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Developing students' reading skills is a critical skill that begins in the primary grades. As you use the poems, lessons, and activities in this book, you will not only be providing instruction based on solid educational research, but also giving students opportunities to learn and practice specific academic standards.

*The Poet and the Professor: Poems for Building Reading Skills* is designed to provide high-interest instructional texts and lessons based on best practices in reading education. Each poem has an accompanying lesson plan with ideas for phonemic awareness, phonics, vocabulary, fluency, and comprehension activities based on the poem.

In an effort to identify the best practices in reading instruction, the National Reading Panel (2000) reviewed thousands of studies to determine key elements of effective reading instruction. The five essential areas of reading instruction are: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The lessons in this book reflect these five elements of reading instruction.

## Phonemic Awareness

Phonemic awareness refers to the awareness of the sounds of language and how language sounds work together to create words.

Research shows that phonemic awareness is an excellent predictor of a student's future reading success (Adams 1990; Stanovich 1986; Yopp 1988). Although many students develop phonemic awareness informally, evidence suggests that phonemic awareness can be developed through direct instruction (Ball and Blachman 1991). Activities such as identifying, isolating, and categorizing phonemes, blending sounds to make words, segmenting sounds in words, and adding,

deleting, and substituting phonemes require students to manipulate sounds in order to gain a better understanding of words (Yopp 1992; National Reading Panel 2000).

Each lesson in *The Poet and the Professor: Poems for Building Reading Skills* provides a phonemic awareness activity to train students in this important reading skill. Using words from the poem as a springboard, students are asked to manipulate phonemes. Although most of the phonemic awareness tasks are presented orally, there are also numerous activity pages that support phonemic awareness concepts. (See the Activity Skill—Correlation Chart on page 14.)

## Phonics

During phonics instruction, students connect language sounds with corresponding written letters to see how they work together to form words that can be both read and written. Based on its review of studies, the National Reading Panel reports that explicit and systematic phonics instruction is an effective way to help students gain and apply knowledge of letter/sound relationships. The poems and activities in this book provide explicit ways to teach and reinforce phonics concepts appropriate to the primary grades.

The activities and teaching suggestions provided in each lesson are designed to help students improve word recognition and spelling skills. The activities focus on words or spelling patterns found in the poems.

# How to Use This Book

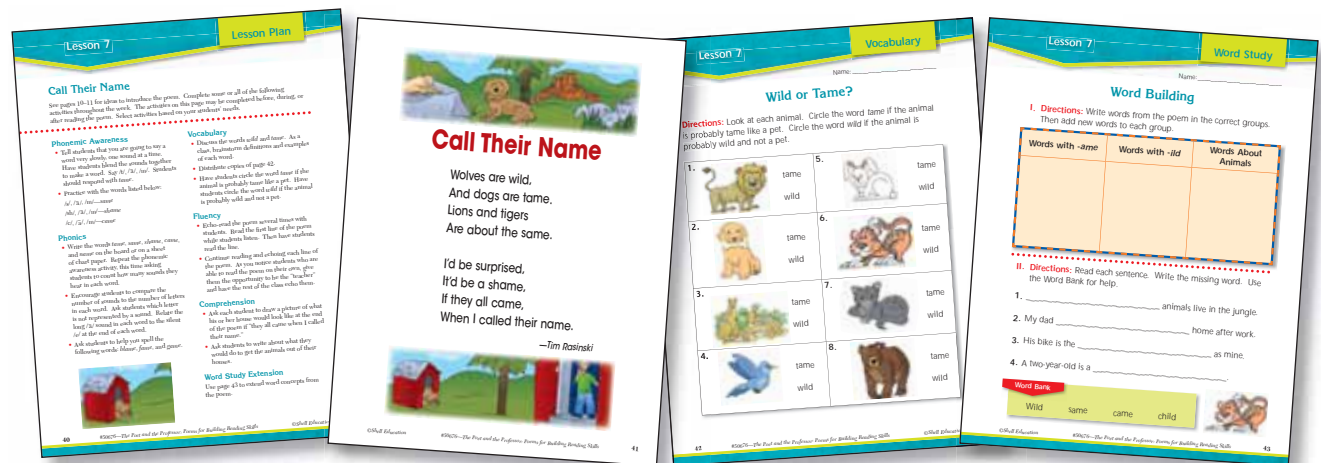
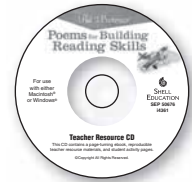
*The Poet and the Professor: Poems for Building Reading Skills* is a succession of lessons built around a compilation of poems. The program includes this book (which is a teacher's resource for using the poems to build reading skills), the Audio CD, and the Teacher Resource CD.

