Me and My World

To A Friend

Let's arrange
to exchange
love and laughter
now and after.

—Helen H. Moore

Activity

Invite each student to write one sentence describing what a friend is. Bind the definitions into an illustrated class book on friendship.

Friendship

A friend is a person who wishes you well,
And keeps all the secrets that you like to tell.

Friends share their toys and their storybooks too,
Friends can be older or younger than you.

Friends can be real or made up in your mind,
But they're always thoughtful and always kind.

Friends can live nearby or very, very far,
But your friends are your friends, wherever you are!

—Risa Jordan

Booklinks

Meet young Anne's unconventional and peppy new friend, Mrs. Simpson, who may be elderly and in a wheelchair, but can still do a few amazing tricks with a yo-yo in *Loop the Loop* by Barbara Dugan, illustrated by James Stevenson (Greenwillow, 1992). Demonstrate how much fun it can be to make friends with Leah Komaiko's rhyming story *Earl's Too Cool for Me*, illustrated by Laura Cornell (HarperCollins, 1988) and Chris Raschka's *Yo! Yes?* (Orchard, 1993).

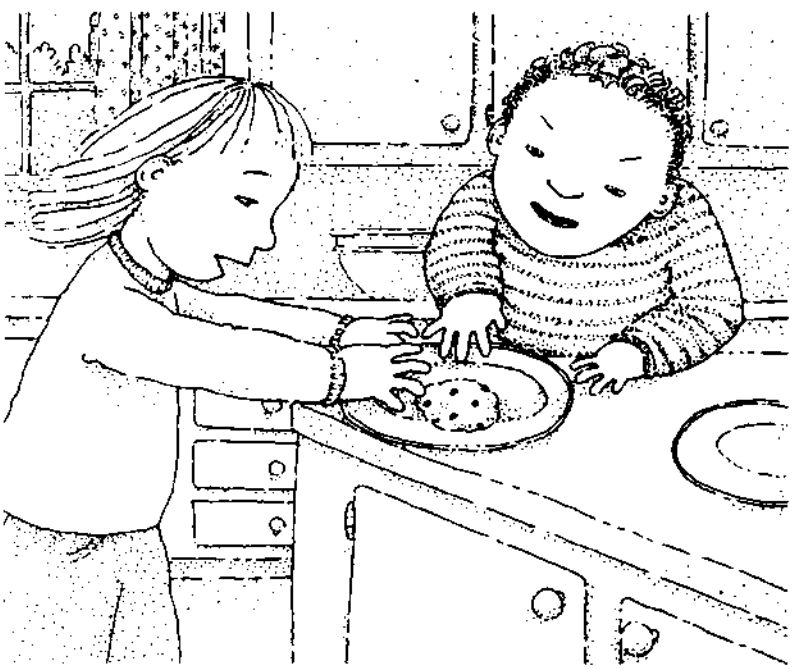
I Like You

Although I saw you
The day before yesterday,
And yesterday, and today,
This much is true—
I want to see you tomorrow, too!

—Matsuhito (Eighth Century)

★ Activity

Use this poem when doing lessons on time. Use a large wall calendar and ask students to identify yesterday, today, and tomorrow. Tie in to the poem by asking something like: "When did Matsuhito see his friend? When does he want to see his friend?"



The Fight

I have a friend.
We had a fight.
I cried myself
to sleep last night.

And when I see
my friend today,
I'll say, "I'm sorry.
Want to play?"

I hope she'll say
she's sorry, too—
I'm sure she will—
that's what friends do.

—Helen H. Moore

★ Booklinks

Read *Rosie and the Yellow Ribbon* by Paula dePaolo, illustrated by Janet Wolf (Little, Brown, 1992). On her sixth brithday, Rosie accuses her best friend Lucille of taking her favorite new hair ribbon, which Lucille denies doing. Also check out *Best Friends for Frances* by Russell Hoban, illustrated by Lillian Hoban (HarperCollins, 1969) and *Chester's Way* by Kevin Henkes (Greenwillow, 1988).

We Are One World

Pierre lives in Canada,
Marla lives in Spain.
But both like to ride their bikes
Along the shady lane.

Liv lives in Norway,
Ramon is in Peru.
But both laugh with the giraffe
When visiting the zoo.

Anwar is Egyptian,
Kim is Japanese.
But both run beneath the sun
And fly kites in the breeze.

Jack is from the U.S.A.,
Karintha is from Chad.
But both can write a poem at night
Upon a writing pad.

Children live all over,
The world's a giant ball.
But far and near, it's very clear
We're one world after all.

—Meish Goldish

Booklinks

Read *Hello! Goodbye!* by Aliki (Greenwillow, 1996), which is a cheerful account of ways children greet and meet each other worldwide. *All the Colors of the Earth* (Morrow, 1994) by Sheila Hamanaka is also a poetic paean to children worldwide.

I Look in the Mirror

I look in the mirror
and what do I see?
A pair of eyes
looks back at me.

A nose, two ears, two eyebrows, too:
Two lips, and teeth, to say,
"I love you."

I look in the mirror
and what do I see?
I look in the mirror
and I see ME!

