

How to Use These Poems

- 1) One-on-one instruction
- 2) Small group instruction
- 3) Whole class instruction
- 4) Shared reading
- 5) Concept of word/finger-pointing practice
- 6) Memorization/recitation by individual or ensemble readers
- 7) Building phonological awareness of rhyme
- 8) Building early recognition of word families
- 9) To assist with onset-rime, blending, and segmenting
- 10) To complement word study instruction
- 11) To spark creative writing
- 12) To provide apprentice opportunities for more skilled readers

Personal Power Poems

These are designed to be easily memorized by all. Even kindergarten students who cannot yet read will be able to manage some or all of these very simple poems. Using them, reading them together, and allowing learners to point to each word as you read will build the learner's concept of word as well as sight word recognition. **Please note that both types of poems-- Personal Power and Word Power— provide opportunities to improve concept of word and to build phonological awareness. All poems at level A/B, most at level C, and a few at higher levels, can be memorized after a few readings, with appropriate support. The simpler the poem, the better suited it is for building concept of word. All of the poems can work**

well to support overall phonological progress, and poems with more than one stanza can be broken into parts with a single learner or group concentrating on one stanza. You may then bring the work of all learners together in a culminating activity.

You may choose to use the Take1 version in the classroom and the Take2 version to send home for additional practice. The boxes for stickers or coloring make practicing these even more appealing to young readers.

For emergent and early beginner readers:

An adult or other skilled reader should read the poem aloud, pointing to each word on the page as you read. You may choose to read the entire verse and then go back and re-read, line-by-line, pointing to each word in the poem. As you complete each line, you may wish to invite the learner to repeat the process... reading one line at a time, pointing to each word, as has been modeled. Over many repetitions, the new reader will likely be able to "read" or recite the entire verse. It may seem at first that the learner is just mimicking what has been modeled, and this is fine. You are putting into place a good foundation for actual reading.

After you have read the poem together several times or after the learner has practiced the poem several times, you may wish to ask the location of specific words. "Show me the word 'hot'." or "Where is the word 'dog'?" You may ask, "How do you know it says 'dog'?" The learner may be able to say that it starts with a D or that it is at the end of the line. Any answer that reveals the learner's thought process is helpful for your instruction.

You may choose to read these poems together as a shared reading exercise. On first or subsequent readings, can the listener or listeners fill

in the rhyming word if you allow time for them to think of what rhymes and what makes sense?

"I have a dog. His name is Spot. When it is hot, he drinks a ____."

For slightly more advanced beginners:

Have the learner read the poem aloud to you, pointing to each word. You may wish to ask the reader to identify certain words. "Where is 'tip'?" "Which word is 'tap'?" "How can you tell the difference?" It is a good sign if the reader can explain that the middle sounds are different... or if the learner can identify the short vowel sounds that are audible in the word. If your student does not offer this information, you may wish to point it out or ask if they notice it.

Having a learner read short poems that are not entirely too easy but not too, terribly difficult for that reader builds confidence. Having the learner read the poem many times builds fluency. These poems offer opportunities, as well, to point out rhyming words. For those with similar spelling patterns, you might ask your reader to notice the shared features of the rhyming words. "Hot, Spot and lot all rhyme. What about these words is the same? What is different?"

For advanced beginner to more skilled readers:

All the suggestions outlined above can be used by an experienced reader to help a new reader. Some say the best way to learn anything is to teach it to someone else. Your more experienced learner can act as teacher, with some guidance and practice, and see benefits such as increased confidence, reinforced reading skill and the satisfaction of helping someone else.

Word Power Poems

Letter Name Features

These are leveled poems with fun, full-color illustrations that can provide practice with concept of word, rhyming and sight word recognition, just as the Personal Power Poems do. In addition, the Word Power Poems can enhance your word study (phonics) instruction as well. The features that will be covered by readers and spellers in the Letter Name stage of word study development are included in the illustrated Word Power Poems. These may be used in the ways outlined for Personal Power Poems. In addition, you may wish to have students identify orally or visually (underline, highlighter, Wikki Sticks®, etc.) the words with the same spelling features (and possibly those that stray from the pattern).

You may choose to use the Take1 version in the classroom and the Take2 version to send home for additional practice. The boxes for stickers or coloring make practicing these even more appealing to young readers.

Within Word Features

These leveled poems continue with the types of rhymes found in the earlier stages of HAPPY Poems, and there are even some of the same characters who appear in these. The difficulty of the reading levels is varied, but the word study features are more advanced than Word Power Poems at the Letter Name stage. Here, it is the text, rather than the illustration, that dominates.