This book features 30 original poems. Accompanying each poem is a lesson plan that contains the sections Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Word Study Extension. Information and ideas about how to relate the poem to each of these areas is provided on this page. For more information about each section, see the Research section of this book (pp. 4–6). In addition, two activity pages are provided that correspond to selected sections of the lesson plan.

The Audio CD contains recordings of each of the poems in the book. Students can follow the text on their own copies of the poem pages, on an interactive whiteboard, or on an overhead projector.



The Teacher Resource CD contains a variety of resources that can be used to enhance the lessons provided in this book. The poem pages can be photocopied on a transparency, displayed on an interactive whiteboard, or printed and copied for each student. The activity pages are included on the Teacher Resource CD. Finally, provided on the CD is a page-turning ebook that includes all of the poems used in this book. This page-turning ebook allows students to refer to all the poems in a digital format and can also be displayed on an interactive whiteboard for easy viewing during a whole-class lesson.



## About the Poets



Dr. Timothy Rasinski, Ph.D, is a Professor of Education in the Reading and Writing Center at Kent State University, Ohio, where he directs the reading clinic. His scholarly interests

include reading fluency, word study, reading in the elementary and middle grades, and readers who struggle. He has served on the Board of Directors of the International Reading Association and is widely published in reading journals. His book *The Fluent Reader* provides background information and practical applications for the teaching of fluency. Dr. Rasinski speaks all over the country to education audiences about reading fluency. His research on fluency has been cited by the National Reading Panel and was influential in having fluency included as one of the five essential components of reading instruction in the Reading First legislation.



Karen McGuigan Brothers recently retired from the Reading and Writing Development Center at Kent State University, Kent, Ohio. For nearly 30 years, she served as the liaison for parents and teachers

inquiring about participation in the Center's testing and tutoring programs in reading and also coordinated the development of those programs. Through exposure to children's literature at the Center, as well as her experience as a mother and grandmother, she became familiar with what subject matter appeals to children and incorporates that into her poetry. In addition to co-authoring *The Poet and the Professor: Poems for Building Reading Skills*, she has written children's poems for numerous other publications.



## Call Their Name

See pages 10–11 for ideas to introduce the poem. Complete some or all of the following activities throughout the week. The activities on this page may be completed before, during, or after reading the poem. Select activities based on your students' needs.

### Phonemic Awareness

- Tell students that you are going to say a word very slowly, one sound at a time. Have students blend the sounds together to make a word. Say /t/, /ā/, /m/. Students should respond with *tame*.
- Practice with the words listed below:

/s/, /ā/, /m/—*same*

/sh/, /ā/, /m/—*shame*

/c/, /ā/, /m/—*came*

### Phonics

- Write the words *tame*, *same*, *shame*, *came*, and *name* on the board or on a sheet of chart paper. Repeat the phonemic awareness activity, this time asking students to count how many sounds they hear in each word.
- Encourage students to compare the number of sounds to the number of letters in each word. Ask students which letter is not represented by a sound. Relate the /ā/ sound in each word to the silent *e* at the end of each word.
- Ask students to help you spell the following words: *blame*, *fame*, and *game*.



