

SAMPLER

Poetry and Vocabulary Lessons



Built brand-new for Florida's standards, Amplify CKLA Florida makes it easy and engaging for you and your students to make the shift to the **B.E.S.T. Standards**.

Amplify CKLA's Poetry and Vocabulary Lessons help build your students' confidence in analyzing and producing language.

Through **Poetry Lessons**, your students will have the opportunity to learn about poetic devices; apply close reading techniques to analyze a diverse range of poems; discuss the relationship between a poem's structure and its content; and experience the wonder of poetry.

Vocabulary Lessons help students hone language skills they can apply across text types; practice using root words to uncover the meaning of unfamiliar words; and develop the skills they need to be successful in middle school and beyond.

In this sampler, you'll be able to explore sample lessons for each grade. You can learn more and access full program samples at **amplify.com/florida-CKLA**.

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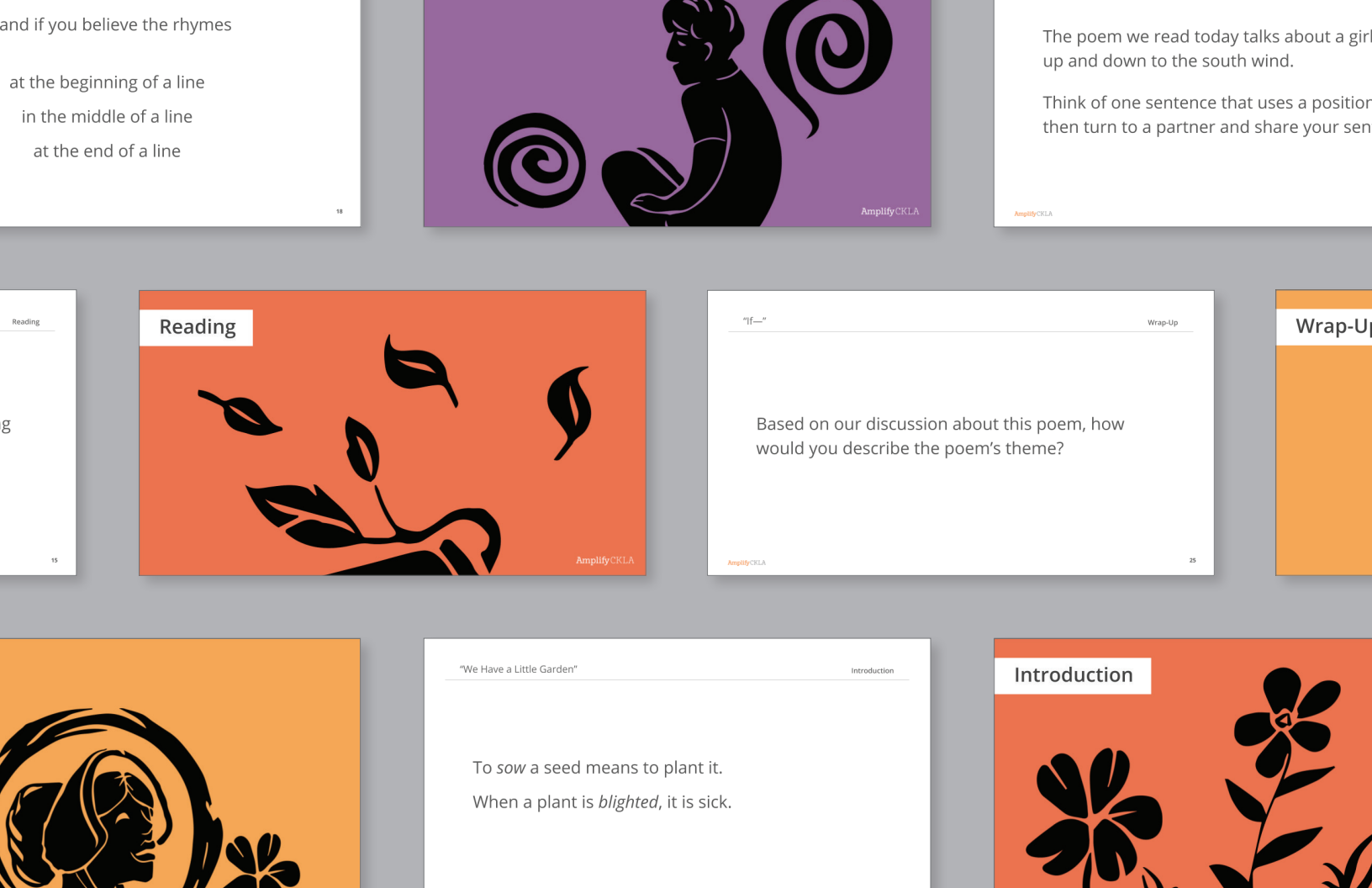
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Poetry Lessons

Help your students discover the joy of poetry.

Poetry Lessons contain poems and instruction that build on unit content to explore the genre of poetry. Each lesson includes projectable, direct instruction that is user-friendly and requires minimal advance preparation.

Each Poetry Lesson presentation includes direct instruction, modeling of literary devices and reading skills, and formative assessment opportunities. This model allows for evaluation of student progress to ensure mastery of each skill.

Poetry Lessons are located on the Amplify CKLA Florida Teacher Resource site.

Poetry Lessons Scope & Sequence

		R.1.2	R.1.3	R.1.4	R.3.1	R.3.2a	R.3.3	Unit
Grade K								
Poetry Lesson 1	<i>Hop on Pop</i> by Dr. Seuss			x				Skills Unit 6
Poetry Lesson 2	"We Have a Little Garden" by Beatrix Potter			x		x		Skills Unit 6
Poetry Lesson 3	"At the Sea-Side" by Robert Louis Stevenson and "Dreams" by Paul Laurence Dunbar			x		x		Skills Unit 8
Poetry Lesson 4	"The Clock" - a Mother Goose poem by Unknown				x	x		Skills Unit 9
Grade 1								
Poetry Lesson 1	"Keep a Poem in Your Pocket" by Beatrice Schenk de Regniers			x		x		Skills Unit 1
Poetry Lesson 2	"Eletelephony" by Laura Richards and "Life" by Paul Laurence Dunbar			x		x		Skills Unit 3
Poetry Lesson 3	"Daffodowndilly" by A.A. Milne			x		x		Skills Unit 4
Grade 2								
Poetry Lesson 1	<i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan				x	x		Skills Unit 1
Poetry Lesson 2	"Gathering Leaves" by Robert Frost			x	x	x		Skills Unit 2
Poetry Lesson 3	"The Crocodile" by Lewis Carroll	x		x		x		Skills Unit 3
Poetry Lesson 4	"The Fieldmouse" by Cecil Frances Alexander			x	x	x		Skills Unit 4
Poetry Lesson 5	"The Swing" by Robert Louis Stevenson and "The Poet and His Song" by Paul Laurence Dunbar			x		x		Skills Unit 5
Grade 3								
Poetry Lesson 1	"The Sparrow" by Paul Lawrence Dunbar with "A Jelly-Fish" by Marianne Moore			x	x			Unit 2
Poetry Lesson 2	"Tula ['Books are door-shaped']" by Margarita Engle			x				Unit 5
Poetry Lesson 3	"My Doggy Ate My Essay" by Darren Sardelli			x		x		Unit 6
Poetry Lesson 4	"Summer Stars" by Carl Sandburg			x	x			Unit 7
Poetry Lesson 5	"Toward Those Short Trees" by Masaoka Shiki			x		x		Unit 8
Poetry Lesson 6	"There was an Old Man with a Beard" by Edward Lear			x		x		Unit 11
Grade 4								
Poetry Lesson 1	<i>To Catch a Fish</i> by Eloise Greenfield			x		x		Unit 4
Poetry Lesson 2	"Mother Doesn't Want a Dog" by Judith Viorst	x				x		Unit 6
Poetry Lesson 3	"Halfway Down" by A.A. Milne			x		x		Unit 8
Grade 5								
Poetry Lesson 1	"The Slave Auction" by Frances Ellen Watkins Harper					x	x	Unit 1
Poetry Lesson 2	"I, Too" by Langston Hughes	x				x		Unit 3
Poetry Lesson 3	"Paul Revere's Ride" by Henry Wadsworth Longfellow					x	x	Unit 4
Poetry Lesson 4	"The Road Not Taken" by Robert Frost	x				x		Unit 6
Poetry Lesson 5	"If" by Rudyard Kipling	x				x		Unit 7

