

# **BUTTERFLIES, BEARS, AND OTHER POEMS FOR CHILDREN**



**TEACHERS LESSON PLAN**

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## **JUST FOR TEACHERS: CORRELATING TEACHING ACTIVITIES FOR BUTTERFLIES, BEARS, AND OTHER POEMS FOR CHILDREN**

### **BEAR CUBS POEM**

- Incorporate this poem within a unit on **Bears**.
  - Go to the library and gather **fact** and **fiction** books about bears (including poetry books). Display them throughout your classroom, encourage students to read them, and discuss them as time permits.
  - Research different kinds of bears (**black, brown/grizzly, polar, panda**).
  - Find out where bears live (**wooded areas, mountains**). Define the word **habitat** as part of a **vocabulary development** activity.
  - Locate these places on a **map or globe: Alaska** (polar and grizzly bears), **Canada, United States, and Russia** (brown and black bears), **China** (panda bears) – to name a few. (**Geography activity**)
  - **Relate these facts about grizzlies to the children:**
    - Grizzlies are about **80% omnivores**—they eat **roots, grass, and berries**. About **20%** of their diet consists of ground **squirrels, rodents, moose, or caribou cubs**. Alaskan bears like to eat **salmon from streams**.
    - **Males** can weigh between **300 and 500 pounds**, while **females** range from **200 to 400 pounds**. They stand **6 to 7 feet tall** and can live up to **20 years**.
    - If you see a bear **standing up, do not run!** The bear is trying to **see and smell** you.
    - Bears spend time in **hibernation (sleeping in caves or dens)** from **October through May**. During hibernation, baby cubs are born, weighing **less than 2 pounds** (usually twins).
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## **TEACHING EXTENSIONS**

Define the words **cuddly, paws, and curious** to enhance **vocabulary development**.

- Have students **tell or write** about a time they were **curious** about something.
- Have students **write about** whether they like **bear cubs** or not and explain why.
- Find **coloring sheets, fun sheets, skill sheets, and art projects** related to bears.
- Find **musical CDs, videos, or DVDs** about bears. **(Incorporate music)**

**Sing these songs with the children:**

### **THE BEAR WENT OVER THE MOUNTAIN**

The bear went over the mountain, the bear went over the mountain

The bear went over the mountain, to see what he could see.

And all that he could see, and all that he could see,

Was the other side of the mountain, the other side of the mountain,

The other side of the mountain, was all that he could see!

### **SMOKEY THE BEAR SONG**

Smokey the Bear, Smokey the Bear

Growlin' and a prowlin' and sniffin' the air

He can spot a fire, before it starts to flame,

That's why they call him Smokey –

That was how he got his name!

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### **TEDDY BEAR POEM**

- Use this poem in the **Bear unit**.
- **Develop research skills** by having students **research Theodore Roosevelt, the 26th president**, after whom **teddy bears were named**. **(History lesson)**
- While on a hunting trip in 1902, President Roosevelt refused to shoot a bear cub that his aides had tied to a tree.  
After hearing of this noble act, a New York store owner asked if he could name his stuffed bears after the president.

## **TEDDY BEAR ACTIVITIES**

- Discuss how **President Theodore Roosevelt** refused to **shoot a bear cub** during a hunting trip in **1902**. This event inspired a **New York store owner** to name stuffed bears **Teddy Bears** after the president.
- Allow students to bring their own teddy bears to school.
- Make a class bar graph to show how many brown bears, black bears, bears with hats, clothing, large bears, small bears, etc.
- Define the words **snug**, **secrets**, and **shaggy**.
- Identify rhyming pairs: (students could think of others such as **fight, light, right, bite, kite**)  
Think of **boo, chew, dew, few, shoe, you**  
Think of: **be, bee, see, sea, he, key, me, knee**

### **Sing the song, TEDDY BEARS' PICNIC:**

If you go down in the woods today,  
You're sure of a big surprise.  
If you go down in the woods today,  
You'd better go in disguise.  
For every bear that ever there was  
Will gather there for certain because  
Today's the day the teddy bears have their picnic.

