

Activities to support comprehension & fluency!

# POEM OF THE WEEK



A blue spiral-bound notebook with a green page containing a 'Poem of the Week' worksheet. The page is titled 'Poem of the Week: Wednesday' and includes the following sections:

- Today's Focus:** Visualize the poem. Today the goal is to create a mental image or mind movie of the poem. Think about what you would see and hear if you were the speaker in the poem.
- Describe:** If you were the speaker, what would you see? (with a 'See' arrow) and hear? (with a 'Hear' arrow).
- Pick One:** Which line helps you visualize the scene? (with a line of 10 circles).
- List Descriptive Details:** List out all the words and phrases the author included to help you 'see' the poem.
- Sketch It Out...** Think about what you visualize during the beginning, middle, and end of the poem. Using the space below, draw (and label) important details from each part of the poem. (with sections for 'Beginning:', 'Middle:', and 'End:').

A pink pen is resting on the page. The bottom left corner of the page has the text '©The Urban Teacher Company'.

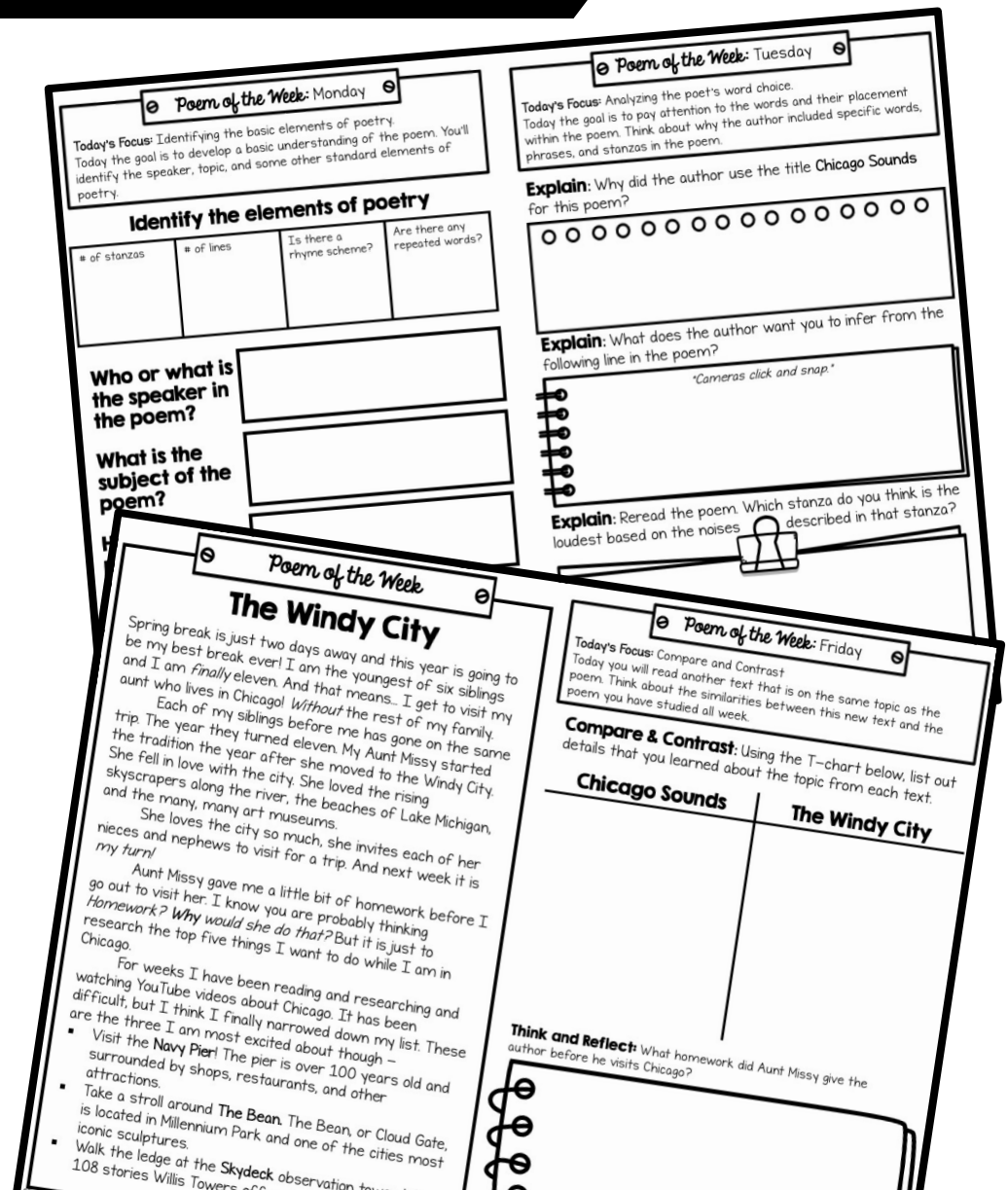


# WHAT'S INCLUDED?

INCLUDES 10 POEM OF THE WEEK BOOKLETS

Each Booklet Includes:

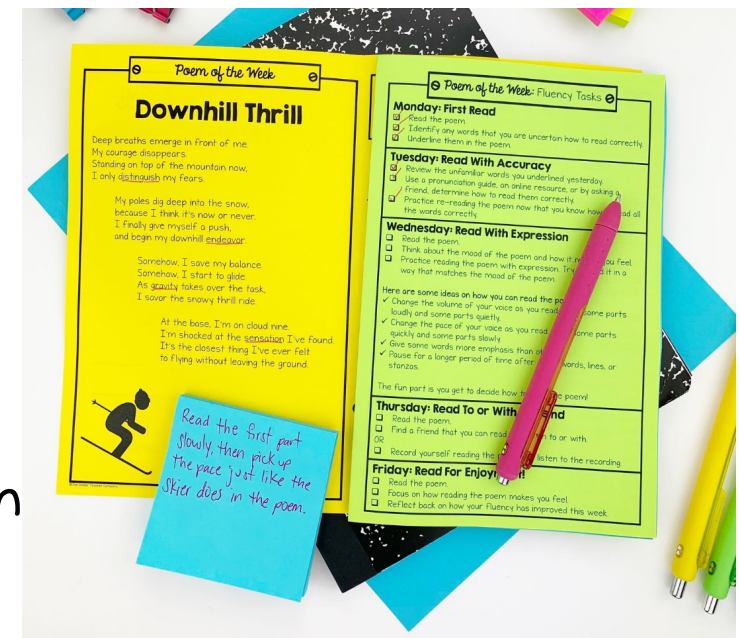
- ★ Weekly Poem
- ★ Fluency Checklist
- ★ Additional Text to Compare/Contrast
- ★ Daily Questions/Prompts
- ★ Answer Key
- ★ Teacher Guide



# HOW CAN I USE THIS IN MY CLASSROOM?

There are so many ways you can use this resource in your classroom:

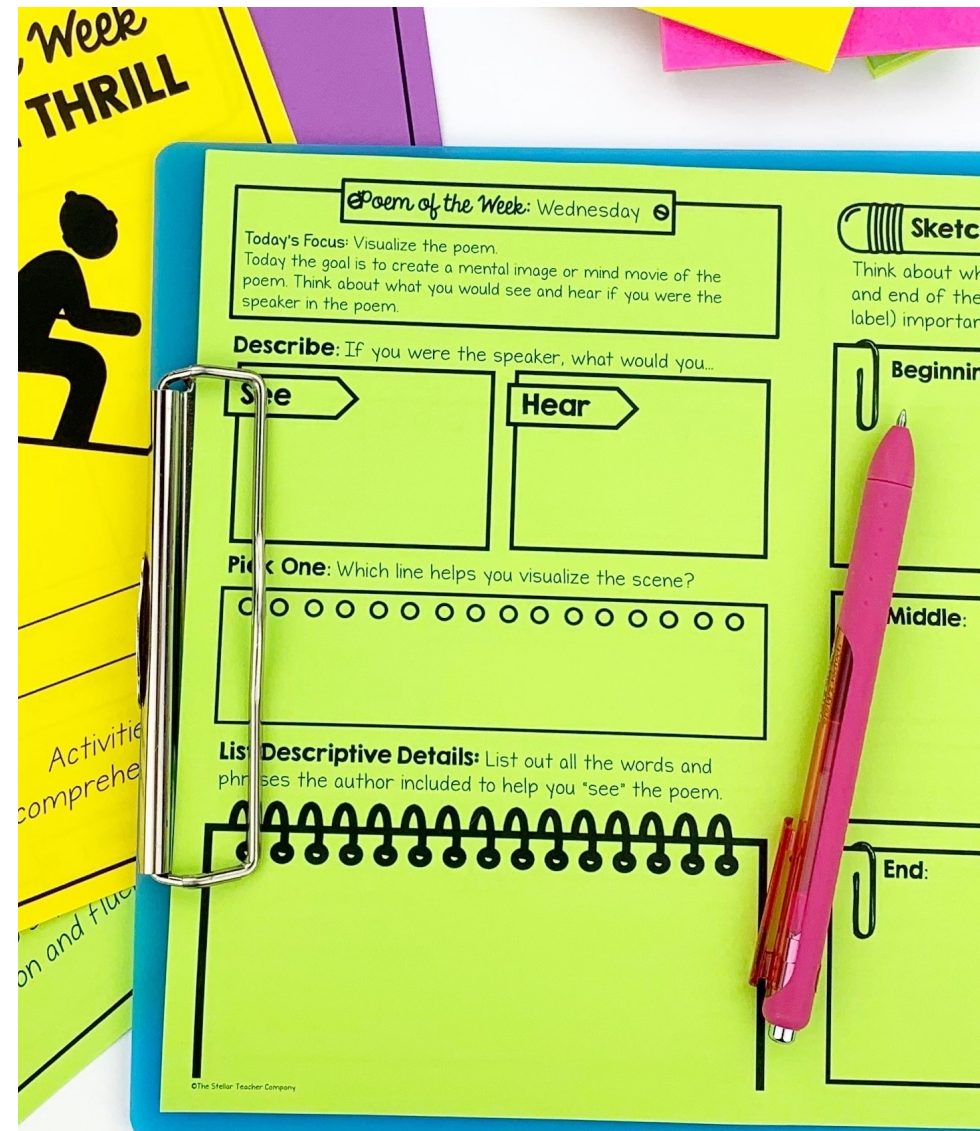
- Use as a reading warm-up or part of your morning activity to introduce students to poetry.
- Use poem of the week as the main text and set of activities for your poetry unit.
- Use as a reading center. Activities support comprehension and fluency and students love reading the poems!
- Use as a fun way to do test-prep. The paired passage will help students become familiar with reading and comparing poetry to other texts.