“We Have a Little Garden”

Students work on rhyme and retelling a text orally.

POETRY

Kindergarten Lesson 2:
“We Have a Little Garden” by Beatrix Potter



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LESSON 2 POEM

We Have a Little Garden
Beatrix Potter

We have a little garden,
A garden of our own,
And every day we water there
The seeds that we have sown.

We love our little garden,
And tend it with such care,
You will not find a faded leaf
Or blighted blossom there.



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Introduction



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“We Have a Little Garden”

Introduction

To sow a seed means to plant it.
When a plant is *blighted*, it is sick.

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Reading

"We Have a Little Garden"

Reading

Raise your hand if you believe the rhymes
appeared

at the beginning of a line

in the middle of a line

at the end of a line

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Wrap-Up

"We Have a Little Garden"

Wrap-Up

Now you will make your own rhyme.

In the poem you heard the word *day*.

Turn to your partner and whisper a word that
rhymes with *day*.

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“Daffodowndilly”

Students learn about stanzas and line breaks, practice retelling a text, and identify words that name positions.

POETRY

Grade 1 Lesson 3:
“Daffodowndilly” by A.A. Milne



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LESSON 2 POEM 1

Elelelephony
Laura Elizabeth Richards

Once there was an elephant,
Who tried to use the telephant—
No! No! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)



GRADE 1

Introduction



“Daffodowndilly”

Introduction

Think about the times when you have worn your fanciest or most special clothes.

Why would someone want or need to wear their most special clothes?

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Reading



"Daffodowndilly"

Reading

This poem uses a lot of **descriptive words**.

These descriptive words describe what something or someone is like.

Example: "She wore her **yellow** sun-bonnet"

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Wrap-Up



"Daffodowndilly"

Wrap-Up

The poem we read today talks about a girl curtsying up and down to the south wind.

Think of one sentence that uses a position word, then turn to a partner and share your sentence.

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“Gathering Leaves”

Students analyze rhyme scheme and practice retelling text.

POETRY

Grade 2 Lesson 2: “Gathering Leaves”
by Robert Frost



LESSON 5 POEM 2

The Poet and His Song (Stanza 1)
Paul Laurence Dunbar

A song is but a little thing,
And yet what joy it is to sing!
In hours of toil it gives me zest,
And when at eve I long for rest,
When cows come home along the bars,
And in the fold I hear the bell,
As Night, the shepherd, herds his stars,
I sing my song, and all is well.



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Introduction



“Gathering Leaves”

Introduction

What happens to leaves in autumn?

What does the title of the poem tell us the speaker is doing?

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Reading



"Gathering Leaves"

Reading

In these two stanzas, you can see that we put a letter after each line.

The second and fourth lines in each stanza rhyme, so they get the same letter. So do lines that end with the same word, like *leaves* in the first stanza.

Spades take up leaves **A**
No better than spoons, **B**
And bags of leaves **A**
Are light as balloons. **B**

I make a great noise **C**
Of rustling all day **D**
Like rabbit and deer **E**
Running away. **D**

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Wrap-Up



"Gathering Leaves"

Wrap-Up

Now it's your turn! Find the rhyme scheme of the poem's last stanza.

Remember, the last stanza used IJKJ.

Next to nothing for weight,
And since they grew duller
From contact with earth,
Next to nothing for color.

Next to nothing for use,
But a crop is a crop,
And who's to say where
The harvest shall stop?

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“The Sparrow”

Students explore descriptive words and the use of metaphor and free verse.

POETRY

Grade 3 Lesson 1:
“The Sparrow” by Paul Laurence Dunbar

With an excerpt from “A Jelly-Fish” by Marianne Moore



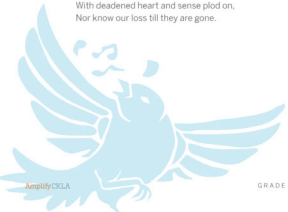


LESSON 1 POEM 1

The Sparrow
Paul Laurence Dunbar

A little bird, with plumage brown,
Beside my window flutters down.
A moment chirps its little strain,
Ten taps upon my window-pane,
And chirps again, and hops along,
To call my notice to its song;
But I work on, nor heed its lay,
Till, in neglect, it flies away.

So birds of peace and hope and love
Come fluttering earthward from above.
To settle on life's window-sills,
And ease our load of earthly ills;
But we, in traffic's rush and din
Too deep engaged to let them in,
With deadened heart and sense plod on,
Nor know our loss till they are gone.

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GRADE 3

Introduction



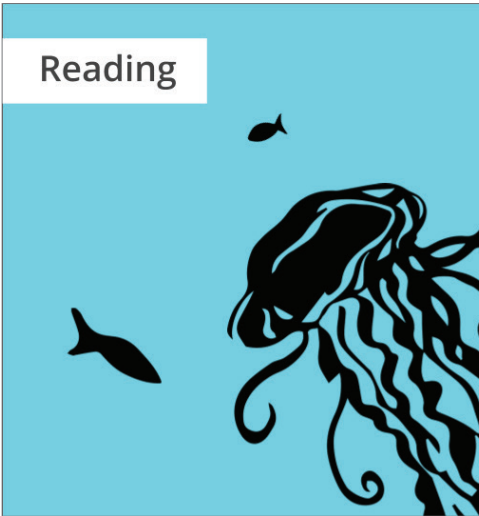
“The Sparrow”
Introduction

We’ve been learning about different types of animals in this unit. Now we’re going to read a poem about a type of bird: a sparrow.