If you go down in the woods today,  
You'd better not go alone.  
It's lovely down in the woods today,  
But it's safer to stay at home.  
For every bear that ever there was  
Will gather there for certain because  
Today's the day the teddy bears have their picnic.

**Sing the song, ME AND MY TEDDY BEAR:**

Me and my teddy bear have no worries, have no cares.

Me and my teddy bear, just play and play all day!

**Sing BEAR song (tune of Row Your Boat):**

Hug, hug, hug your bear, squeeze him very tight.

Hold him high, help him fly, then hug with all your might.

**Chant this rhyme while jumping rope:**

Teddy bear, teddy bear turn around, round, round

Teddy bear, teddy bear, touch the ground, ground, ground.

Teddy bear, teddy bear tie your shoes, shoes, shoes

Teddy bear, teddy bear count by twos, twos, twos.

Teddy bear, teddy bear go upstairs, stairs, stairs

Teddy bear, teddy bear say your prayers, prayers, prayers.

Teddy bear, teddy bear say good night, night, night

Teddy bear, teddy bear turn out the light, light, light.

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**BUTTERFLIES POEM**

- Incorporate into a unit on Butterflies.
- Go to the library and locate both fact and fictional books about butterflies. Display and read as time permits.
- Research types of butterflies (especially monarchs, swallowtails, and [intended → painted] ladies).
- Identify word pairs:
  - **socks/clocks** (Have students think of: locks, box, fox, rocks, knocks)
  - **eyes/skies** (Think of: buys, dies, lies, pies, fries, rise)
  - **sail/swallowtail** (Think of: pail, fail, jail, mail, nail, snail)
- Write factual or creative stories about butterflies. Draw a picture to go with your story.
- Play related CDs, DVDs or videos about butterflies.
- Use any skills sheets or color sheets or butterfly art projects.

- Visit a butterfly farm for a field trip. Invite a speaker to come to your school to speak about butterflies.
  - Define the word **flitting** (*Vocabulary*)
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### **SOME GIRLS LIKE POEM & SOME BOYS LIKE POEM**

- **Draw three things you like.** Write a story about the three things you like. (**Art & Writing Activity**)
  - **Hold a Show and Tell Day** to allow students to share something they like. Have them explain **what it is, where they got it, and why they like it.**
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### **RHYMES POEM**

- Read **Mother Goose rhyming books** and have children identify the rhymes.
  - **Use nursery rhyme coloring sheets and skill sheets.**
  - Show **nursery rhyme videos and DVDs.**
  - Find a **CD containing nursery rhymes** to play.
  - **Explain what rhymes are** (words that have the same vowel sound and ending sounds but may have different first letters).
  - Create more **-at rhymes** (e.g., **Nat, Pat, Matt, chat, flat, vat**).
  - Create **-ig rhymes** (e.g., **big, dig, fig, jig, pig, wig, swig**).
  - Create **-en rhymes** (e.g., **Ben, den, hen, Ken, men, pen, wren, ten, when**).
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### **READING A BOOK POEM**

- Identify **rhyming words say/day** (e.g., **pray, jay, may, lay, hay**).
  - Identify **book/look** rhymes (e.g., **hook, nook, shook, took**).
  - **Discuss reasons for reading** books and why students enjoy reading.
  - Allow students to bring in their **favorite book** to share with the class.
  - Draw and **color a picture of a favorite book** to create a **class bulletin board or book.**
  - Define the words **mystery** and **adventure.** (**Vocabulary development**)
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## **MONKEY POEM**

