



# Poetry for Children Lapbook

by [Homeschool Helper  
Online](http://www.HomeschoolHelperOnline)

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Library List:

*Poetry Speaks to Children* Edited by Elise Paschen  
*Where the Sidewalk Ends* by Shel Silverstein

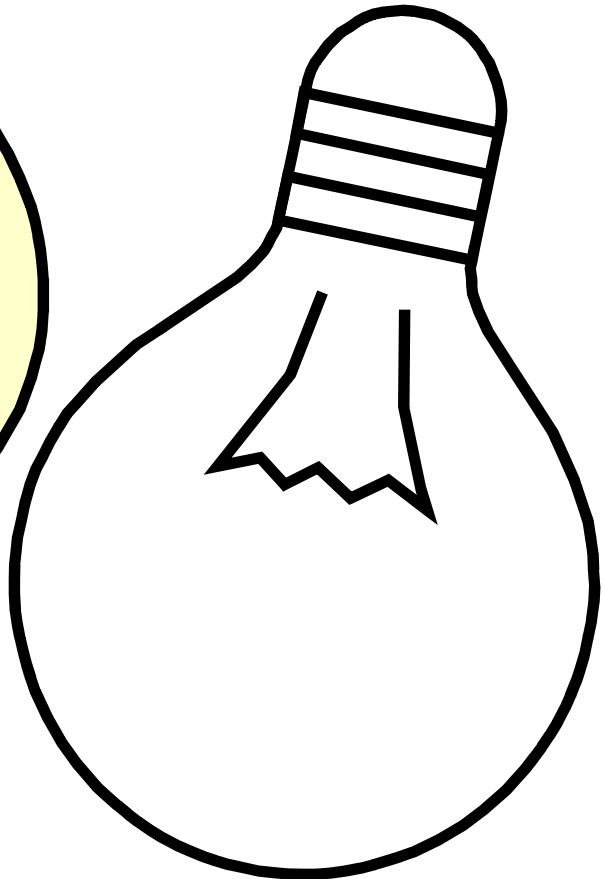
Websites:

[Teaching Poetry to Children](#)

[Shel Silverstein](#)

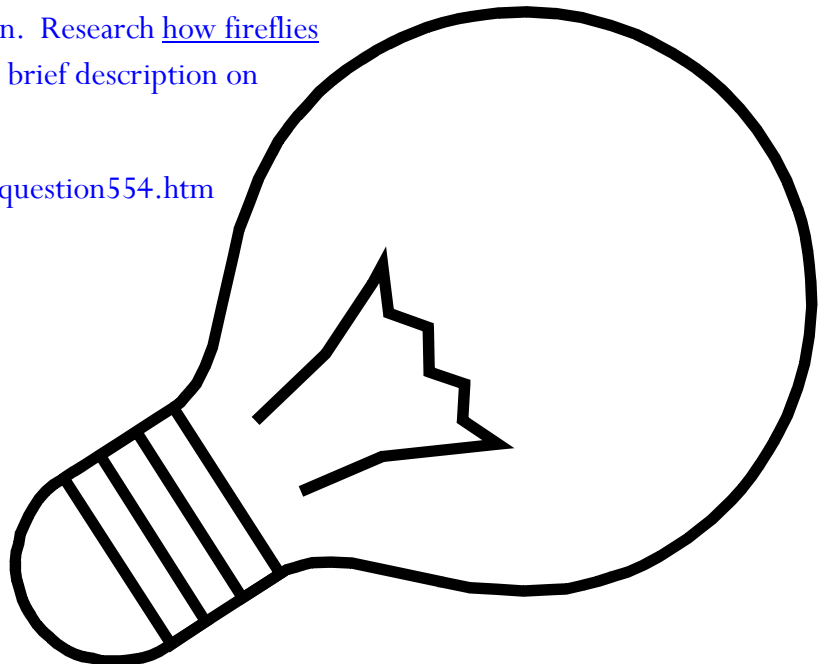
[Poets](#)

# The Quarrel by Maxine Kumin



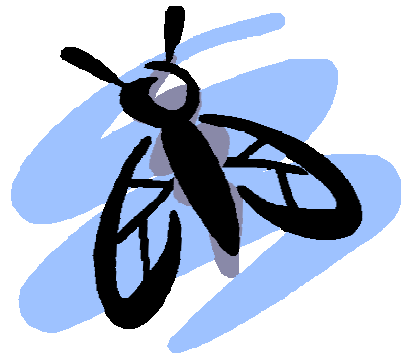
Read "The Quarrel" by Maxine Kumin. Research [how fireflies light up](http://science.howstuffworks.com/question554.htm), and have the student write a brief description on the blank lightbulb. Staple together.