As we read today’s poem, listen for the story the speaker tells.

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Reading



"The Sparrow"

Reading

How does the speaker describe the birds in the second stanza?

"birds of peace and hope and love"

What do the birds do after they land on "life's window-sills"?

They try to "ease our load," or lighten the problems that people are dealing with.

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Wrap-Up



"The Sparrow"

Wrap-Up

Below is a list of descriptions. Sort the descriptions into two categories: metaphor and not metaphor.

She is a rotten apple.

The classroom is a zoo.

The leaf turned yellow.

My dog is muddy.

Saturdays are for playing games.

You are a star.

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“Halfway Down”

Students explore how rhyme creates meaning and practice summarizing text.

POETRY

Grade 4 Lesson 3:
“Halfway Down” by A.A. Milne



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LESSON 3 POEM

Halfway Down
A.A. Milne

Halfway down the stairs
Is a stair
Where I sit.
There isn't any
Other stair
Quite like
It.
I'm not at the bottom,
I'm not at the top;
So this is the stair
Where
I always
Stop.

Halfway up the stairs
Isn't up
And isn't down.
It isn't in the nursery,
It isn't in the town.
And all sorts of funny thoughts
Run round my head:
"It isn't really
Anywhere!
It's somewhere else
Instead!"

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Introduction



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"Halfway Down"

Introduction

Where does the speaker say the place is?

a stair halfway down the staircase

Where is it not?

There are a few possible answers. For example, it isn't up or down, it "isn't in the nursery," and "isn't in the town," etc.

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Reading



"Halfway Down"

Reading

What rhyming words did you hear?

sit it

top stop

down town

head instead

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Wrap-Up



"Halfway Down"

Wrap-Up

We've read "Halfway Down" and learned how a poem's structure can help express the poem's message.

Now let's put it all together.

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“If”

Students continue exploring theme and practice summarizing text.

POETRY

Grade 5 Lesson 5:
“If—” by Rudyard Kipling



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GRADE 5

LESSON 5 POEM

If—
Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on";
If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch;

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Introduction



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“If—”

Introduction

During the *Poetry* unit, we learned how, in the poem “Advice” by Dan Gerber, a father offers his son guidance.

Today we will read a poem that Rudyard Kipling wrote to give his son advice.

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Reading

"If—"

Reading

Turn and talk with a partner to answer the following questions.

What do the suggestions in the first stanza have in common?

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Wrap-Up

"If—"

Wrap-Up

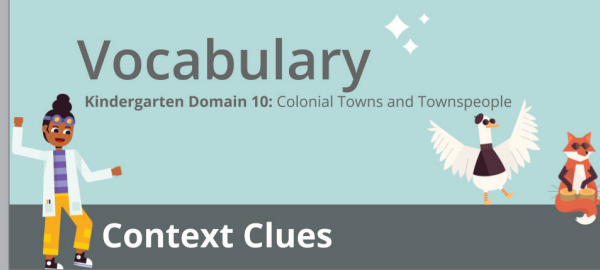
Based on our discussion about this poem, how would you describe the poem's theme?

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s sentence from our domain on colonial
townspeople:
are treat to buy colorful cloth in town.

4



Context clues are the other words in a s
that help us determine the meaning of a
unknown word. Images are another exam
context clues.

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Introduction

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4



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Synonyms & Antonyms

Introduction

A **synonym** is a word that means the same thing as
another word. An **antonym** is a word that means
the opposite.

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Let's Try

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gether!



Connotations & Denotations

Let's Try It Together!

Let's look at another pair of words.
dog and **mutt**

Think about the meanings—both denotation and
connotation—of each word.

Now try one by yourself!



Vocabulary Lessons

Help your students tackle new words and build
confidence in key language skills.

Vocabulary Lessons feature vocabulary instruction that builds on program
content. Each lesson aligns to Amplify CKLA domain vocabulary words and
skills, allowing students to practice and learn new vocabulary skills in context.

Lessons include projectable, direct instruction that is user-friendly and requires
minimal advance preparation.

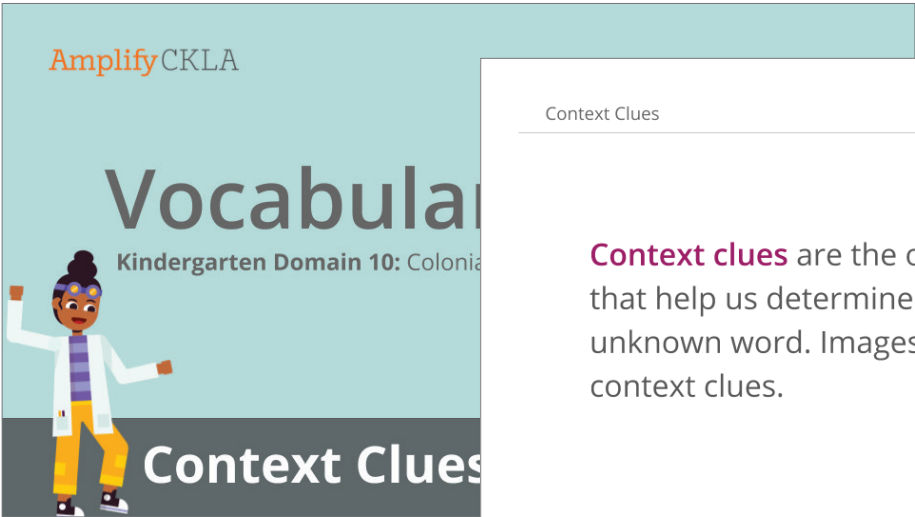
Each presentation includes direct instruction and modeling of the vocabulary
skill, guided practice, Check for Understanding opportunities, independent
practice, and formative assessment opportunities. This “I do-we do-you do”
model allows for evaluation of student progress to ensure mastery of each skill.

Vocabulary Lessons are located on the Florida Teacher Resource site.

