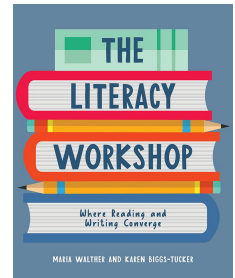
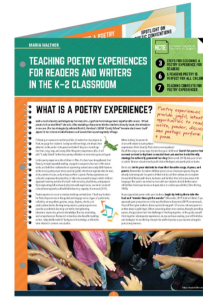
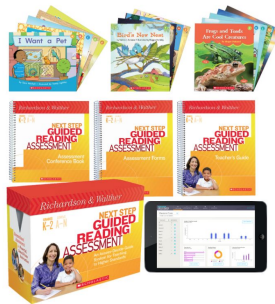
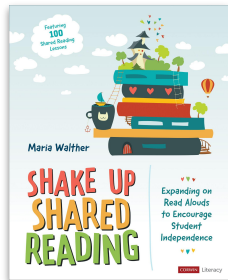


IRC 2022 ~ March 10, 2022

Twitter @mariapwalther



Help Wanted Must Love Books (Johnson, 2020)

- *Crossings: Extraordinary Structures for Extraordinary Animals* (Duffield, 2020)
- *I'm On It!* (Tsurumi, 2021)
- *Out the Door* (Hale, 2020)

- *Move!* (Jenkins & Page, 2006)
- *Some Bugs* (DiTerlizzi, 2014) [[Read aloud by Author, Angela DiTerlizzi](#)]
- *Some Pets* (DiTerlizzi, 2016)

- *Bug Zoo* (Harkness, 2016) [*Ramped-Up* p. 188]
- *Seaside Stroll* (Trevino, 2021)



Writers Play with Letters, Sounds, and Words

Morning Messages

- *The Magic of Letters* (Johnston, 2019)

Morning Message in Kindergarten: A Predictable Sequence

Monday	Tuesday	Wednesday	Thursday	Friday
Weekend Share	Missing Letter Mystery	Rhyme Time	Wonderful Words	Learning Links
SEL	Letter-Sound Relationships	Phonemic Awareness	Reading High-Frequency Words	ELA Curricular Connections

Morning Message in Grades 1 and 2: A Predictable Sequence

Mindset Monday	Reading Toolkit Tuesday	Writing Tips Wednesday	Thesaurus Thursday	Finding Out Friday
CASEL-Wheel Related Messages Second Steps (Social-Emotional Learning)	Decoding And Comprehension Strategies	Writing Trait-Related Messages Genre Explorations	Vocabulary	Content Area Connections

Onomatopoeia



Writers Notice Craft and Structure

BOOKS WITH A LIST STRUCTURE	
Fiction	Informational
<i>Chicken Cheeks</i> (Black, 2009)	<i>Home Is ...</i> (Barnaby, 2021)
<i>Now</i> (Portis, 2017)	<i>I Will: A Book of Promises</i> (Medina, 2021)
<i>Some Bugs</i> (DiTerlizzi, 2014)	<i>Move!</i> (Jenkins & Page, 2006)
<i>Some Pets</i> (DiTerlizzi, 2016)	<i>Swirl by Swirl: Spirals in Nature</i> (Sidman, 2011)
BOOKS WITH A QUESTION-ANSWER STRUCTURE	
<i>Does a Kangaroo Have a Mother, Too?</i> (Carle, 2000)	<i>Creature Features: 25 Animals Explain Why They Look the Way They Do</i> (Jenkins & Page, 2014)
<i>Where Is the Green Sheep?</i> (Fox, 2004)	<i>What Will Grow?</i> (Ward, 2017)
<i>Yes Day!</i> (Krouse Rosenthal, 2009)	<i>What Do You Do With a Tail Like This?</i> (Jenkins & Page, 2003)
	<i>Who Am I?</i> (Jenkins & Page, 2017)
	<i>Whose Butt?</i> (Tekiela, 2012) [Ramped-Up p. 224]
	<i>Whose House Is That?</i> (Tekiela, 2021) [Shake Up p. 158]
BOOKS WITH A SEE-SAW STRUCTURE	
<i>And Then Comes Summer</i> (Brenner, 2017)	<i>Because of An Acorn</i> (Schaefer & Schaefer, 2016)
<i>Fortunately</i> (Charlip, 1964)	<i>First the Egg</i> (Seeger, 2007)
<i>Good News Bad News</i> (Mack, 2012)	<i>Outside, Inside</i> (Pham, 2021)
<i>Goodbye, Friend! Hello, Friend!</i> (Doerrfeld, 2019)	
<i>Happy Right Now</i> (Berry, 2019)	
<i>Lost. Found.</i> (Arnold, 2015)	
<i>Tough Boris</i> (Fox, 1994)	
BOOKS WITH A DAYS OF THE WEEK STRUCTURE	
<i>Cookie's Week</i> (Ward, 1988)	
<i>Fly</i> (Thurman, 2022)	
<i>I Want to Ride the Tap Tap</i> (Joseph, 2020)	
<i>Perfect Square</i> (Hall, 2011)	
<i>Pigs to the Rescue</i> (Himmelman, 2010)	
BOOKS WITH A CUMULATIVE or ADD-ON STRUCTURE	
<i>The Book That Zack Wrote</i> (Long, 2011)	
<i>Ear Worm!</i> (Knowles, 2022)	
<i>My Friend Rabbit</i> (Rohmann, 2002)	
<i>There Was An Old Monster</i> (Emberley, Emberley, & Emberley, 2009)	
BOOKS WITH A CIRCULAR STRUCTURE	
<i>Bear Has a Story to Tell</i> (Stead, 2012)	<i>Shh! Bears Sleeping</i> (Martin, 2016)
<i>Come Next Season</i> (Norman, 2019)	
<i>The Old Truck</i> (Pumphrey, 2020)	
<i>When a Monster Is Born</i> (Taylor, 2006)	