- Do a **unit about monkeys**.
- Locate **fact/fiction books** about monkeys and read them.
- **Research different types of monkeys** (e.g., apes, gorillas, chimpanzees, orangutans). Discuss their **habitats** (e.g., zoos, rainforests, jungles). (Research activity)
- **Identify rhyming word pairs:**
  - **tree/me** (Think of: **bee, fee, knee, see, she**).
  - **nap/lap** (Think of: **cap, gap, map, rap, tap**).
  - **vine/mine** (Think of: **dine, fine, line, nine, pine, shine**).
- **Find all verbs in the poem** (swinging, yelling, eating, sharing, playing, snoozing). (Verbs = Action words)
- **Find contractions in the poem** (I'd, can't). (Develop other examples)
- **Write factual or creative stories about monkeys. Draw a picture to accompany the story. Assemble into a class book.**
- **Arrange for a visit to a local zoo to see the monkeys.**
- **Write your own poem about a monkey.**

### **Sing this monkey song (to the tune of *Itsy Bitsy Spider*).**

Itsy, bitsy monkey climbed up the coconut tree  
Down came a coconut and hit him on the knee.  
Out came a lion a hangin' his mighty mane, and,  
The itsy, bitsy monkey climbed up the tree again!

### **Read and act out the story No More Monkeys Jumping on the Bed!**

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## **ELEPHANT PARTS POEM**

- Do an **Elephant unit**, similar to the Monkey unit.
- Locate places **on a map** where elephants are found (**Africa, India, Cambodia, Malaysia**). (**Geography lesson**)
- Define the words **tusk, trunk, and floppy**. (**Vocabulary development**)
- Show students **what a tassel looks like** (use a real graduation cap).
- Identify **short 'a' words** (**have, can, hang, caps, tassels, dandy, handy, that, fan**).

### **Share this ELEPHANT poem:**

Elephant goes like this and like that  
He's terrible big and he's terrible fat.  
With floppy ears and real big toes,  
But goodness gracious – what a nose!!

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## **PUPPY POEM**

- **Read and display** other books about pets.
- **Discuss the kinds of pets** children have.
- **Identify rhyming word pairs:**
  - **could/good, size/eyes, look/took, tail/sale**
  - **Encourage students to think of more rhymes.**
- **Find adjectives** in the poem (**curly, long ears, big, black eyes, little, stumped tail**). (**Adjectives = describing words**)
- Have students **write about their pets** or a pet they wish they had.
- **Hold a PET Day** at school with the principal's permission.

### **Sing the PETS song (to the tune of Row, Row, Row Your Boat).**

Love, love, love your pets  
Give them food and water too,  
Let them run and play.

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## **BABIES POEM**

- Discuss the **names of baby animals** in the poem (**Science lesson**).
  - Identify rhyming words: **fawn/yawn, too/new**. (**Expand rhyming pairs**)
  - Find **baby animal coloring sheets** and skill sheets.
  - **Draw and write** about a favorite baby animal.
  - **Define the words young, tiny, infant, and newborn**. (**Vocabulary activity**)
  - Identify **short 'u' words** (**pup, cubs, duck, duckling, up, just, rubs**).
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## **MIXED-UP MOTHER GOOSE POEM**

- Read **Mother Goose nursery rhymes**.
  - **Identify rhymes: bed/said, pie/cry, last/fast**.
  - **Have students correct** mixed-up rhymes.
  - Define the words **fetch, crown, meadow, tumbling**. (**Vocabulary activity**)
  - Identify **verbs** in the poem (**read, smiled, yawned, drifted, kissed, fell**). (**Verbs = Action words**)
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## **DO YOU REMEMBER POEM**

**Identify and roll play classic fairy tales** (e.g., **Cinderella, Snow White/Seven Dwarves, Gingerbread Man, Pinocchio, Brementown Musicians, Shoemaker and the Elves, Stone Soup, Goldilocks/3 Bears, Three Little Pigs**).