Vocabulary Lessons Scope & Sequence

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Context clues	Domain 10: Colonial Towns and People	Domain 3: Different Lands, Similar Stories	Domain 3: The Ancient Greek Civilization	Unit 8: Native Americans	Unit 1: Personal Narratives	Unit 1: Personal Narratives
Alphabetizing	Domain 12: Presidents and American Symbols	Domain 10: A New Nation	Domain 9: The U.S. Civil War	Unit 2: Animal Classification		
Synonyms and Antonyms		Domain 1: Fables and Stories	Domain 5: The War of 1812	Unit 5: Light and Sound	Unit 8: <i>Treasure Island</i>	Unit 9: Chemical Matter
Abbreviations		Domain 5: Early American Civilizations	Domain 6: Cycles in Nature	Unit 7: Astronomy	Unit 8: <i>Treasure Island</i>	
Compound Words		Domain 8: Animals and Habitats	Domain 7: Westward Expansion	Unit 9: Early Explorations of North America	Unit 2, p2: Empires in the Middle Ages, Part 2	
Homophones/ homographs			Domain 1: Fairy Tales and Tall Tales	Unit 3: The Human Body: Systems and Senses	Unit 5: Geology	Unit 1: Personal Narratives
Print and Digital References (dictionaries and thesauruses)			Domain 12: Fighting for a Cause	Unit 4: The Ancient Roman Civilization	Unit 6: Contemporary Fiction	Unit 2: Early American Civilizations
Word Origins and Histories				Unit 6: The Viking Age	Unit 6: Contemporary Fiction	Unit 2: Early American Civilizations
Idioms and figurative language				Unit 1: Classic Tales	Unit 3: Poetry	Unit 4: <i>Adventures of Don Quixote</i>
Common Prefixes				Unit 10: Colonial America	Unit 7: American Revolution	Unit 3: Poetry
Common Suffixes				Unit 11: Ecology	Unit 7: American Revolution	Unit 7: <i>A Midsummer Night's Dream</i>
Root words				Unit 5: Light and Sound	Unit 2, p2: Empires in the Middle Ages, Part 2	Unit 8: Native Americans
Adages and proverbs					Unit 4: Eureka! Student Inventor	Unit 5: The Renaissance
Formal and Informal Language (jargon, slang, etc.)					Unit 2, p1: Empires in the Middle Ages, Part 1	Unit 6: The Reformation
Connotations and Denotations					Unit 3: Poetry	Unit 3: Poetry

Context Clues



Context Clues

Introduction

Context clues are the other words in a sentence that help us determine the meaning of an unknown word. Images are another example of context clues.

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Context Clues

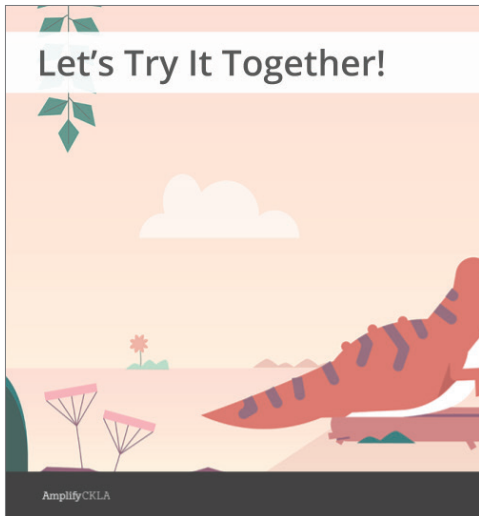
Introduction

Let's read this sentence from our domain on colonial towns and townspeople:

It was a **rare** treat to buy colorful cloth in town.

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Let's Try It Together!

Context Clues

Let's Try It Together!

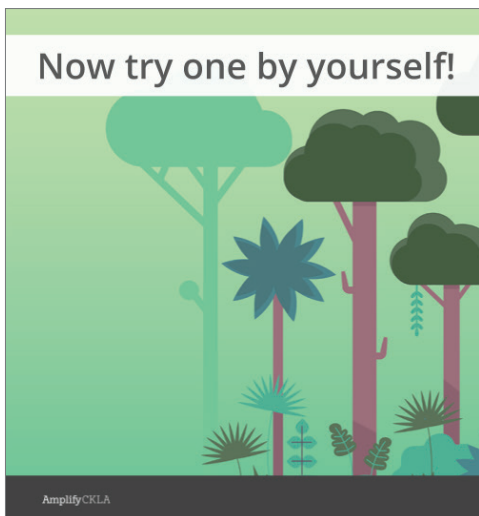
Let's read this sentence from the domain:

The shoemaker made **attractive** shoes that fit well and made his customers happy.

To determine the meaning of the word **attractive**, we can look at other words in the sentence. These are context clues.

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Now try one by yourself!

Context Clues

Now try one by yourself!