—Helen H. Moore

★ Activity

Create a fingerplay based on this poem. While you read the poem aloud, children can pretend to hold up mirrors and look at their reflections, pointing out their features as they're named. You may also wish to use this poem when teaching about matching pairs.

Happiness

Happiness is
the thing in my heart
that swells.
Happiness is a sound
like bells.

—Helen H. Moore

★ Activity

This poem compares happiness to the sound of bells. Children may enjoy thinking of happiness in different ways: as a texture (the softness of a favorite blanket) or a sight (their baby brother or sister's smile), or as some other sensory experience. Invite students to write their own "Happiness Is..." poems.

Feelings

We each have feelings, me and you,
Sometimes we're happy and sometimes we're blue.

When something scares us, we feel afraid,
We all feel proud of something we've made.

When we want to know more, we feel curious.
When we slip on the floor, we feel furious.

We sometimes feel lonely when there's nothing to do.
We sometimes feel hunger when there's nothing to chew.

We all feel excited when we make a new friend,
I'm feeling sorry 'cause my poem must end.

—Risa Jordan

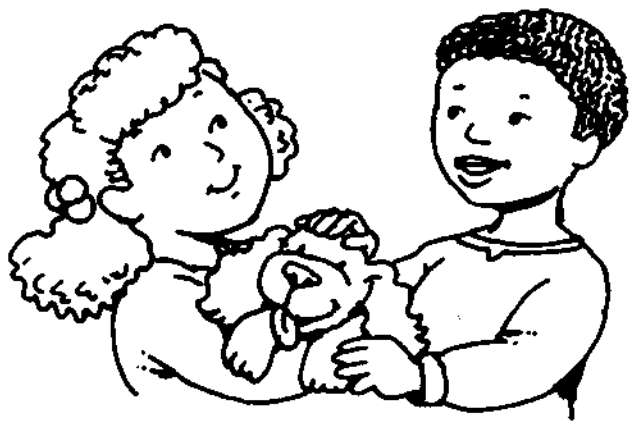
Activity

Invite students to identify the feeling words in the poem (happy, blue, afraid, proud, curious, furious, lonely, hunger, excited, sorry) and discuss their experiences of those feelings. What makes them feel the way they do? Invite students to draw their feelings, or create their own feeling poems based on this model.

Love Is

Love is safe and snug.
Love is soft and warm.
Love is a friendly hug.
Love is a good-luck charm.

—Helen H. Moore



Activities

Of course, this poem is a natural for Valentine's Day, though you could use it any time you and your students talk about feelings. Children might enjoy illustrating the concepts of love described, or adding their own lines to the poem. Or, encourage them to be reporters who gather definitions of love from kids in other classes. Compile it all in a Long List of Love hallway display.

Manners

We say "Thank you."
We say "Please,"
and "Excuse me,"
When we sneeze.

That's the way
we do what's right.
We have Manners.
We're polite.

—Helen H. Moore

★ Activity

This poem might make a nice poster that reminds children of the sorts of behavior that will make the classroom a happy place to be.

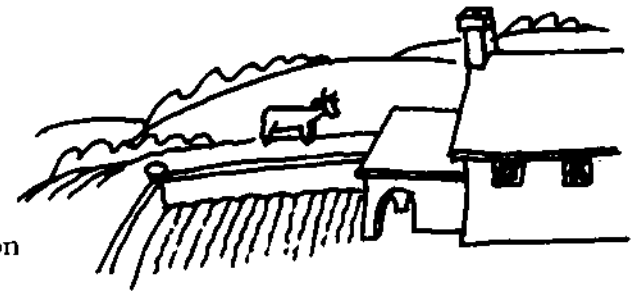
The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing,
Ever a child can do!

Up in the air, and over the wall,
Till I can see so wide,
Rivers and trees, and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

—Robert Louis Stevenson



★ Activity

Invite children to ride on the swings during recess. Afterward, have them discuss with a partner what they saw. Make a class list of what students saw from way up high—then turn it into a poem!

Hiccups!

Once I had a splinter!
Once I had a cough!
Once I had mosquito bites!
And once I wandered off!
But nothing beats the suffering
that I did endure,
that time I had
The hiccups,
cause for hiccups,
there's no cure!
I thought that I was doomed
to hiccup
each and every day!
But suddenly,
(just like they'd come...)
my hiccups
went away!!!

—Helen H. Moore

Activities

Read this poem aloud with exaggerated emphasis on the "calamaties" the speaker enumerates, to help students enjoy the poem's melodrama. Invite students to discuss times when they have made a fuss over nothing serious!

Booklink

Get everyone laughing about their ailments with *One Cow Coughs; A Counting Book for the Sick and Miserable* by Christine Loomis, illustrated by Pat Dypold (Ticknor & Fields, 1994).

Almost Lunchtime

I could eat
a great big bunch
of chips and salsa
for my lunch,
and
top it off
with fruity punch,
and then some more chips,
crunch, crunch, crunch!