- **Draw a picture** of a fairy tale and write the **main idea** of the story.
  - Identify **compound words** (e.g., **stepmom, stepsisters, godmother, gingerbread, shoemaker, football, inside, mailbox,, forever, bluejay, inside, doorman, fireman, babysitter, anyone**). (**Compound words are two words combined**)
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### **NAMING THE ANIMALS POEM**

- Have students **rename the animals in the poem**.
  - **Draw a picture and write a story** about a zoo animal.
  - **Discuss alliteration** (words with the **same starting sound**) (e.g., **Bozo Bear**)
  - Find **zoo animal color sheets and skill sheets**. (*attached in supplementary Coursepack*)
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### **FIRST DAY OF SCHOOL POEM**

- Find and read books about **the first day of school**. Students can share how they felt on their first day.
- **Identify rhyming pairs: cool/school, late/eight, bit/sit, seat/neat**. (Have students think of other rhymes for these pairs.)
- **Find contractions: can't, I'm, you're, don't, it's**.
- Have students **share how they arrived at school** (create a **bar graph of bus, car, truck, van, walk**). (Math lesson)

### **Sing this SCHOOL song (to the tune of *Farmer in the Dell*):**

I like to go to school, I like to go to school,  
Our school is such a happy place,  
I like to go to school.  
I like to play with friends, I like to sing new songs,  
Our school is such a happy place,  
I like to go to school.

### **Sing the WHAT IS YOUR NAME? song (to the tune of *Frere Jacques*):**

What is your name, what is your name,  
Tell us please, tell us please,  
We would like to meet you, we would like to meet you,  
What's your name? What's your name?

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## **WHAT DID YOU LEARN TODAY? POEM**

- Identify **rhyming word pairs**: **trick/quick** (e.g., **sick, Dick, tick, click, thick**).
- Identify **green/keen** (e.g., **lean, mean, seen, teen, queen**).
- **Science lesson**: Have students **draw 7 arches** on drawing paper to create their own rainbow.
  - Use the required colors: **red, orange, yellow, green, blue, indigo, and violet**.
  - Explain **ROY G. BIV** as a memory aid for the colors of the rainbow.
  - Use crayons, paint, chalk/pencils, or magic markers.
- Define the words **keen** and **impressed**.

### **Sing this RAINBOW song (*tune of O Christmas Tree*)**

Oh bright rainbow, oh bright rainbow  
How lovely are your colors  
Oh bright rainbow, oh bright rainbow  
How lovely are your colors  
Purple, red, and orange too,  
Yellow, green, and blue so true  
Oh bright rainbow, oh bright rainbow  
How lovely are your colors

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## **MONARCH QUEEN POEM**

- **Define the concept of metamorphosis.**
- **Define the words ‘cocoon’ and ‘chrysalis.’**
- **Discuss the meanings of ‘attached’ and ‘miracle.’**
- **Science lesson**: Watch a **real caterpillar transform into a butterfly** and then release it into nature.

### **Sing this BUTTERFLY song (Tune of Twinkle Twinkle Little Star).**

Flutter, flutter, butterfly – floating in the Summer sky  
Floating by for all to see, floating by so merrily,  
Flutter, flutter, butterfly – floating in the Summer sky!

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## JOHNNY APPLESEED POEM

- Read and **display books about apples** or **Johnny Appleseed**.
  - Identify **rhyming words**: **man/plan, black/snack, name/fame, bed/head**.
  - **Math lesson**: Use apples to teach **fractions** (e.g.,  $\frac{1}{2}$  and  $\frac{1}{4}$ ). Make applesauce with the apples.
  - Define words **reputation, respected, fame, determination, befriended**.
  - Identify **short 'a' words** (**apples, man, land, snack, habit, and.**)
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## FIREMAN POEM

- Read and **display fire safety books**.
- Show **fire safety videos/DVDs**.
- Complete **fire safety color sheets** and **skill activities**.
- Identify **rhyming words**: **mask/task, shout/out, foam/home, to/do**. Have students think of other words to add to each rhyming pair.
- **Hold a practice fire drill to teach fire safety**.
- Invite a **local fire station representative** to provide a fire safety program.
- **Visit a fire station** for a field trip.
- Define the words **task** and **rescue**.
- Have students **create a fire escape route for their house**.
- Identify **compound words** (**fireman, whenever, sometimes**). Have the children make more compound words to add to the list.
- **Practice STOP, DROP, and ROLL** technique.

