

Making Music



Little Jack Horner
Can eat a plum,
Little Jack Horner
Can play a drum.
I don't know how
To play a drum,
But I can hum
When I chew gum.

Word Power Poem

Level D

UM Word Family

Suggestions for Classrooms:

This poem may be used to improve:

Phonological Awareness

Word Study Skills

Send home with your students the T2 version for additional practice with parents.

For Phonological Awareness:

1. With the rhyming words, ask where they are different. As you point to the words, ask what is different about “gum” and “hum”. Show them that the beginning is different but everything else is the same, so these are likely to be words that rhyme. This builds phonics skill, as well as assisting with rhyming. What else rhymes with “gum” and “hum”?
2. What about beginning, middle and end of words? You can use the words in the rhyme to compare and contrast the beginning, middle and ending sounds. You may compare and contrast three-letter words versus blends or digraphs that are similar and have the same short vowel sound. Can the learner name other words that begin with the same letters or that end with the same letters? Can the learner identify words that have the same short vowel sound, even if they have different beginning and ending sounds? Are they relying on sight or can they hear the difference in the words when you say them aloud without text?
3. Try blending and segmenting. Can students break apart or segment the sounds, making each sound in the word? If you make each distinct sound, in order, can the student name which word in the poem you are saying? Can the student blend the sounds into a real word? How many distinct sounds are there in each word? Remember that blends make the sound of each letter (BL, CR, and ST, for example) while digraphs make one sound as a pair (CH, TH, SH).
4. Count syllables. Ask learners to clap out the syllables for various words. Can they tell the difference between counting syllables versus counting letters?

Can they tell the difference between counting letters versus counting sounds (phonemes) in a given word? These are more advanced phonological skills and typically more difficult than rhyming, for example.

For Word Study

1. Pair this poem with a student or group of learners studying this particular feature. Use the poem to introduce the feature and/or have students read it mid-week and identify the words with their targeted feature(s). You may wish to have them highlight, circle, or underline the words in some way.
2. Include the words with the targeted feature(s) in your sort for the week. If they are not in your sort, ask your learner(s) to categorize them appropriately within your sort. **DRUM GUM HUM PLUM**
3. Lead a writing exercise that is appropriate for your learner(s) --dictation, shared writing, or independent writing – incorporating one or more of the words from the poem. This could be one sentence or a paragraph, depending on developmental readiness. Have students illustrate and/or share their writing in a performance, in a display area, in a portfolio or in all of the above.

These same strategies can be adapted for use of poems at home.

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