—Helen H. Moore

Activities

Talk with students about what they crave when they're hungry. Is it always the same thing as a healthy lunch? Have them draw their favorite lunches and then make class graphs to show preferences for main course, dessert, and beverage. Make generalizations about the class from the data. Paste pictures of their favorite lunches on paper place mats and make a class book of favorite feasts.

Booklinks

Fool around with food rhymes and good manners, with inspiration from the animals in Cheryl Chapman's *Pass the Fritters, Critters*, illustrated by Susan L. Roth (Four Winds Press, 1993). In *pourquoi* tales (folktales explaining how or why something came to be), see how humans were rewarded and punished with food, including Mary-Joan Gerson's *Why the Sky Is Far Away: A Nigerian Folktale*, illustrated by Carla Golembe (Joy Street/Little, Brown, 1992); Lily Toy Hong's Chinese tale *How the Ox Star Fell From Heaven* (Albert Whitman, 1991); and Kristina Rodanas's Native American Zuñi story *Dragonfly's Tale* (Clarion, 1991).

A Kite

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the wind and go
Whichever way I chanced to blow.

—Unknown

Activity

Have students measure the strength of the wind by making a windsock. Here's what you'll need for each student:

- 16-by-5½-inch piece of tagboard (An old manila file folder cut in half lengthwise works nicely.)
- a large paper clip
- 3 pieces of kite string, each 12 inches long
- 6 pieces of crepe paper, each 18 inches long (strips of fabric the same length will work, too)
- colored markers, construction paper, watercolor paints for decorating
- hole-punch
- stapler

Steps:

1. Have students decorate their pieces of tagboard.
2. Weatherproof students' decorated board by laminating.
3. Roll tagboard into cylinders and staple the edges together.
4. Have students staple the six long strips of crepe paper around the cylinder as shown.
5. Use the hole-punch to make three holes evenly spaced around the top edge of each child's cylinder.
6. Have students thread and knot a piece of string through each of the holes, then tie and knot all three pieces of string around one end of the paper clip.
7. Take students outside to try their windsocks. They should hold them away from their bodies. Have students describe the strength of the wind by observing their windsocks.

* This activity is from *A Year of Hands-On Science* by Lynne Kepler (Scholastic Professional Books, 1996).

I Am the Wind

I am the wind, I blow
the waves and trees and grass.

All these things know...

I am the wind, I blow
they make way when I pass.

—Helen H. Moore

Seeing Things

I lie
on my back
in the green and fragrant grass
and I gaze
at the clouds
in the sky.

And to me
what I see
looks like a menagerie
as in the green and fragrant grass
I lie.

I see
turtles in a pool,
lots of fishes in a school,
and a lizard who is quite a cutie-pie!

I see kittens in a box,
and a rabbit, wearing socks,
as I watch the clouds above
float by!

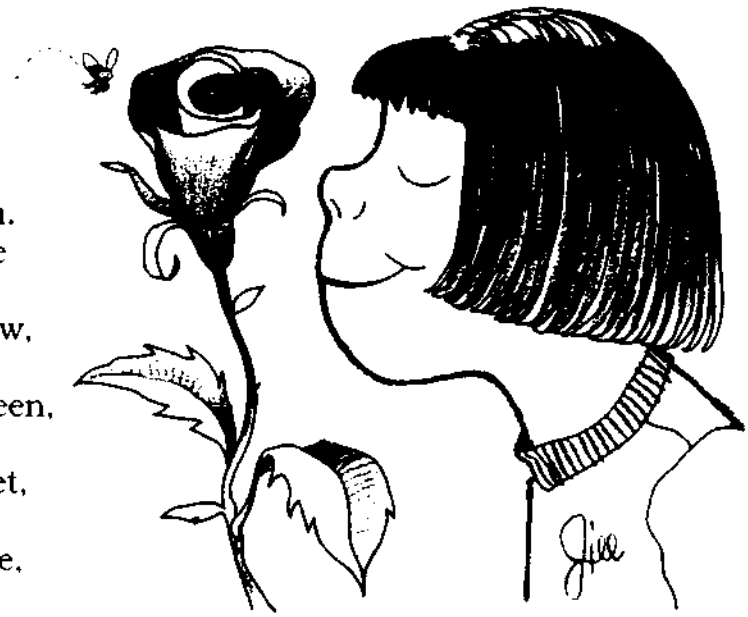
—Helen H. Moore

Activities

Take the class outside to do their own cloud watching. Using a large piece of chart paper, collaborate as a class on a cloud poem.

What Is Pink?

What is pink? A rose is pink
By a fountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.
What is green? The grass is green,
With small flowers in between.
What is violet? Clouds are violet,
In the summer twilight.
What is orange? Why an orange,
Just an orange!



—Christina Rosetti

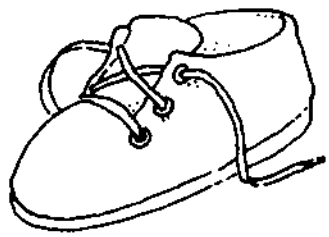
★ Booklink

Read *My Many Colored Days* by Dr. Seuss (Knopf, 1996). Have children write a letter to someone describing a color by comparing it to other things that one can see, hear, taste, and touch.