# QUICK & EASY ROUTINE

Poem of the week takes just 10–15 minutes each day. And it's a super low-prep resource for you. Just print out the booklet each week and you're ready to teach.


- Monday: Identify the basic elements of poetry.
- Tuesday: Analyze word choice.
- Wednesday: Visualize the poem.
- Thursday: DIG DEEP (consider speaker's POV, find the theme, summarize)
- Friday: Compare to another text.



# A LOOK INSIDE...

\* 10 POEM OF THE WEEK BOOKLETS INCLUDED

*Poem of the Week*  
**CHICAGO SOUNDS**



Name: \_\_\_\_\_  
Date: \_\_\_\_\_

*Activities to support comprehension and fluency.*

*Poem of the Week*


**Chicago Sounds**

Wind shrieks from Lake Michigan.  
The El-train thumps a beat.  
Airplanes roar above 'scrapers.  
Car horns blast the streets.

The bellman's whistle pierces ears.  
Engines rev and roar.  
Musicians blow on corners.  
Bells jingle on shop doors.

Dogs yap at the pigeons.  
Their wings pulse as they flap.  
Sirens echo through the air.  
Cameras click and snap.

Steam hisses from the manholes.  
Underground subways drone.  
Construction hammers palpitate,  
in Chicago, my sweet home.



Each week students will read a different poem. Poems are written in different styles and on topics kids will love.

Each week there is a fluency checklist students can use to help build their fluency as they read.

There is also a bonus word study activity connected to the poem.

*Bonus Activities: Word Study*

**Sound Word Scramble**

In this poem, the author uses a lot of words to describe the sounds of Chicago. Unscramble the words below to spell out actual sound words used in the poem.

Scrambled Word	Actual Word
shpmut	
eliwhts	
naps	
erond	
shises	
glejni	
kissrhe	
kclci	
slabts	

*Poem of the Week: Fluency Tasks*

**Monday: First Read**

- Read the poem.
- Identify any words that you are uncertain how to read correctly.
- Underline them in the poem.

**Tuesday: Read With Accuracy**

- Review the unfamiliar words you underlined yesterday.
- Use a pronunciation guide, an online resource, or by asking a friend, determine how to read them correctly.
- Practice re-reading the poem now that you know how to read all the words correctly.

**Wednesday: Read With Expression**

- Read the poem.
- Think about the mood of the poem and how it makes you feel.
- Practice reading the poem with expression. Try to read it in a way that matches the mood of the poem.

Here are some ideas on how you can read the poem:

- ✓ Change the volume of your voice as you read. Read some parts loudly and some parts quietly.
- ✓ Change the pace of your voice as you read. Read some parts quickly and some parts slowly.
- ✓ Give some words more emphasis than others.
- ✓ Pause for a longer period of time after some words, lines, or stanzas.

The fun part is you get to decide how to read the poem!

**Thursday: Read To or With a Friend**

- Read the poem.
- Find a friend that you can read the poem to or with.

OR

- Record yourself reading the poem and listen to the recording.

**Friday: Read For Enjoyment!**

- Read the poem.
- Focus on how reading the poem makes you feel.
- Reflect back on how your fluency has improved this week.

# A LOOK INSIDE...

\* 10 POEM OF THE WEEK BOOKLETS INCLUDED

**Poem of the Week: Monday**

**Today's Focus:** Identifying the basic elements of poetry. Today the goal is to develop a basic understanding of the poem. You'll identify the speaker, topic, and some other standard elements of poetry.