### Vocabulary

- Discuss the words *wild* and *tame*. As a class, brainstorm definitions and examples of each word.
- Distribute copies of page 42.
- Have students circle the word *tame* if the animal is probably tame like a pet. Have students circle the word *wild* if the animal is probably wild and not a pet.

### Fluency

- Echo-read the poem several times with students. Read the first line of the poem while students listen. Then have students read the line.
- Continue reading and echoing each line of the poem. As you notice students who are able to read the poem on their own, give them the opportunity to be the “teacher” and have the rest of the class echo them.

### Comprehension

- Ask each student to draw a picture of what his or her home would look like at the end of the poem if “they all came when I called their name.”
- Ask students to write about what they would do to get the animals out of their homes.

### Word Study Extension

Use page 43 to extend word concepts from the poem.

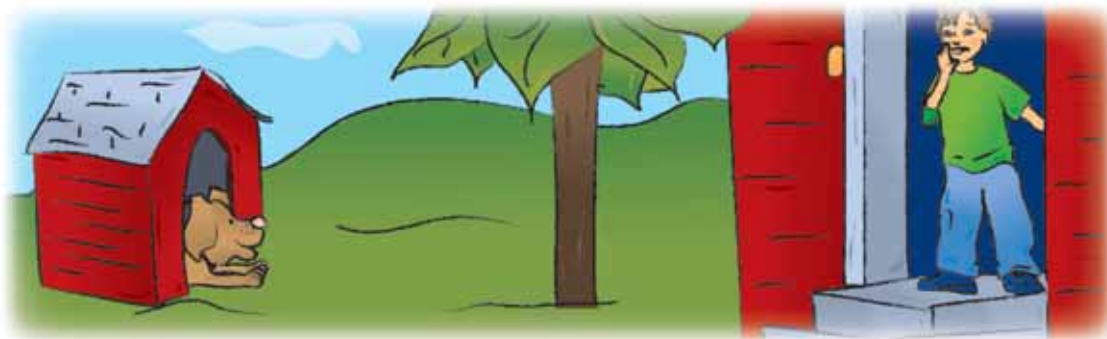


# Call Their Name

Wolves are wild,  
And dogs are tame.  
Lions and tigers  
Are about the same.

I'd be surprised,  
It'd be a shame,  
If they all came,  
When I called their name.

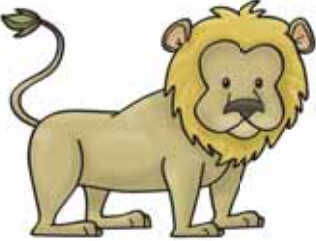







—Tim Rasinski



Name: \_\_\_\_\_

## Wild or Tame?

**Directions:** Look at each animal. Circle the word *tame* if the animal is probably tame like a pet. Circle the word *wild* if the animal is probably wild and not a pet.

<p>1.</p>  <p>tame wild</p>	<p>2.</p>  <p>tame wild</p>
<p>3.</p>  <p>tame wild</p>	<p>4.</p>  <p>tame wild</p>
<p>5.</p>  <p>tame wild</p>	<p>6.</p>  <p>tame wild</p>
<p>7.</p>  <p>tame wild</p>	<p>8.</p>  <p>tame wild</p>

Name: \_\_\_\_\_

## Word Building

- I. Directions:** Write words from the poem in the correct groups. Then add new words to each group.

Words with <i>-ame</i>	Words with <i>-ild</i>	Words About Animals

- II. Directions:** Read each sentence. Write the missing word. Use the Word Bank for help.

- \_\_\_\_\_ animals live in the jungle.
- My dad \_\_\_\_\_ home after work.
- His bike is the \_\_\_\_\_ as mine.
- A two-year-old is a \_\_\_\_\_.

### Word Bank

Wild      same      came      child