### Sing the FIREMAN song (tune of *Pop Goes the Weasel*)

Down the street the engine goes,  
Firemen fight the fire.  
Up the ladder with the hose, out goes the fire!

### Sing the FIRE song (tune of *Darling Clementine*).

I'm on fire!, I'm on fire! But I know just what to do,  
I will stop all of my running, drop and roll's the thing to do!

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## **HALLOWEEN PARTY POEM**

Have a Halloween party or parade in your room. Dress in costumes. Have the children exchange seats to make it harder to guess who is who.

Take individual pictures of each student in costume. Have each child write a brief story about his/her costume. Assemble the picture/stories into a class Halloween book.

### **Sing this HALLOWEEN song (tune of My Darling Clementine):**

Halloween is such a fun time,

It's not scary, not for me.

I pretend I'm someone different,

It's as fun as fun can be.

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## **POOR TOM TURKEY POEM**

- Read and display other **Thanksgiving books**.
- Identify **rhyming words** in the poem. Add to each list.
- **Make Thanksgiving turkey art projects.**
- **Write about 'something I am thankful for.'**
- **Write about alternative foods** for Thanksgiving dinner: 'What else could we eat instead of turkey for Thanksgiving dinner?'
- Define **persuade, frown, plump, spared, inkling, struttin'.**

### **Sing the TURKEY song (tune of Frere Jacques).**

Mr. Turkey, Mr. Turkey, run away, run away,

If you are not careful, you will be a mouthful on

Thanksgiving Day, Thanksgiving Day!

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## **READY FOR CHRISTMAS**

- Identify rhyming words: **year/cheer**
  - Think of other rhymes like **dear, fear, here, near, tear, set/yet, floor/door.**
  - **Write a story** about your favorite part of Christmas and **draw a picture** to go with the story.
  - **Draw a picture of your favourite Christmas cookie** and tell us what kind it is and why you like it.
  - **Create a class booklet** from students' cookie stories.
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## **SNOWY DAY FRIEND POEM**

- **Use this poem to teach sequencing:** List the **steps to build a snowman.**
- **Draw snowman pictures** for a bulletin board.
- **Read and display snowman stories.**
- Define the words '**stack**' and '**advice**.'
- Identify **rhyming words**:
  - **play/day, fight/right, hat/that, smile/while.**
- Identify **compound words**: **snowman, earmuffs, something, anything.**

### **Sing the SNOWMAN song (tune of Frere Jacques).**

Build a snowman, build a snowman,  
Big and round, big and round,  
Sun is shining on him, sun is shining on him,  
He's all gone, he's all gone!

### **Sing another snow song (tune of Do Your Ears Hang Low?).**

Who is made of snow, when the temperature is low,  
Who stands outside when the ground is cold and white,  
Who starts to melt when the warm sunshine is felt,  
Who is made of snow?

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## **GROUNDHOG DAY POEM**

- **Read and display Groundhog Day books and poems.**
- **Do Groundhog Day art projects and skills sheets.**
- **Show Groundhog Day videos.**
- **Define husky, predict, determine, burrow, instincts.**
- **Write a story about whether the groundhog will predict Spring or Winter.**

### **Sing the GROUNDHOG DAY song (tune of Frere Jacques).**

Sleeping groundhog, sleeping groundhog,

Today's the day, today's the day,

Tell us, please, if Spring's here,

Or if Winter stays here,

Come out and play, come out and play.

