

Grade 2

Knowledge 7

Take-Home Pages

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Knowledge 7

Sounds and Stanzas: Poetry

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

Today your student heard the poem “The Purple Cow,” an enjoyable introduction to the *Sounds and Stanzas: Poetry* domain. In the coming days, students will hear several more poems: “Coquí,” “Cat,” “April Is a Dog’s Dream,” and “Openin’ Night.” Below are some suggestions for activities that you may do at home to reinforce what your student is learning about poetry.

1. Recalling Poetry

Have your student share what they remember about the poems they heard, and ask how the descriptive words and sounds helped them make meaning of the poems. Encourage your student to think how each of the texts are different and alike. Below is a brief summary to help you.

- “The Purple Cow,” by Gelett Burgess. Ask your student to share what they remember about the poem, which raises the following questions: Has anyone ever seen a purple cow? Would it be better to see one than to be one?
- “Coquí,” by Carmen Bernier-Grand. A coquí frog is happily sitting in a tree calling “Kokee!”, when his brother comes along and bothers him. Ask your student to describe the call of the coquí frog.
- “Cat” and “April Is a Dog’s Dream,” by Marilyn Singer. Studying these two poems together gives students an opportunity to practice comparing and contrasting a cat that likes to stay warm indoors with a dog that can’t wait to run and fetch in the park.
- “Openin’ Night,” by Shel Silverstein. Ask your student to recall some details in this poem. (A girl who is to perform on stage arrives late, has the jitters, trips on a prop, and says “meow” instead of “moo.” The audience boos and throws popcorn. As she leaves the stage, she trips on the fringe on the curtain.) Ask your student how they felt about all the girl’s mishaps.

2. Draw and Write

Have your student draw or write about a poem they heard. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of words that students will learn and use. Try to use these words as they come up in everyday speech with your student.

- *line*—Each line of the poem was about a different animal.
- *happily*—In “Coquí,” the frog is singing happily until his brother comes along and bothers him.
- *excuses*—Someone might make excuses if they were going to be late, had misplaced a book, or made a mistake.
- *perspective*—Because the poem was written from the perspective of the dog, we felt like we were going along on his walk.
- *interview*—In his recent interview, the singer revealed that he was writing a new song.

4. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

NAME: _____

DATE: _____

5.1

Take-Home

Dear Caregiver,

Your student continues studying poetry with seasonal and memory poems. At the end of this domain, students will write a memory poem about a happy memory they have. You may wish to help your student begin considering topics about which to write. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about poetry.

1. Recalling Poetry

Have your student share what they remember about the poems they heard, and ask how the descriptive words and sounds helped them make meaning of the poems. Encourage your student to think how each of the poems are different and alike. Below is a brief summary to help you.

- “Autumn,” by Alexander Posey. This poem uses sensory descriptions to build an image of a dreamy afternoon on a prairie, with golden and scarlet leaves blowing all around and a blue jay swooping in to greet them.
- “The Fieldmouse,” by Cecil Frances Alexander. Ask your student to tell you about the field mouse in the poem and how staying away from the farmer and his grain will keep the field mouse safe.
- “Knoxville, Tennessee,” by Nikki Giovanni. This poem describes the food, gospel music, and warmth of family as important parts of a homecoming celebration.
- “To Catch a Fish,” by Eloise Greenfield. This poem describes how to catch a fish using bait, a hook, and lots of patience.
- “One Boy Told Me,” by Naomi Shihab Nye. The poet kept track of the interesting questions and observations of her toddler for over a year, and the result is this delightful poem.

2. Draw and Write

Have your student draw or write about a poem they heard. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of words that students will learn and use. Try to use these words as they come up in everyday speech with your student.

- *woven*—The cotton was woven into a beautiful pattern.
- *scarcely*—People in the long line had scarcely moved in over an hour.
- *okra*—Growing okra in a garden requires much time and patience.
- *concentrate*—Raul wanted to concentrate on his writing, so he turned off the TV.
- *souvenir*—Looking at the souvenir from our vacation to the beach always makes me happy.

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