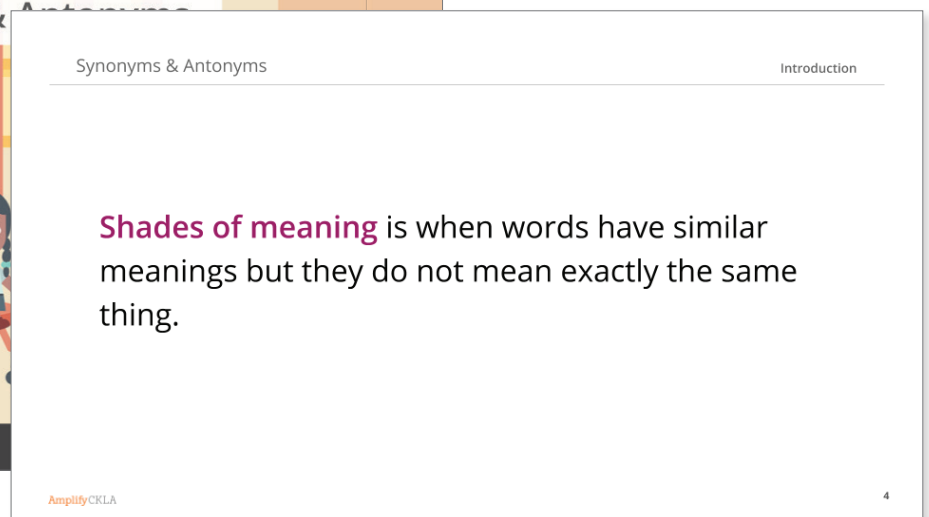
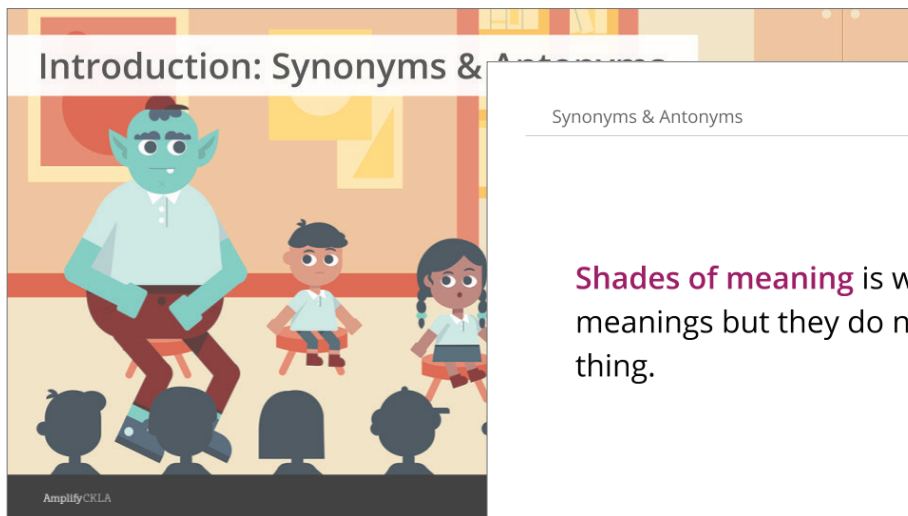
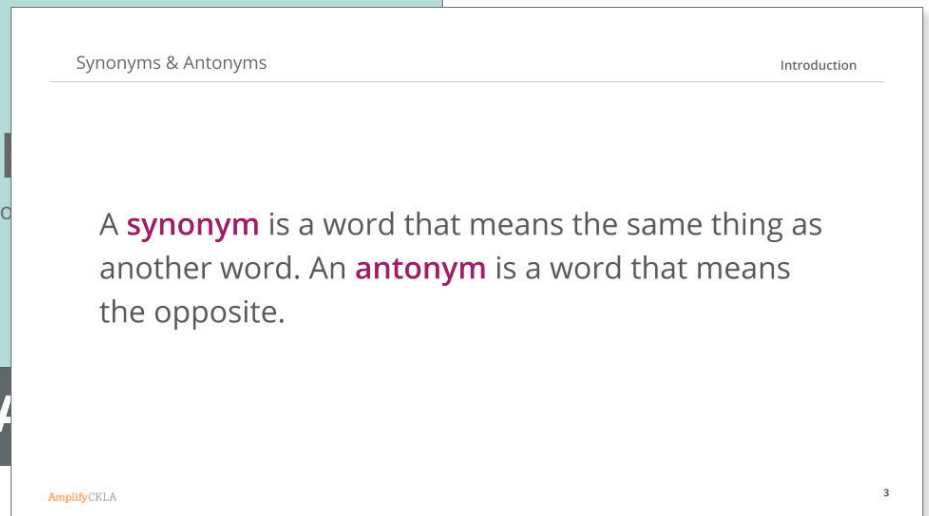
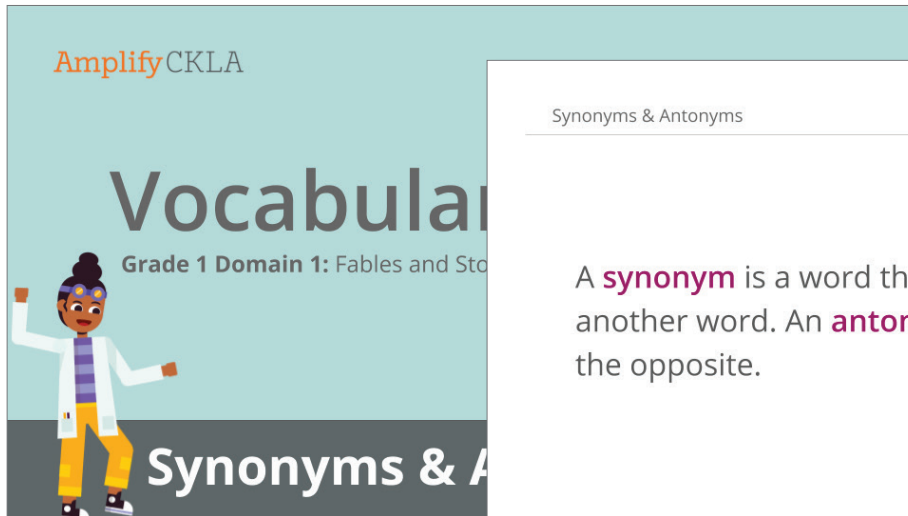
Read the sentence:

The blacksmith was an **essential** tradesperson, so every town in early America had one.

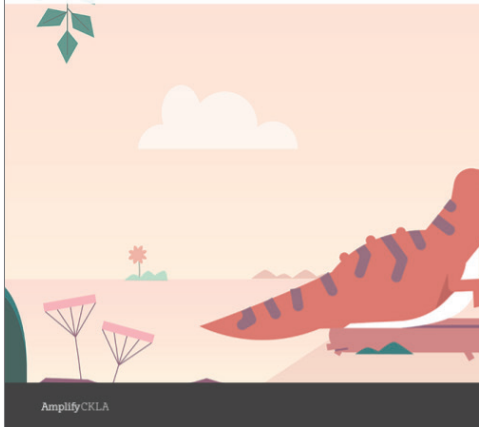
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Synonyms and Antonyms



Let's Try It Together!



Synonyms & Antonyms

Let's Try It Together!

Look at these words from our domain on fables and stories:

stunned

startled

They have similar meanings, but they do not mean exactly the same thing.

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Now try one by yourself!



Synonyms & Antonyms

Now try one by yourself!

Which word best finishes the sentence?

Medio Pollito came to the ____ fire that some campers left burning in the woods.