Trying to Tie My Shoe

OO-OO-OO-OO-OO!
I cannot tie my shoe.

I've tried and I've tried,
but it just won't be tied,
no matter what I do.



—Helen H. Moore

★ Activities

Invite children to share with a partner a story of a time when they had trouble learning to do something. Give examples to get them thinking, such as learning to cut a paper snowflake, use a can opener, or braid hair. Students can share what it is they learned to do and perhaps even teach each other how to do it.

Fingerplay

Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!

Fingers tickle,
Toes can wiggle,
Eyes can twinkle,
Nose can wrinkle.

Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!

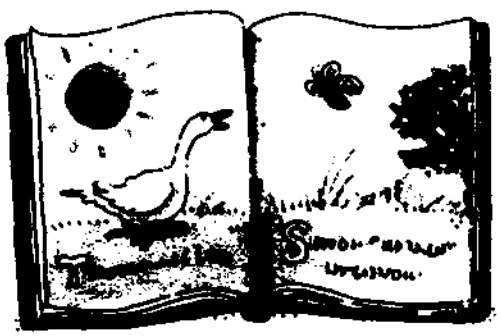
—Helen H. Moore

Activities

Create a fingerplay to go along with the poem, and play it with the class.
Invite parents to teach different fingerplays to the class. If children already know others (for example, *The Itsy Bitsy Spider*) invite them to teach them to the class.

Booklinks

Shoes can cause more problems than just coming untied. Read aloud *Mrs. Toggle's Beautiful Blue Shoe* by Robin Pulver, illustrated by R.W. Alley (Four Winds, 1994) and speculate on how teacher Mrs. Toggle might rescue her shoe from a high tree branch. And in Margaret Miller's *Whose Shoe?* (Greenwillow, 1991) children must guess the identity of each shoe's owner.



Picture Books

The thing about a picture book
Is you can look and look and look
At the same drawings every day
And see them in a different way.

—Carol Weston

Activity

Working in pairs, have children choose an illustration from a children's book that they have not read. Children can take turns telling their partners the story, and the feelings the picture inspires. Through this activity, children come to see that two people can look at the same object and see different things in it.

Books

If you read a few, then you'll know it's true:
books are good for you!
Chefs read cook books,
Pirates? "Hook" books!
Little kids read lift-and-look books!
We read books of poems and prose—
some of these and some of those
Read some too, and you'll agree,
books are good for you and me!

—Helen H. Moore

★ Booklinks

Read aloud the 14 book-related poems in *Good Books, Good Time!* selected by Lee Bennett Hopkins, illustrated by Harvey Stevenson (HarperCollins, 1990) and talk up the treasures in your library with Barbara A. Huff's *Once Inside the Library*, illustrated by Iris Van Rynback (Little, Brown, 1990). Demonstrate the importance of reading with Dick King-Smith's *The School Mouse*, illustrated by Cynthia Fisher (Little, Brown, 1995). Explore the consequences of a lifetime without books in *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco (Philomel, 1996).

At School

Once I forgot the tune to a song.
Once I got my spelling words wrong.
Once in gym I fell on my face.
Once my juice spilled all over the place.
But mostly school is fun, fun, fun
I run with friends in the playground sun
I learn to read and I read to learn
I feed our fish—we each get a turn
I add and subtract and count quite well,
I go on field trips and do show-and-tell
And sometimes when there's extra time
My teacher lets us write a rhyme.

—Carol Weston

★ Activity

After reading the poem aloud a few times, pull out the rhyming words and, as a class, brainstorm a list of other words that rhyme with them. Then allow children to write their own rhyming couplet about school. Then work as a class to arrange the couplets into a class poem.

School Bus

Vroom, vroom, vroom—
Hop on, there's room,
On the shiny yellow school bus
That is taking us to school!

And when the school day ends,
We'll ride with all our friends
On the shiny yellow school bus
That will bring us home from school!

—Helen H. Moore

Activities

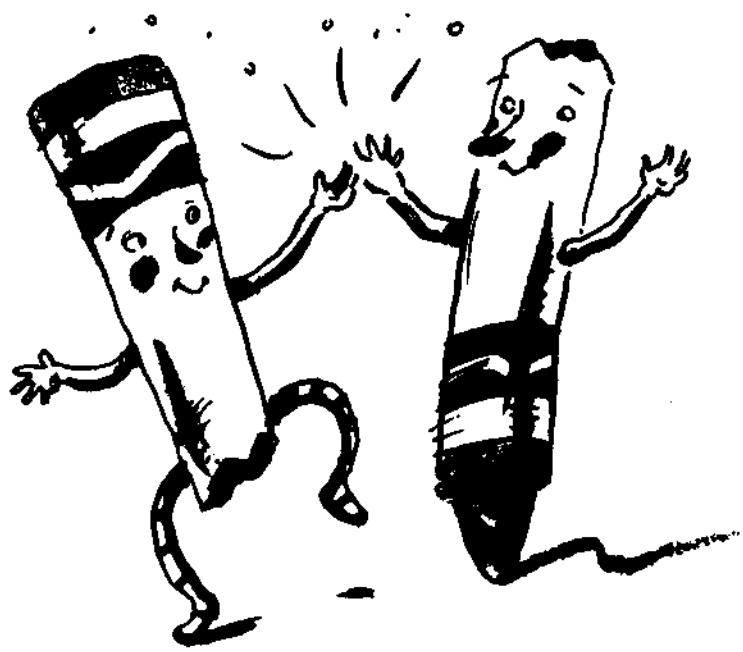
Use this poem to introduce or practice some logic problems involving people on a bus. For example, Tom is sitting in front of Miguel but behind Shamae. Shamae is sitting in the third seat. Where is Miguel sitting? Want to teach cardinal numbers? Draw a large bus and passengers on chart paper, or have students act out the people sitting on the bus. Place students in different places on the bus and discuss how you would say where are sitting (Daniel is third on the bus, etc.). You can also use the poem as a springboard for introducing prepositional phrases, such as *in front of, behind, across from.*

