



The Kindergarten Chronicles

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Roses are red, Violets are blue...



Using poetry in the classroom enhances comprehension and expands vocabulary knowledge for students. In addition, poetry helps students develop oral language, acquire an “ear” for sounds, and grasp concepts of print. Tim Rasinski states, “Broaden your students’ poetry tastes by sharing poems that express a wide range of feelings and experiences as well as the whimsical, irreverent, or funny poems that are so popular.” Reading and reciting the popular Mother Goose poems is a great resource for Kindergarten; however, using poems that are more diverse can help kindergarteners expand their creativity. Looking for poetry resources? Refer to the [K-1 Poetry Text Exemplars](#) from the Common Core State Standards for ideas and tasks.

Poetry Websites:

<http://www.education.com/worksheets/kindergarten/poetry/>
http://www.timrasinski.com/presentations/nursery_rhyme_book.pdf
<http://www.kinderkorner.com/names2.html>

http://www.readwritethink.org/files/resources/interactives/theme_poems/
<http://www.pbs.org/independentlens/offthecharts/webkaraoke.html>
<http://www.poetry4kids.com>

Gold Coin Words



Rebecca Kai Dotlich, a poet and picture book author, discusses using “golden words” instead of “penny words,” when writing poems. She says these words are silly, unique, and sound amazing when you say them. Kindergarteners may have a difficult time coming up with these words on their own. Giving students realia or tangible objects to explore, while using their five senses, can help kindergarteners produce describing words or adjectives. At my classroom writing station, I set up the Treasure Table. Students explore interesting objects they may have not touched or seen before, such as sea shells, colorful leaves, and bird feathers. I monitor this station as students explore and describe the objects. An anchor chart, with a picture of each object, is hung on the wall next to the station. When a student shares a descriptive word to describe an object, I write the word under the picture. Here is a [video](#) of some students exploring the Treasure Table. Once each group has experienced the writing station, we use the words to write a class poem about each object. The words are student generated. Nonsense words, silly words, and especially “golden words” are welcome! Here is a [picture](#) of our class creating a Treasure Table Poem.

Poetry and Parent Engagement

Involving parents with our classroom’s current topic is important to keep the community strong. This month, our homework is focusing on poetry. Linking the homework to what is being taught in class helps parents extend the teaching at home. Here are two ways to enhance family engagement using poetry.

1. Homework Poems:

Each week, students receive a **poem** to take home. There is a short poem, directions for each day, and words to cut out and practice reading.

2. Family Poem:

While studying poetry, ask parents to write a poem, with their child, about their family. A **letter** is sent home to the families explaining how to write the poem, along with family poem examples. Students are proud to share their poems with their peers!



Bella and Bean

Bella and Bean is a great book to read when focusing on poetry. Bella and Bean are two friends who could not be more different. Bella is a true poet. She loves to spend her time journaling and creating beautiful poems. Bean is an excited little mouse who wants Bella to look at her cute shoes! Bella becomes aggravated because of Bean’s interruptions, until she realizes her poetry is taking an unexpected, but awesome twist. The book works well with the Treasure Table activity described above. Bella loves to use “gold coin” words to create poems that sound beautiful to anyone’s ears!



Nevada Academic Content Standards Addressed:

RF.K.1	W.K.2
RF.K.1a	SL.K.1a
RF.K.1c	SL.K.1b
RF.K.3a	SL.K.6
RF.K.3c	L.K.1f

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