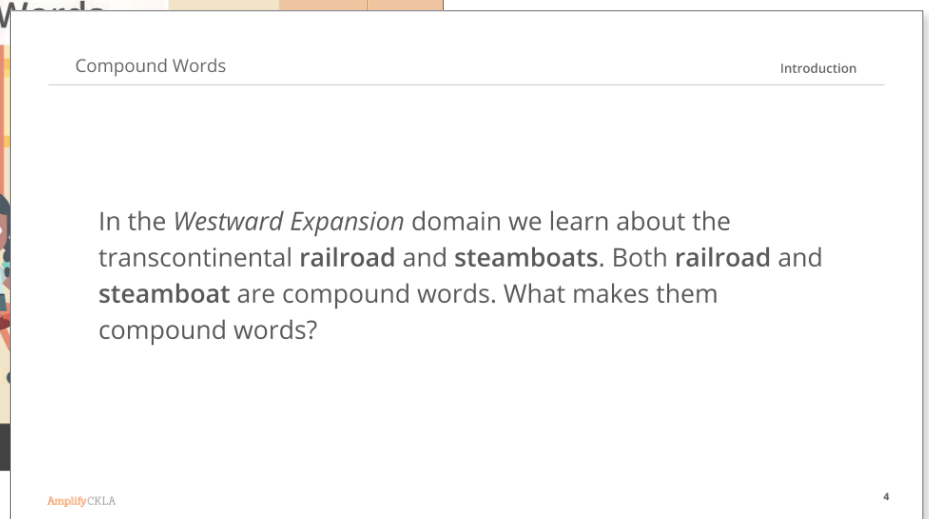
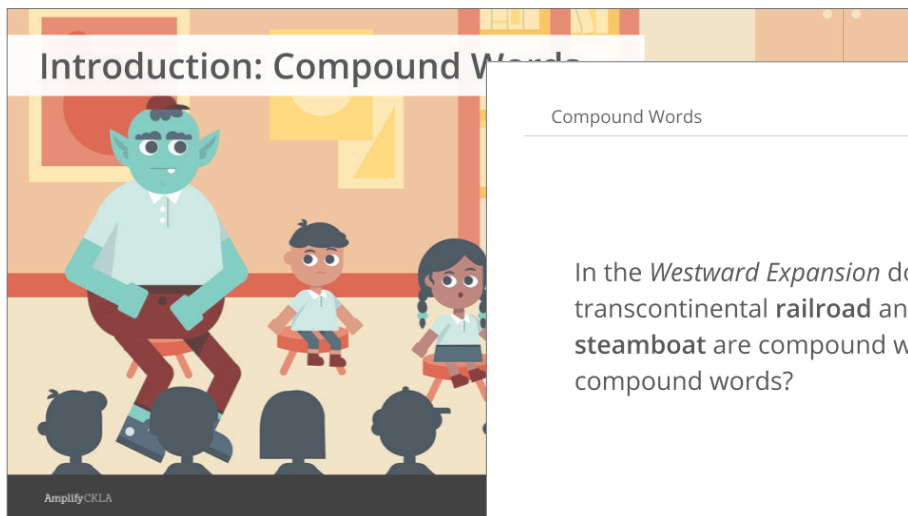
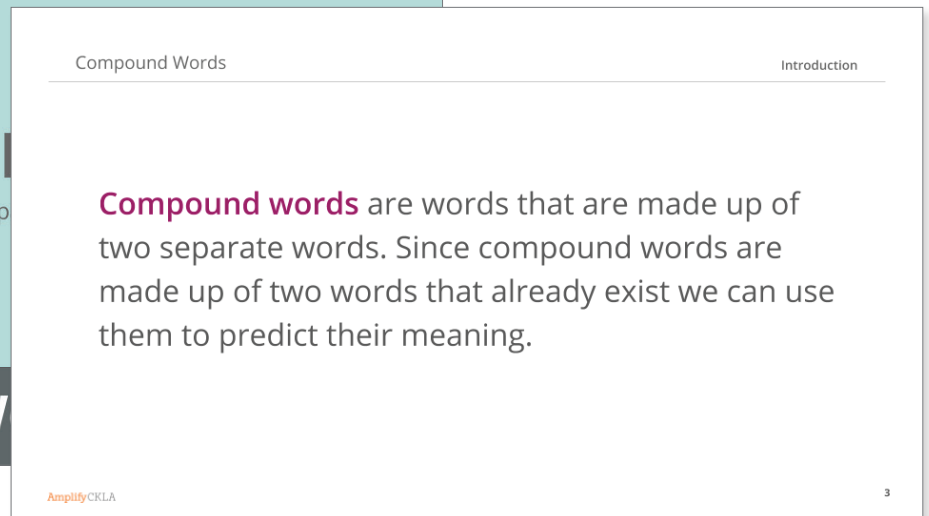
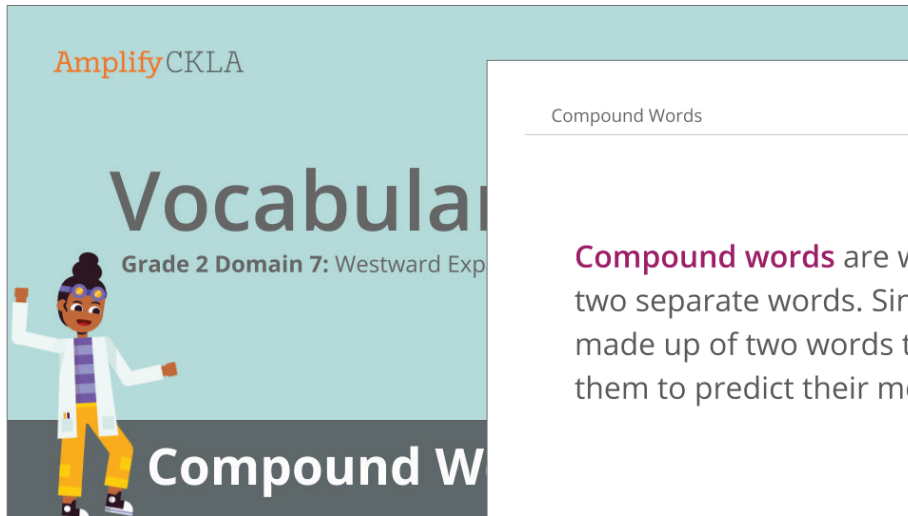
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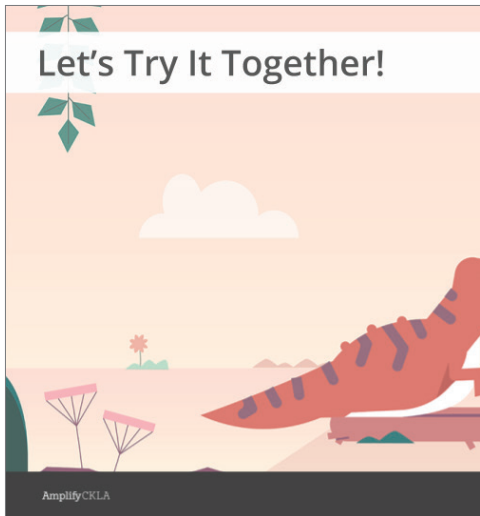
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Compound Words





Let's Try It Together!

Compound Words

Let's Try It Together!

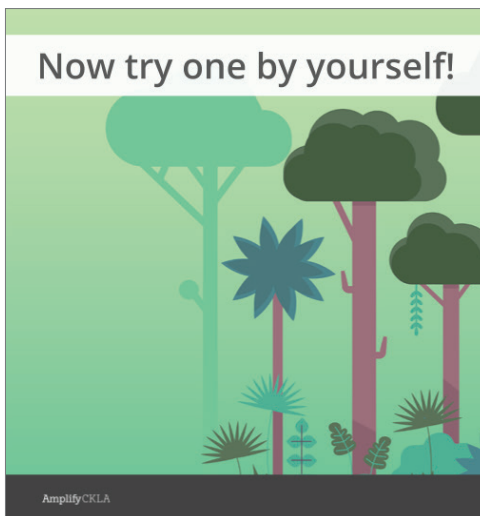
How many words are there in the compound word **landmarks**?

Stand if you think there are two words in **landmarks**.

Stay seated if you think there are more than two.

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Now try one by yourself!

Compound Words

Now try one by yourself!