Crayons

I had a box of crayons,
All shiny, straight, and new.
I lent a friend one crayon,
And—oops—it broke in two!

My friend said she was sorry,
But I said "I don't care,
'cause now we both can color
with one crayon—we can share!"

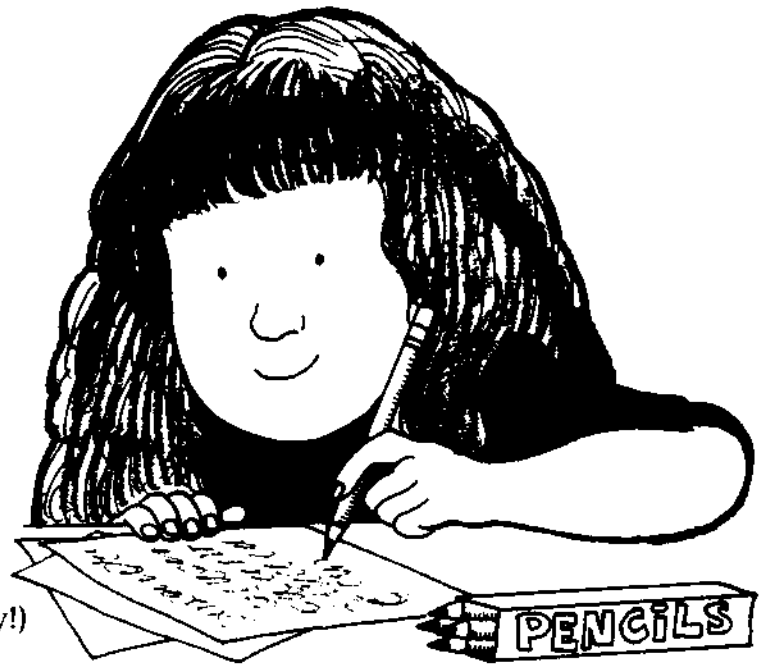
—Helen H. Moore



Activity

Use this poem to build collaboration skills. Working in pairs, kids can create a picture together. Have one child draw half the picture and the other child finish it. To extend the activity, invite the partners to collaborate on a story or poem to accompany the picture.

New Pencils



Long and thin
with pointed tops
waiting in my
pencil box—
Yellow pencils,
(Number 2)
Do just what
I tell them to—
They can draw
both straight and wavy,
Draw one boat,
or draw a navy!
(Even draw french fries with gravy!)
New pencils, I love you!

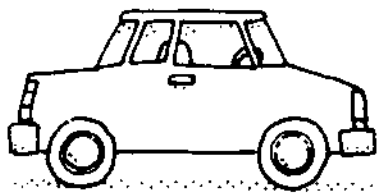
—Helen H. Moore

Activities

Put together a class book by inviting each student to create an orginal page, following a format such as: _____picked up a pencil and this is what _____drew.

Transportation

Ships sail on the water,
Planes fly through the air.
Cars and trains roll on the land,
And take us everywhere!



—Helen H. Moore

Activity

Read the books *This is the Way We Go to School: A Book About Children Around the World* by Edith Baer, illustrated by Steve Bjorkman (Scholastic, 1990) and *On the Go* by Anne Morris, photos by Ken Heyman (Lothrop, 1990). Create a class graph illustrating the different ways kids travel to school.

Safety

These are the rules that we obey,
To keep us safe at school and play:
"Practice staying out of danger;
Never talk to any stranger!"
"When you ride your bike at night,
Make sure you wear something white!"
"Red means stop, yellow means wait,
and green means 'go, go, go!'"
These are the rules that keep us safe—
The very best rules to know!

—Helen H. Moore

Activity

Tie this poem to any kind of lessons on safety. Use it as a part of safety booklets, posters, bulletin boards, or a school assembly on safety.

Snowman

Snowflakes falling
thick and fast,
build a snowman
make him last...

Snowflakes falling,
swirling, slow,
my snowman melted—
where'd he go?