Writers Experiments with Different Genres

- Comics - [Let's Write a Comic Slides](#)
 - *Lift* (Lê, 2020)
- List Poems

Inquiry Experience: Play with Words

Source: *Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015)

LEARNING TARGET

I use what I've learned from listening to and reading poetry to write my own poems.

PREPARATION

- Gather a variety of poetry books for immersion.
- Prepare 3- x 8-inch strips for use in the pocket chart or on an interactive whiteboard document to record nouns, verbs, and adjectives.
- Strategically pair learners with a poetry pal.
- Prepare a small zippered plastic bag with about 25 1 1/2- x 5-inch paper strips for each pair.

Picture Books about Poetry

All the World a Poem (Tibo, 2016)

Daniel Finds a Poem (Archer, 2016)

Poetree (Reynolds, 2019)

EXPLANATION

Although the standards for narrative writing don't specifically call for poetry writing, I believe it is essential for students to write poetry in order to better analyze the craft and structure of poetry. This belief is echoed by poet, educator, and writer Sara Holbrook, who shared the following reasons to read and write poetry with students (Judson's Literacy in Motion Conference, 2014). Poetry does the following:

- Helps children make connections through shared experiences
- Engages students because they like poetry and it's fun to read and write
- Serves as vehicle for literacy and learning across all content areas
- Creates authentic teaching opportunities because every poem is a mini-lesson
- Provides children with a chance to write about events that have touched their hearts
- Encourages writers to practice being precise and concise

This learning experience can be repeated throughout the year. Start early in the year by creating shared poems. Later, release the responsibility to students, showing them how to use poetry as a way to summarize new learning about a science or social studies topic, respond to a text, or record a shared experience such as a field trip.

EXPERIENCE

Immersion in the Genre

- Immerse students in the genre of poetry by reading and discussing a variety of poems.
- Create a shared definition of poetry.
- Notice and chart the characteristics of engaging poems.

Prewriting

- Select a specific topic that you and your students have studied.
- Invite learners to share nouns, verbs, or adjectives about that topic, and record each response on a separate 3- x 8-inch strip for use in the pocket chart or on an interactive whiteboard document.
- Collaborate with your learners to move the words around and add other words, as needed, to create a poem.
- Mix up the words and repeat the process, highlighting how a poet is constantly revising or playing with words.
- Continue with this demonstration until you feel that students are ready to try it on their own.

Poetry Pals Playing with Words

Strategically pair learners with a poetry pal. Give each pair a small zippered bag with about 25 1 1/2- x 5-inch paper strips. Invite children to record a noun, verb, or adjective about a topic of their choice on each strip. Then, as you demonstrated to the whole class, have pairs play with the words until they've made a poem, adding additional words as needed.

Polish and Present

- Once students have had ample time to play with their poetry strips, give students poetry paper to record their favorite poems and create accompanying illustrations.
- After students write their own poems, use the shared definition and characteristics as a guide for self-assessment.
- Provide opportunities for students to share their poems with their peers, cross-age buddies, or by recording a podcast to view at a later time.

Adapted from *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)