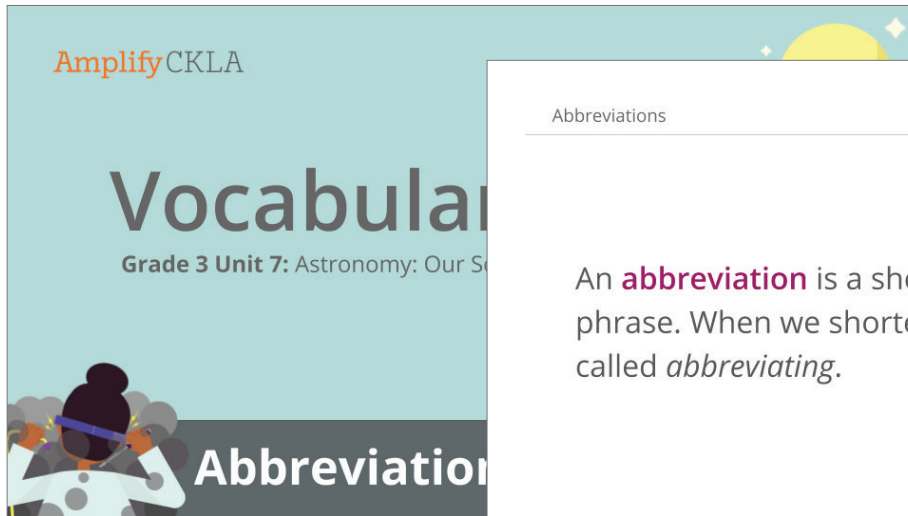
Predict the meaning of the following compound word:

campfire

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Abbreviations



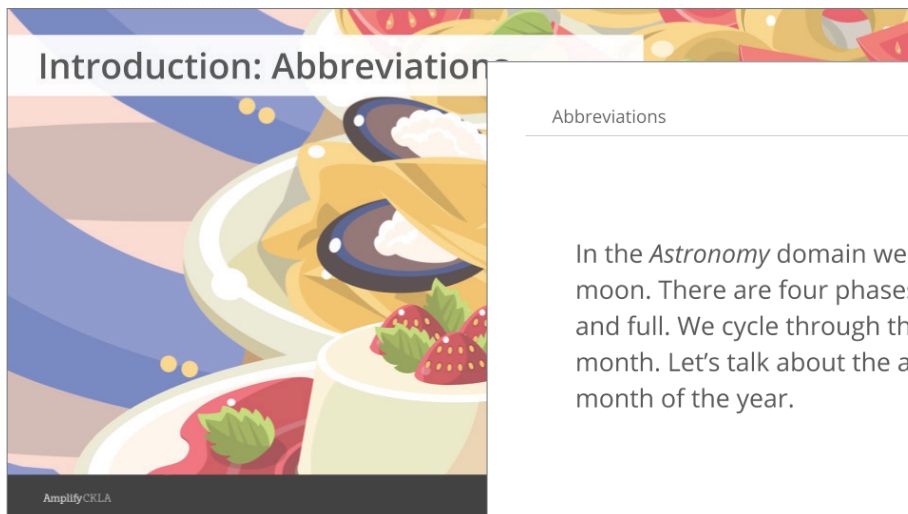
Abbreviations

Introduction

An **abbreviation** is a shortened form of a word or phrase. When we shorten a word or phrase it is called *abbreviating*.

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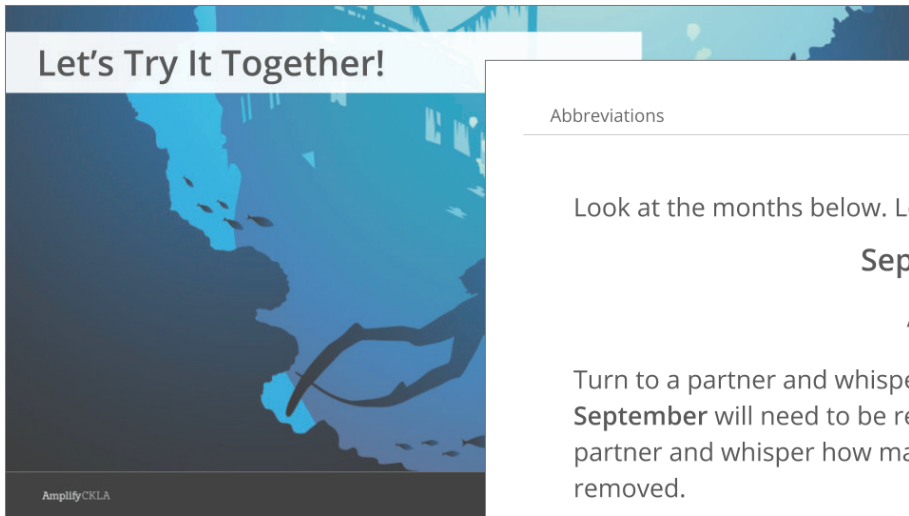
Abbreviations

Introduction

In the *Astronomy* domain we learn about the phases of the moon. There are four phases of the moon: new, crescent, half, and full. We cycle through the phases of the moon each month. Let's talk about the abbreviations used for each month of the year.

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Abbreviations

Let's Try It Together!

Look at the months below. Let's abbreviate them together.

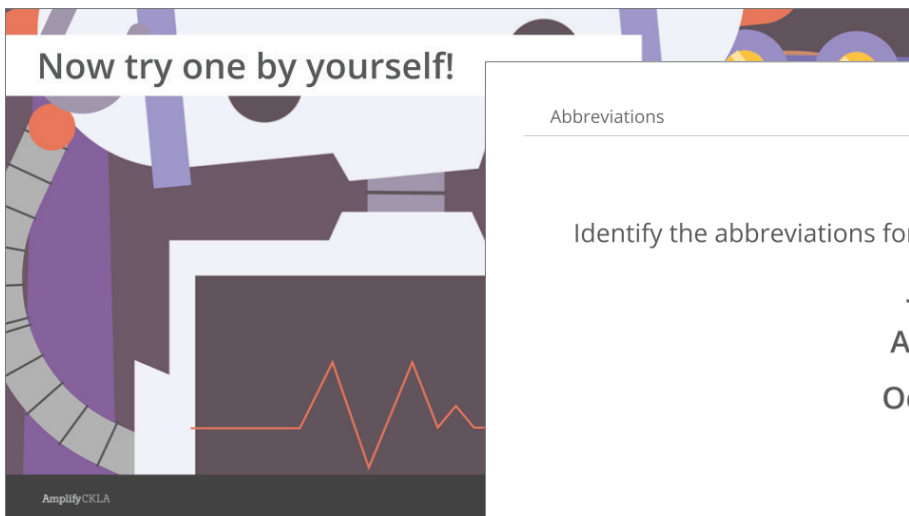
September

April

Turn to a partner and whisper how many letters in **September** will need to be removed. Now turn to your partner and whisper how many letters in **April** will need to be removed.

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Abbreviations

Now try one by yourself!

