Poem Pack 1:
Sample Lesson Guide for Kindergarten, Grade 1, and Grade 2 Classrooms

Example Poem: *My Truck Got Stuck*

Lesson 1:

Note: This lesson may take one or more sessions, depending on your schedule and your students' stamina.

To prepare:
- Write your poem on chart paper. Skip lines so that you have space to draw the colour codes. Place the letter tiles up on your whiteboard from the **Sound It Out** book or the letter tile pack. You will need the consonants **c** and **k** and the vowel **u**. You will also need the colour-coded tiles for ⓒⓚ and ‖ .
- Photocopy the original poem page for everyone.

How to begin:
Introduce the main sounds you will target that day.
For Kindergarteners and Grade Ones: target the letters **c**, **k**, and **u**.
For Grade Ones and Grade Twos: target the **ck** and **ll** blends.

Have the students make the consonants and vowels with their whole body—stand up and form your body into the shapes of **c**, **k**, and **u**. Say the sound of each as you create them.

Have students pair up and create the blends of **ck** and **ll**—for example, one person is the **c**, and the other is the **k**. Say the sound of the blend together. Even though kindergarten students do not need to know this, the activity gives them practice with working together, engaging in respectful partner work, and following instructions, and it provides enrichment to those who are ready for it.

What's next?
Bring everyone over to the poem and introduce the title. Ask what they think the poem might be about, based on the title.

Have students crouch. Tell them to stand up each time they see the letter **c**. Scan the poem with your finger. Don't read it yet—we are looking at clues for decoding, not memorizing the poem. Every time they see a **c**, they stand and you highlight the **c** (just a yellow highlighter will do). I have my students say the sound of the **c** when they stand.

Repeat this process with **k**, **l**, **ck**, and **ll**. When you highlight the blends, I recommend drawing the colour codes provided in the **Sound It Out** book and on the letter tiles for consistency. The testimonials page at jenncoates.com has an example. You can vary what students do when they see the sound—stand, jump up, clap, tap their legs, etc.

Now what?
Choose three words to practice decoding. To start, I like to pick ones that are similar—*truck, stuck, muck*. I have my students stand up, then shrink to the floor in three stages. When they say **tr**, they shrink a bit closer to the floor. When they say **uh**, they get even closer, and with **ck**, they crouch right down. Movement keeps them busy and engaged!

Have students read the whole poem with you or follow your finger with their eyes. Some Grade Ones and Twos will be capable of reading some of the words. Kindergarten students will benefit from seeing how we track words, read from left to right, have spaces between words, and pause at punctuation. Ask, "What was the poem about? What vehicle was in the poem? What happened to the truck?" Ask them what they wonder about the poem. Some will ask what the truck colour was or what happened to the wheel.

You're almost done!
Give each student a photocopy of the poem at their workspaces. Guide them step by step through finding the letters and blends you worked on in this lesson. Have them highlight one sound at a time on their sheet, so they don't feel overwhelmed. Have Kindergarteners work with you to find the letter **u** throughout the poem. With the Grade Ones, put your chart poem in front of them and have them find all of the **ck** and **ll** blends independently. This way, each student has their own highlighted and colour-coded copy. They can draw a picture of the truck at the bottom or on the back.

Recommendation: For students who cannot transfer from board to desk, have extra copies of the poem photocopied and pre-highlighted, and put these beside them. Yes, they will copy it, but this helps them model the process until they can manage on their own, and they can do this while you are occupied with a group.

Closure:
Say to students: "What colour would your truck be? Where do you think the wheel went? Share with the person beside you one sound that you know now."

To prepare:
- Photocopy the follow-up activity for the Grade Ones.
- Have enough blank paper for the Kindergarteners (or use a drawing book).

Revisit your poem on chart paper.
Review the sounds through movement and scanning as you did in lesson one, but add the letter **k** and the blend *ee* .

Review the three words you practiced sounding out in lesson one, but add one more word.

Read the poem together. Some will just follow and scan with you. Ask the students if they were able to read one new word or recognize one new sound. Have them spend 30 seconds teaching it to a person beside them: "Hey Joe! I know that e and e together say eeeeeeee!"

Here is where you can break into groups:
Have the Kindergarteners draw a picture of the truck they think is in the poem. This shows their comprehension: the picture might emphasize the truck, the mud, the missing wheel, the truck driver, etc. **Enrichment activity:** Have letters or theme words from the poem on sentence strips or cue cards. Students select one or more to practice printing on their paper. Laminate the letters or theme words so students can trace the letters or words with dry erase markers.

Have the Grade Ones and Twos work with you to complete the follow-up activity. They can use the original poem from lesson one to fill in the cloze message. I recommend keeping this directed until they are capable and have increased confidence.

10-Minute Activities:
- Review the poem in five-minute breaks to add movement before a transition.
- Have students sit with their poetry books (I put all poem activities in a duotang) and practice finding their letters, sounds, or words.
- Put the poem out as a literacy station with the letters or words to trace, or practice printing on whiteboards.
- Act out the poem as they read it. Have them break off into groups and show each other, while you support each group with the reading.