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## **TEETH POEM**

- **List three reasons why people have teeth.**
- **Show dental health videos/DVDs.**
- **Read fiction and non-fiction books** on dental health.
- **Identify rhyming words** in the poem and add other rhymes.
- **Define floss, decay, cavities, relief. (Vocabulary lesson)**
- **Discuss braces** and have children share **personal stories about braces.**
- **Invite a dentist/dental hygienist** to the school to do a program on dental health.
- **Share "tooth fairy" stories** with the class.
- **Write a creative story** about an animal of their choice wearing braces. Draw a picture to go with the stories.

### **Sing the TEETH song (tune of Row Your Boat).**

Brush, brush, brush your teeth,

Til they're shiny bright,

They'll be healthy, they'll be strong, If you treat them right!

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## **SECRET VALENTINE POEM**

- Read and display **Valentine's Day books**.
- Identify **rhymes: base/lace** (e.g., **case, chase, race, face, trace, vase**) to add to the list.
  - **Art Activity:** Make **original valentines** to display as a bulletin board. Use **lace doilies, construction paper, glitter, etc.**
- **Host a Valentine's Day party** and have students **exchange valentines**.
- Define **frilly, admiration, and remains**. (**Vocabulary development**)
- Color **Valentine's Day coloring sheets** and do related art projects.

## **Sing the VALENTINE song (tune of Row, Row, Row Your Boat).**

Love, love, love your friends,  
Love them all year long,  
Especially on Valentines Day,  
As we sing along.

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## **DINOSAUR POEM**

- **Science Lesson: Do a Dinosaur unit.** Read and display **dinosaur books**.
- Define the words **enormous, stalked, tyrant, shred, fossils, extinct, carnivore, and herbivore**. (**Excellent vocabulary words**)
- **Comprehension Activity:** Design a **comprehension worksheet** to check students comprehension of the facts in this poem for factual recall.
- Allow students to bring in **dinosaur figurines, toys, or models** to create a **dinosaur display table**.
- Identify **rhyming words: king/thing and ago/know**. Think of more.
- Color **dinosaur coloring sheets** and assemble them into a class book.
- Write original **dinosaur stories and poems**. Assemble into a class book.
- Show any DVDs or videos about dinosaurs.
- Find adjectives – 'large, back legs, sharp, pointy teeth, etc..')
- Discuss why T-Rex was called Tyrant King and Brontosaurus was called Thunder Lizard.



### **Sing the DINOSAUR song (tune of Where Has My Little Dog Gone):**

Oh where, oh where did the dinosaurs go,

Oh where, oh where can they be?

They were much too big to just disappear,

It sure is puzzling to me!

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### **LUCKY LEPRECHAUN POEM**

- Read any St. Patrick's Day books you can find.
- **Geography Lesson:** Locate **Ireland** on a **map or globe**.
- **Discuss Irish traditions:**
  - Why Ireland is called the "**Emerald Isle**".
  - What **shamrocks** and **four-leaf clovers** are and symbolize.
  - **Discuss Irish legends** (e.g., pot of gold at the end of the rainbow).
- Identify **long 'e' words**: **green, stream, three, seemed, peek, cheek, leaf**.
- Identify **rhyming words**: **gold/old, peek/creek, too/shoe**. Think of other words to add to the list.
- Read the poem **in an Irish brogue** (if possible).
- Write **creative stories or poems** about **leprechauns**.
- Read and discuss the story of **The Elves and the Shoemaker**.
- Define the words **dimple, toadstool, and tattered**. (**Great vocabulary words**)
- Write a story about "**Why I Think I'm Lucky**" (e.g., parents that love me, home, family, toys). (**Good writing activity**)

### **Sing the St. PATRICK'S DAY song (tune of Mulberry Bush).**

Let's wear green and dance a jig, dance a jig, dance a jig,

Let's wear green and dance a jig,

On St. Patrick's Day!