Identify the abbreviations for the months listed below:

June

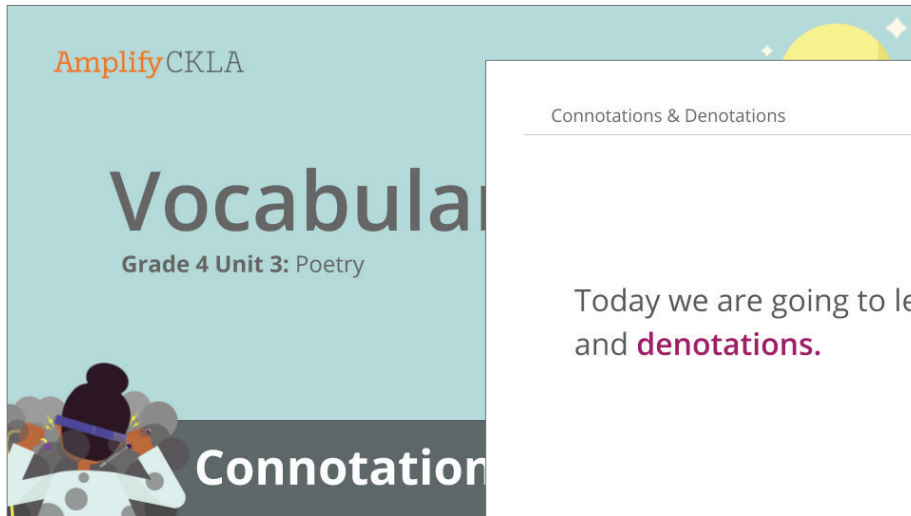
August

October

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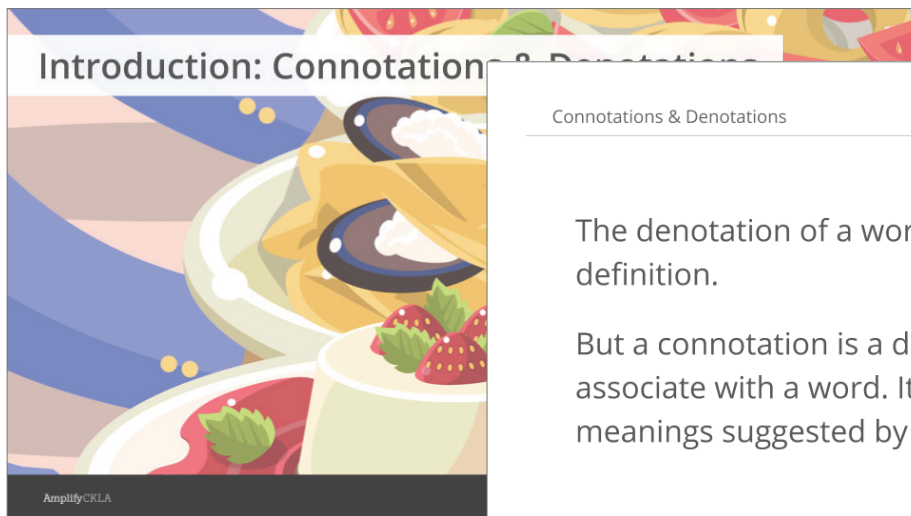
Connotations and Denotations



Connotations & Denotations Introduction

Today we are going to learn about **connotations** and **denotations**.

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Connotations & Denotations Introduction

The denotation of a word is the literal, dictionary definition.

But a connotation is a deeper meaning we associate with a word. It includes the feelings or meanings suggested by the word.

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Let's Try It Together!

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Connotations & Denotations

Let's Try It Together!

Let's look at another pair of words.

dog and mutt

Think about the meanings—both denotation and connotation—of each word.

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Now try one by yourself!

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Connotations & Denotations

Now try one by yourself!

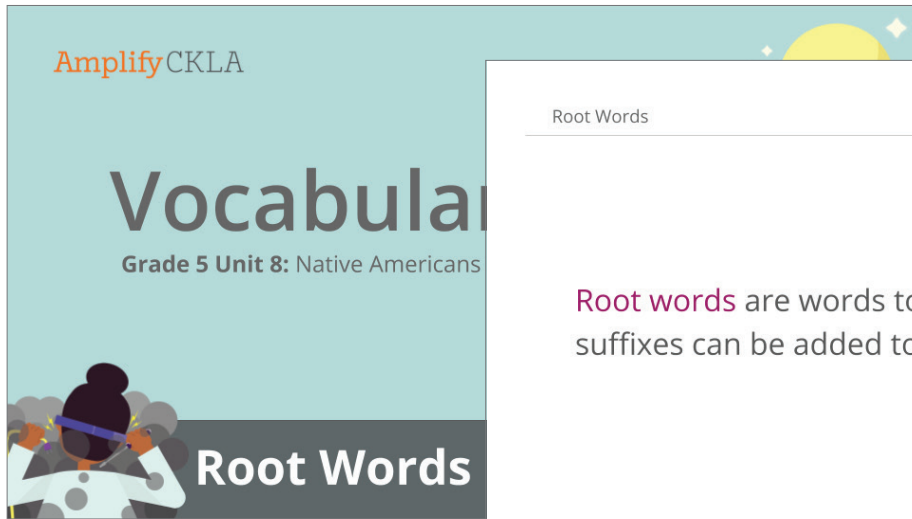
Look at this passage.

Our new place won't really feel like ____ until I hang my favorite poster, have my best friend over to play, and eat Thanksgiving dinner with all my relatives.

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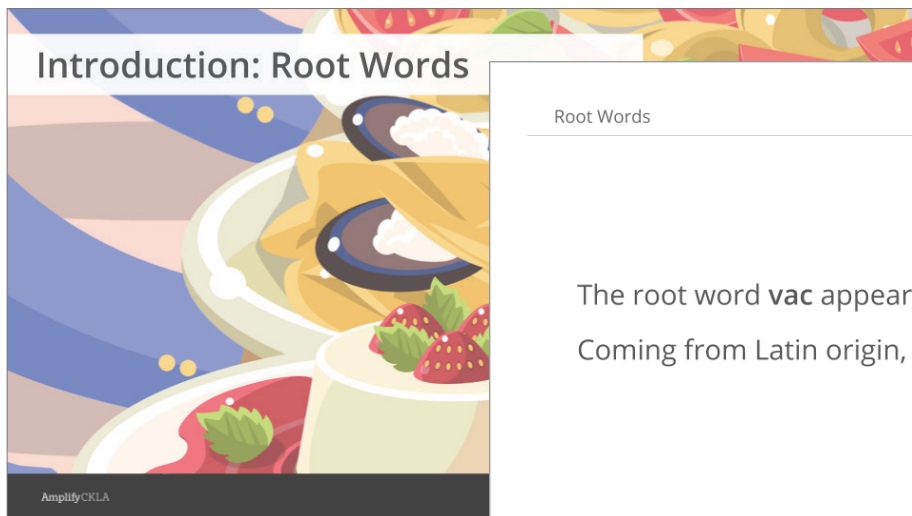
Root Words



Root Words Introduction

Root words are words to which prefixes and suffixes can be added to form a new word.

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Root Words Introduction

The root word **vac** appears in the *Native Americans* unit. Coming from Latin origin, **vac** means *to empty*.

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Let's Try It Together!

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Root Words

Let's Try It Together!

By knowing that the **vac** means *to empty*, we can determine the meaning of the word **vaccinate**.

vaccinate: to treat with a vaccine (verb)

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Now try one by yourself!

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Root Words

Now try one by yourself!

Identify the root of the following word to determine its meaning.

vacuum

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