.*

*And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?*

After one or two readings, ask children why they think the speaker would have to wake up while it is still dark on winter mornings and go to bed when it is still light out on summer evenings. Ask them, "Does daylight last longer in the winter or the summer?" If children have trouble, explain to them that in the summer, daylight lasts longer than in the winter. Ask them to talk about their personal experiences and if they can relate to the poem. Ask how they feel about going to bed before the sun goes down in the summer.





Poetry Corner (continued)

- Review different kinds of weather. Share with children the poem “Who Has Seen the Wind?” by Christina Rossetti.



Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads,

The wind is passing by.

Reread the poem and have children repeat each line after you. Then ask them if they have ever seen the wind. Remind them that we can't see the wind, but we know it is blowing because we see it move trees, flags, and plants. Ask children what else they've seen the wind move. Then ask them if they've ever heard the wind. Explain that the wind itself doesn't actually make any noise, but a noise is created when it rushes through and around objects. For example, the wind moving through trees makes the branches and leaves rustle and shake. You may wish to make wind chimes to hang where children can view them moving and hear the sounds they create. You may also wish to set up pinwheels to demonstrate the wind moving through objects.