—Helen H. Moore

Booklink

On a snowy day, sacks of nuts, seeds, and found objects are perfect decorations for making a snow dad, mom, boy, girl, cat, and dog in *Snowballs* by Lois Ehlert (Harcourt, 1995).

Snow Words

Snow jacket, snow boots
Snow pants, snow suits.
Snowflakes, snowstorm—
Snow is cold, but we feel warm.

—Helen H. Moore

Activities

Discuss compound words and phrases. Make a list of other compound words, such as sunglasses, snowball, raincoat, and so forth. Talk about the meaning of the poem, and what the poet means when she says, "snow is cold but we feel warm." What other nonmaterial things make us feel warm? (a hug, love, a brother or sister)

Hat

This is the hat
that
I wear on my head.
I wear it to breakfast.
I wear it to bed.
I wear it to school, and
I wear it to play.
I wear it all night, and
I wear it all day.
I wear it in springtime
and summer,
and fall.
When I read a book
or when I play ball.
It's the piece of my clothing
I love most of all,
my wonderful,
beautiful,
hat!

—Helen H. Moore

Booklinks

Read aloud Ann Morris's *Hats, Hats, Hats!* (Lothrop, 1989). Invite students to bring in their own hats and make a graph, denoting color, texture, brims or brimless, and so on. *I'm Looking for My Hat* by Arthur Speer (Scholastic, 1989) is another delightful story.

The Red Ball

The red ball
slipped from
the baby's hands,
bounced,
bounced,
bounced,
down the cement stairs,
zoomed past
the fire hydrant,
raced through
a championship game
of hopscotch,
crossed the street,
rolled under
a blue car,
then zigzagged between
two dozen pairs
of feet,
until one sneaker
kicked it up
into the air
with such force
it landed
with a PLUNK!
in the tidy nest
of a jay—
who, by the way,
is still waiting
for the curious thing
to hatch.

—Liza Charlesworth

★ Activity

Discuss the events that happen in this poem to help students practice sequencing skills. Students may enjoy storyboarding it, or illustrating it comic-strip style, with lines from the poem and accompanying illustrations for each of the strip boxes.

The Mitten Song

"Thumbs in the thumb-place,
Fingers all together!"
This is the song
we sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.
This is the song
We sing in mitten-weather:
"Thumbs in the thumb-place,
Fingers all together!"

—Mary Louise Allen

Activities

Read Jan Brett's retelling of the Ukranian folktale, *The Mitten* (Putnam, 1989) and *The Jacket I Wore in the Snow* by Shirley Nietzel, illustrated by Nancy Winslow Parker (Greenwillow, 1989). Then invite children to write their own stories about snow clothes.

Sneezing

Air comes in tickly
Through my nose,
Then very quickly—
Out it goes;
Ahh—CHOO!

With every sneeze
I have to do,
I make a breeze—
Ahh—CHOO!—Ahh—CHOO!

—Mary Louise Allen

Activity

Discuss onomatopoeia, the formation or use of words such as *buzz, boom, pop,* and *clang* that sound like the words they represent. Point out the use of this kind of word in the poem, then brainstorm a list of other onomatopoeiac words. Kids can each contribute text and illustrations to a class collection, inventing sentences such as: "The bubble goes pop!" "The cymbal goes clang!" and so forth.

Chicken Pox

I've got the
itchy
itchy
scratchy
scritchy
head-to-socks
drive-me-crazy
Chicken Pox

—Terry Cooper

★ Booklink

I've Got Chicken Pox by True Kelly (Dutton, 1994) gives facts about the illness as it follows narrator Jess through a long week of being sick.

Flu

I'm wheezing
I'm sneezing

I'm coughing
so loud.

I'm sputtering
I'm muttering
My head's in
a cloud.

They say it's a fever,
They say it's the flu.
They say it's mysterious.
I say, "Ah...ah...CHOO!"

—Terry Cooper

★ Activity

When flu season arrives, take the opportunity to create get-well cards for children who are out sick. It's also a good time to review procedures for reducing the spread of germs (washing hands, covering mouths when coughing, etc.)

Tooth Truth

I have a little space
in the middle of my face.

And in that space,
there used to be
a tooth.

It was little,
It was white,

And it just fell out one night,
and a fairy came and took it—
that's the truth!

The fairy left me money
when she took my tooth away—
took it from the pillow it was under.
What do fairies want with teeth
that they get from underneath
my pillow as I'm sleeping?
That, I wonder.

—Helen H. Moore

Activities

Invite students to speculate about what the tooth fairy does with their teeth. Create tooth-shaped stationery out of 8½-by-11-inch white paper, distribute, and invite students to use the paper 'tooth' to write (or dictate) their ideas about what the tooth fairy does. Using clothespins, hang them on a line across the classroom.

At the Sea-Side

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

—Robert Louis Stevenson

Booklinks

Bruce McMillan's *One Sun: A Book of Terse Verse* (Holiday House, 1990) takes readers along for a day at the beach. When reading the book aloud, show the color photo on each right-hand page and cover up the two-word poem on each left-hand page. Invite children to guess what the image is. Then sing along as a little girl spends beach days with twelve gulls a-gliding, eleven waves a-crashing, on down to one little purple sea anemone in Elizabeth Lee O'Donnell's sprightly *The Twelve Days of Summer*, illustrated by Karen Lee Schmidt (Morrow, 1991).