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## **BARNYARD MORNING POEM**

- **Science Lesson:** Do a **farmyard animals unit**.
- Read **fiction and nonfiction books** about barnyard animals. Read and display them throughout your classroom.
- Each student **selects an animal to research, draws a picture, and writes a five-sentence report about the animal**.
- **Display reports** on a bulletin board.
- Identify **rhyming words: hen/pen, Bill/hill, drake/lake**. Add more rhymes to each pair.
- **Watch videos or DVDs** about farm animals.
- **Use related farm animal coloring or skill sheets**.
- **Field Trip:** Visit a **real farm** and match **baby animals with their parents**.
- Identify **verbs: cluck, moo, bleat, baa, oink, quack, crow**.
- **Do farm animal related art projects**.

## **Sing the FARM ANIMALS song (tune of Twinkle Twinkle Little Star).**

Chickens, kittens, piglets too,  
Donkeys, horses, cows that moo,  
Fish that swim down in the pond,  
Ducklings quacking all day long,  
All these animals you can see,  
If you go to the farm with me.

- Find the **short 'i' words in the poem: big, chicks, drink, little, kids, hill, piglets**.

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## **COLORING EASTER EGGS POEM**

- **Easter-themed Art Activity:** Read and display **Easter books** in your classroom.
- **Hard-boil eggs** and decorate them using **food coloring and Q-tips**.
- **Egg Hunt Activity:** Hide **plastic eggs** inside or outside on the playground.
- Identify **rhyming words: dry/dye, name/same, sweet/treat**. Think of other words to add to each list.
- Find **adjectives: colored eggs, lively colors, pretty sight**.

**Sing the EASTER song (tune of Jingle Bells).**

Easter eggs, Easter eggs,  
Eggs of orange and blue,  
Here are lots of colored eggs, all for me and you.  
Chocolate eggs colored brown,  
Jelly beans, bright green,  
Aren't these most lovely eggs  
That you have ever seen?

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**CAN'T MAKE UP MY MIND POEM**

- **Art & Writing Activity:**
    - Draw a picture of **your favorite ice cream flavor** in a cone or a dish.
    - **Write a story** about the flavor and why you like it.
  - **Host an Ice Cream Day** in May on a hot day. (Teachers could bring in fudgesicles or freezie pops for a recess treat.)
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**BIG BARNEY POEM**

- **Read and display books about clowns.**
- **Color clown-themed sheets.**
- Identify **rhyming words**: **nose/clothes, clown/town**. Add to them.
- Find **adjectives**: **curly, orange wig, black, rubber nose**.
- **Host a Clown Dress-Up Day** at school.
  - Draw a **funny or sad clown** picture and display it.
  - Make a bulletin board or class book.
- **Write an original clown-themed story or poem.**
- **Field Trip Idea**: Consider visiting a **circus**.

**Sing the CLOWN song (tune of Little Teapot).**

I'm a funny clown, as you can see,

Here is my tummy, fat as can be,

I can do tricks down on one knee,

Just around and look at me!

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**CIRCUS POEM**

- **Read and display Circus books** in the classroom.
- Identify **rhyming words: pair/air**. Add others to the list.
- Identify **"r" blends: crowd, trapeze, tricks, strong**.
- Define the words: **juggler, trapeze, acrobat, and stunts**. (**Vocabulary Expansion**)
- **Color circus-themed sheets** and complete **circus art projects**.
- **Field Trip:** Visit a **real circus**.
- **Creative Writing Activity:** Pretend to be a circus performer.
  - Draw a **self-portrait** as a **circus character**.
  - Write a **story about your role in the circus**.
  - Display in a **bulletin board or class book**.

**Closing Note**

All the activities in this packet have been prepared by **Patricia Herber** to be used with my book, *Butterflies, Bears, and Other Poems for Children*.

I hope you will find them fun and meaningful as you try them out with your child and/or students.