**Identify the elements of poetry**

# of stanzas	# of lines	Is there a rhyme scheme?	Are there any repeated words?

**Who or what is the speaker in the poem?**

**What is the subject of the poem?**

**How does the poem make YOU feel?**

**Did you enjoy reading this poem? Explain.**

Yes

No!

**Poem of the Week: Tuesday**

**Today's Focus:** Analyzing the poet's word choice. Today the goal is to pay attention to the words and their placement within the poem. Think about why the author included specific words, phrases, and stanzas in the poem.

**Explain:** Why did the author use the title *Chicago Sounds* for this poem?

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

**Explain:** What does the author want you to infer from the following line in the poem?

*"Cameras click and snap."*

**Explain:** Reread the poem. Which stanza do you think is the loudest based on the noises described in that stanza?

←

Monday: Students will identify the speaker, topic, and other basic elements of poetry.

Tuesday: Students will analyze word choice and look at specific words, lines, and stanzas in the poem.

→

Wednesday: Students will pay attention to the descriptive details in the poem. They will think about what the speaker sees, hears, smells, and feels as they create a mental movie of the poem.

**Poem of the Week: Wednesday**

**Today's Focus:** Visualize the poem. Today the goal is to create a mental image or mind movie of the poem. Think about what you would see and hear if you were the speaker in the poem.

**Describe:** If you were the speaker, what would you...

<b>See</b>	<b>Hear</b>

**Pick One:** Which line helps you visualize the scene?

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

**List Onomatopoeia:** List out 5 of the "sound" words and phrases the author included to help you "hear" the poem.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

**Sketch It Out...**

Think about what you visualize in each stanza of the poem. Using the space below, draw (and label) important details that describe the setting in each stanza of the poem.

**Stanza 1:**

**Stanza 2:**

**Stanza 3:**

**Stanza 4:**

# A LOOK INSIDE...

\* 10 POEM OF THE WEEK BOOKLETS INCLUDED

**Poem of the Week: Thursday**

**Today's Focus: Critical Thinking**  
Today's goal is to dig deep into the poem. By now you have a basic understanding of the poem, so it's time to think deeper. You'll make inferences about the speaker and identify the theme of the poem.

❖ What is 1 thing the poet TELLS you about the speaker?      ❖ What text evidence supports your answer?

❖ What is 1 thing you can INFER about the speaker?      ❖ What text evidence supports your inference?

**Speaker's POV** Describe the speaker's point of view? What are they experiencing in the poem? What is their opinion on the subject?

**Time to Think Deeper...**  
Use everything you know and have inferred about the speaker to identify a possible theme for the poem. Then summarize the poem.

What is a possible theme for the poem?

**Summarize the Poem:** Share the most important details about the speaker and the subject of the poem.

**Challenge Time!**  
Consider a different setting. What if the speaker in this poem lived on a farm instead of a city? What are some of the sounds they might describe in the poem?

Thursday: Students will make inferences about the speaker. Think about the speaker's point of view, identify the theme, and summarize the poem.

This day really helps students learn how to analyze and understand poetry.

Friday: Each week students get an additional passage on the same topic as the poem. Students can compare and contrast the poem and the text. This helps build their critical thinking skills.

**Poem of the Week**

**The Windy City**

Spring break is just two days away and this year is going to be my best break ever! I am the youngest of six siblings and I am *finally* eleven. And that means... I get to visit my aunt who lives in Chicago! *Without* the rest of my family.

Each of my siblings before me has gone on the same trip. The year they turned eleven. My Aunt Missy started the tradition the year after she moved to the Windy City. She fell in love with the city. She loved the rising skyscrapers along the river, the beaches of Lake Michigan, and the many, many art museums.

She loves the city so much, she invites each of her nieces and nephews to visit for a trip. And next week it is *my turn!*

Aunt Missy gave me a little bit of homework before I go out to visit her: I know you are probably thinking *Homework? Why would she do that?* But it is just to research the top five things I want to do while I am in Chicago.

For weeks I have been reading and researching and watching YouTube videos about Chicago. It has been difficult, but I think I finally narrowed down my list. These are the three I am most excited about though -

- Visit the **Navy Pier!** The pier is over 100 years old and surrounded by shops, restaurants, and other attractions.
- Take a stroll around **The Bean.** The Bean, or Cloud Gate, is located in Millennium Park and one of the cities most iconic sculptures.
- Walk the ledge at the **Skydeck** observation tower. With 108 stories Willis Towers offers incredible city views!

**Poem of the Week: Friday**

**Today's Focus: Compare and Contrast**  
Today you will read another text that is on the same topic as the poem. Think about the similarities between this new text and the poem you have studied all week.

**Compare & Contrast:** Using the T-chart below, list out details that you learned about the topic from each text.

Chicago Sounds	The Windy City

**Think and Reflect:** What homework did Aunt Missy give the author before he visits Chicago?

LET'S CONNECT!

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