Sand

Sand in my swimsuit,
Sand in my hair,
When I go to the beach
Sand gets everywhere!

I wonder, I wonder,
Oh, how can there be
Sand left at the beach
When there's so much on me?

—Helen H. Moore

Activity

Discuss how sand is made.You may also wish to bring in sea glass and broken shells to show students how the sea and surf break and soften them.

The Wondering Moon

Today, an unusual sight met my eye,
palely peeking down
from
the daytime sky:
I saw the moon!
(Though it wasn't night!)
I said to myself:
"That's the moon, alright!"
I think it got jealous, and came back to see
what the sun does every day, with me!

—Helen H. Moore

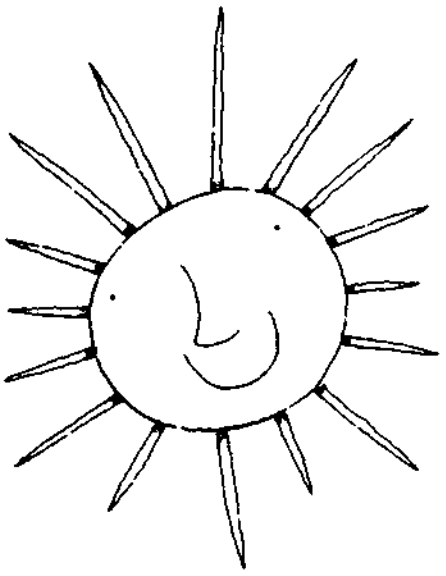
Booklinks

Explore the legends of the man in the moon using Lois Ehlert's *Moon Rope: Un Lazo a la Luna: A Peruvian Folktale* (Harcourt, 1992) and Tony Johnston's Mexican folktale *The Tale of Rabbit and Coyote*, illustrated by Tomie dePaola (Putnam, 1994).

Goodnight, Sun

The sun slides down
the west of the sky,
from the perch it held
at noon, so high.
And at sunset it pauses,
to tell us goodnight,
as it turns off the daytime,
then turns out the light.

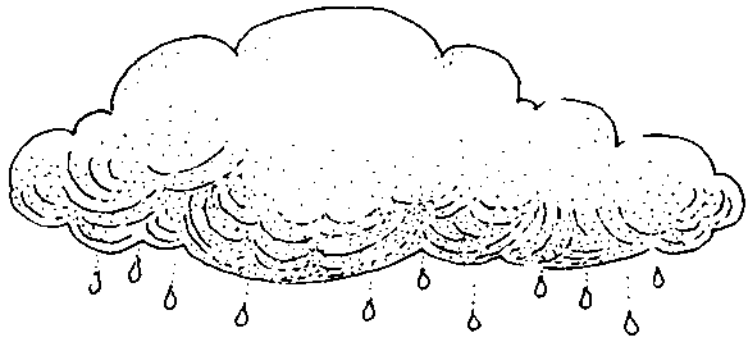
—Helen H. Moore



Activities

This poem can tie in to a lesson on directions: the sun rises in the east and sets in the west, and at noon it's at its highest point.

Make a sundial in the schoolyard by sticking a straight stick into a patch of dirt (or a dirt-filled coffee-can) and drawing a circle around it. Use pebbles to mark the hours and allow students to observe the way the stick's shadow travels around the circle. Compare the shadow to the hands of a clock.



Raindrops

rain
drops
drip
down
all
day
long.

drip down,
slip down,
splashing out their song.

thunder-crashing
splishing
splashing,
slipping,
dripping,

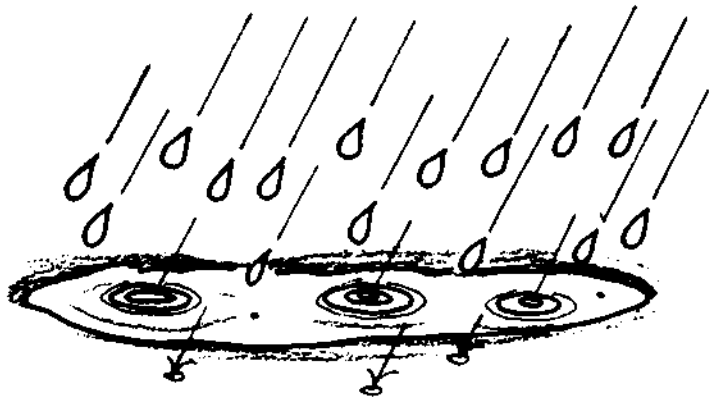
raining down
their rainy
raindrop
song.

—Helen H. Moore

Activity

This is an example of a concrete poem: Its shape reflects its content. Use it to help students write their own concrete poems. For inspiration, take a look at Joan Branfield Graham's inventive collection of concrete poems, *Splish Splash* (Ticknor & Fields, 1994).

Rain



The rain is raining all around,
it falls on field and tree.
It rains on the umbrellas here,
And on the ships at sea.

—Robert Louis Stevenson

Booklinks

Read *The Junior Thunder Lord*, a 17th century Chinese folktale retold by Laurence Yep, illustrated by Robert Van Nutt (Bridgewater Books, 1994) to take an imaginative look at how rain falls from the clouds.

On a gray day, students will take to Baby Duck, who hates getting wet until her grandfather provides her with boots and an umbrella in Amy Hest's *In the Rain with Baby Duck*, illustrated by Jill Barton (Candlewick, 1995).

White Snow

The snow is white and clean.
It makes a lovely scene.

It covers cars, and trees, and streets,
and makes the world go "hush."
It looks so very pretty—
until it turns to slush!

—Helen H. Moore

Activities

Discuss what snow is, how it is made, and the concepts of freezing and melting. Talk about why snow turns to slush. Watch an ice cube melt. Place same-size ice cubes in various places of the room—near the radiator, near the window, and so forth. Watch to see if the ice melts at different rates. Discuss what you observed. Develop an at-home activity that tests kids' predictions further.

Falling Snow

See the pretty snowflakes
Falling from the sky.
On the walk and housetops
Soft and thick they lie.

On the window-ledges
On the branches bare:
Now how fast they gather,
Filling all the air.
Look into the garden,
Where the grass was green;
Covered by the snowflakes,
Not a blade is seen.

Now the bare black bushes
All look soft and white,
Every twig is laden—
What a pretty sight!

—Author Unknown

★ Activity

Create a progressively changing flannelboard display to go along with the action of this poem. First make a simple outdoor scene with bare trees, a sidewalk, and houses, as described in the first stanza. Cut snowflakes out of white flannel or felt to cover the green grass in the second stanza, and some solid "snowshapes" to cover the "bare black bushes" and other scenery in the last stanza. Then, as you read the poem, you can change the flannelboard to correspond to the images in the poem.

Snow Haiku

among the bare trees,
snow on the hill, and
red boots.

—Helen H. Moore

★ Booklinks

Two visually arresting collections of haiku are Demi's *In the Eyes of the Cat: Japanese Poetry for All Seasons* (Henry Holt, 1992) and Sylvia Cassedy and Kunihiro Suekake's *Red Dragonfly on My Shoulder*, illustrated by Molly Bang (HarperCollins, 1992).

Our New Baby

Our new baby
came to stay.
She arrived just
yesterday.

She doesn't talk
(she doesn't try).
All she does
is sleep and cry.

Still my parents
really love her—
(can't seem to get
enough of her)!

I wonder if
they felt this way,
when I was the baby
who came to stay?

—Helen H. Moore

★ Booklinks

Explore the issues of jealousy connected with a new baby by reading Mary Jane Auch's *Monster Brother* (Holiday House, 1994). Two other sibling rivalry classics are Kevin Henkes's *Julius, Baby of the World* (Greenwillow, 1990) and Jane Cutler's *Darcy and Gran Don't Like Babies*, illustrated by Susannah Ryan (Scholastic, 1993).

The Mail Carrier

See the mail carrier, swinging along.
Her bag is deep and wide.
And messages from all the world
Are bundled up inside.

—Author Unknown

★ Booklinks

Get your students excited about writing and sending their own mail, using Judith Caseley's *Dear Annie* (Greenwillow, 1991), a story about the joy of having a pen pal. In *Dear Peter Rabbit* by Alma Flor Ada, illustrated by Leslie Tryon (Atheneum, 1994), folktale characters Peter Rabbit, the Three Little Pigs, Goldilocks, Baby Bear, and even the Wolf exchange correspondence. Note that mailrabbits are not as efficient as humans with Linda Taylor's *The Lettuce Leaf Birthday Letter*, illustrated by Julie Durrell (Dial, 1995), where Duck sends a birthday painting to Goose, and Rabbit has trouble delivering it.

Headstand

The sky is my sidewalk.
My feet kick the moon.
The clouds are my puddles
for wading in June.

The prickly tall grasses
I wear on my head.
When brown hair gets tiresome,
I have green instead.

—Terry Cooper

★ Activities

Before reading the poem aloud, make sure children know what a headstand is: invite them to bend over and describe what they see when their heads are upside-down by their feet. After reading, ask them if they understand how feet might "kick the moon" or a person might have "clouds for puddles." Children could try writing their own "topsy-turvy" poems.

Reading in Bed

Oh, what could be better
Than reading in bed,
Or thinking about
All the books that you've read?

With someone who loves you,
A father, a mother,
A doll, or a pet,
or a sister or brother,

A grandma, a grandpa,
an uncle, an aunt—
(Can you think of anything better?
I can't!)

While outside the sky
Is all twinkling with light,
From stars that shine down
As we sleep through the night.

Oh, what could be better
Than sleeping in bed,
When the books that you love
Fill the dreams in your head?

—Helen H. Moore

Booklink

Sophie and Sammy's Library Sleepover by Judith Caseley (Greenwillow, 1993) takes readers to a special night library storytime with the librarian, where Sophie gets the idea of presenting a before-bed story program for her little brother at home.