<http://science.howstuffworks.com/question554.htm>



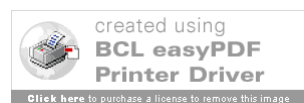
Why do Lightningbugs Light Up?	What do Lightningbugs Eat?	Are lightningbugs bugs? Are fireflies flies? Are glowworms worms?

Cut along solid lines. Fold on dotted line in half. Fold each side



**Read** about lightningbugs, fireflies and glowworms and answer these questions inside the flaps.

<http://www.dnr.state.wi.us/org/caer/ce/EEK/critter/insect/firefly.htm>



# The Adventures of Isabel by Ogden Nash

Vocabulary. Cut along solid lines. Fold on dotted lines. Student write definitions under flaps.



Ravenous

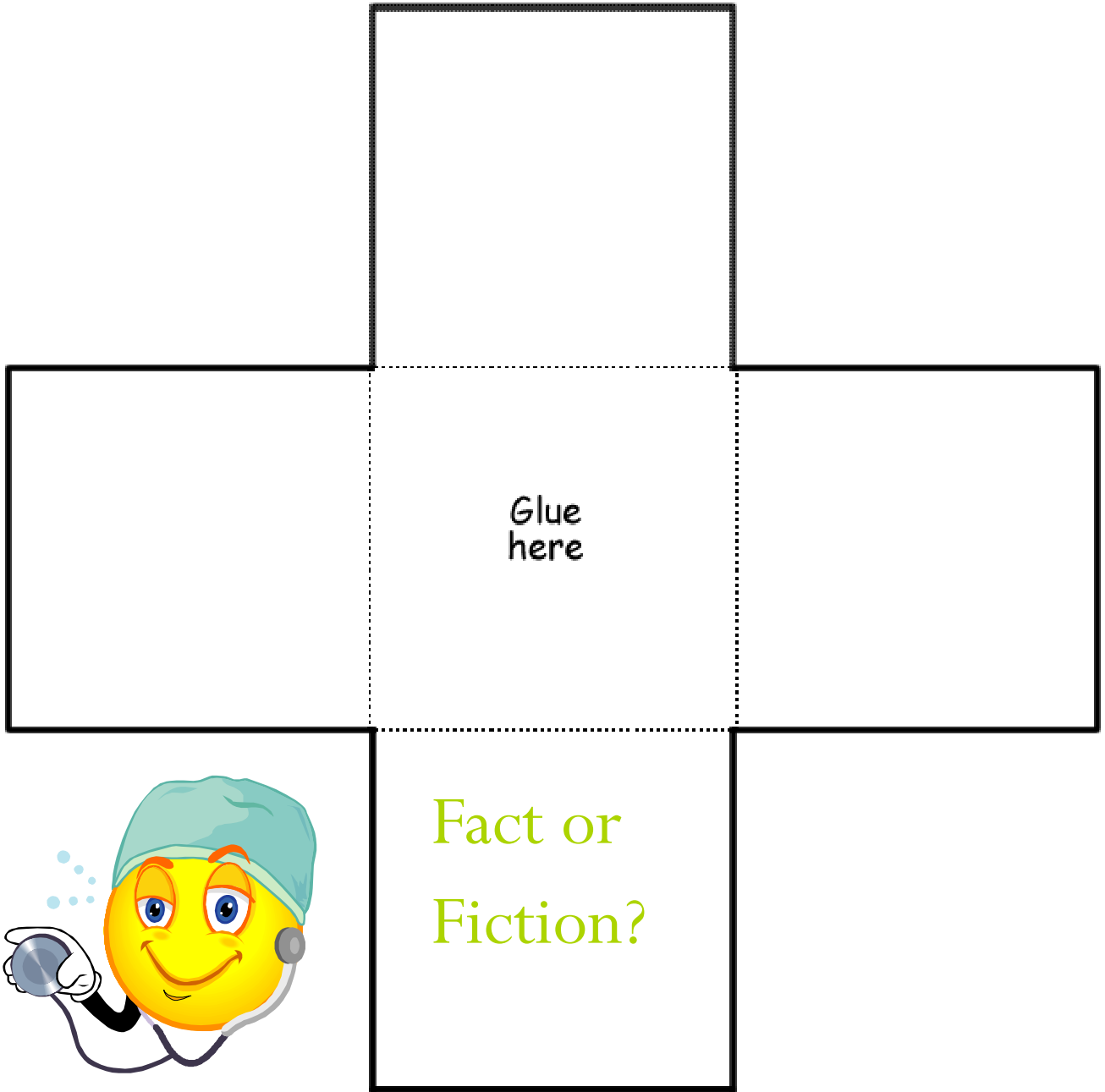
Cavernous

Rancor

Zwieback

Satchel

Concoctor



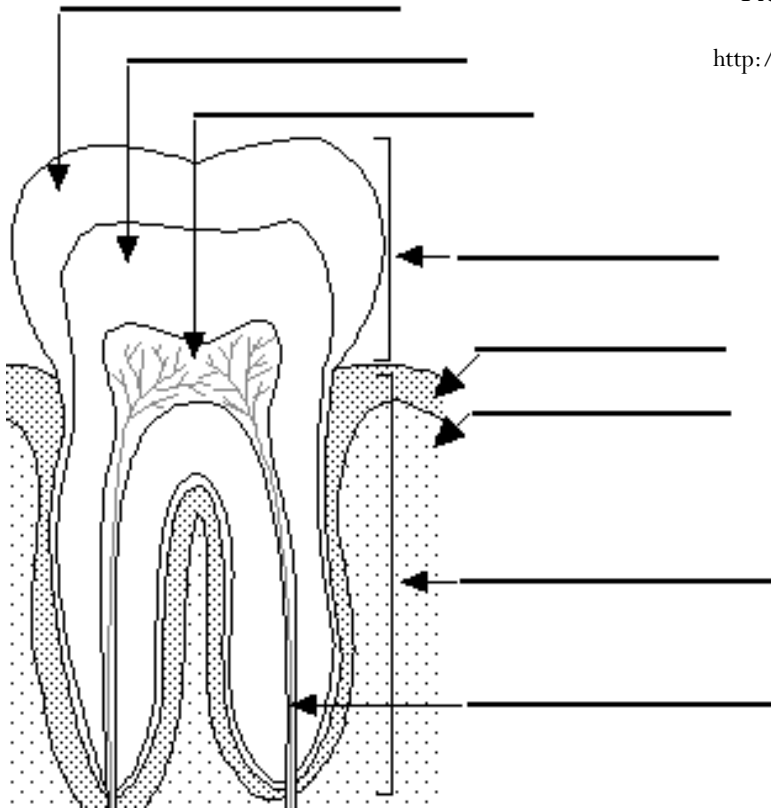
Cut along outside edges. Fold both sides under on dotted lines. Fold bottom under on dotted lines. Fold the top under and flip it over.

Have the student draw a picture of one of the “creatures” Isabel meets under each flap. Have them write whether the creature is real or imaginary.

# The Dentist and the Crocodile by Roald Dahl

Read about your teeth [here](#)

<http://www.stemnet.nf.ca/CITE/teeth.pdf>



Label the parts of a tooth.

Tooth Fairy  
Rhyme

Yesterday I lost a tooth  
When I ate a lime.  
The tooth fairy came last night  
And she left me a \_\_\_\_\_.

Yesterday I lost a tooth

When I ate a pickle.

The tooth fairy came last night

And she left me a

\_\_\_\_\_.

Yesterday I lost a tooth

Just like cousin Jenny.

The tooth fairy came last night

And she left me a

\_\_\_\_\_.

Yesterday I lost a tooth

It fell on my collar.

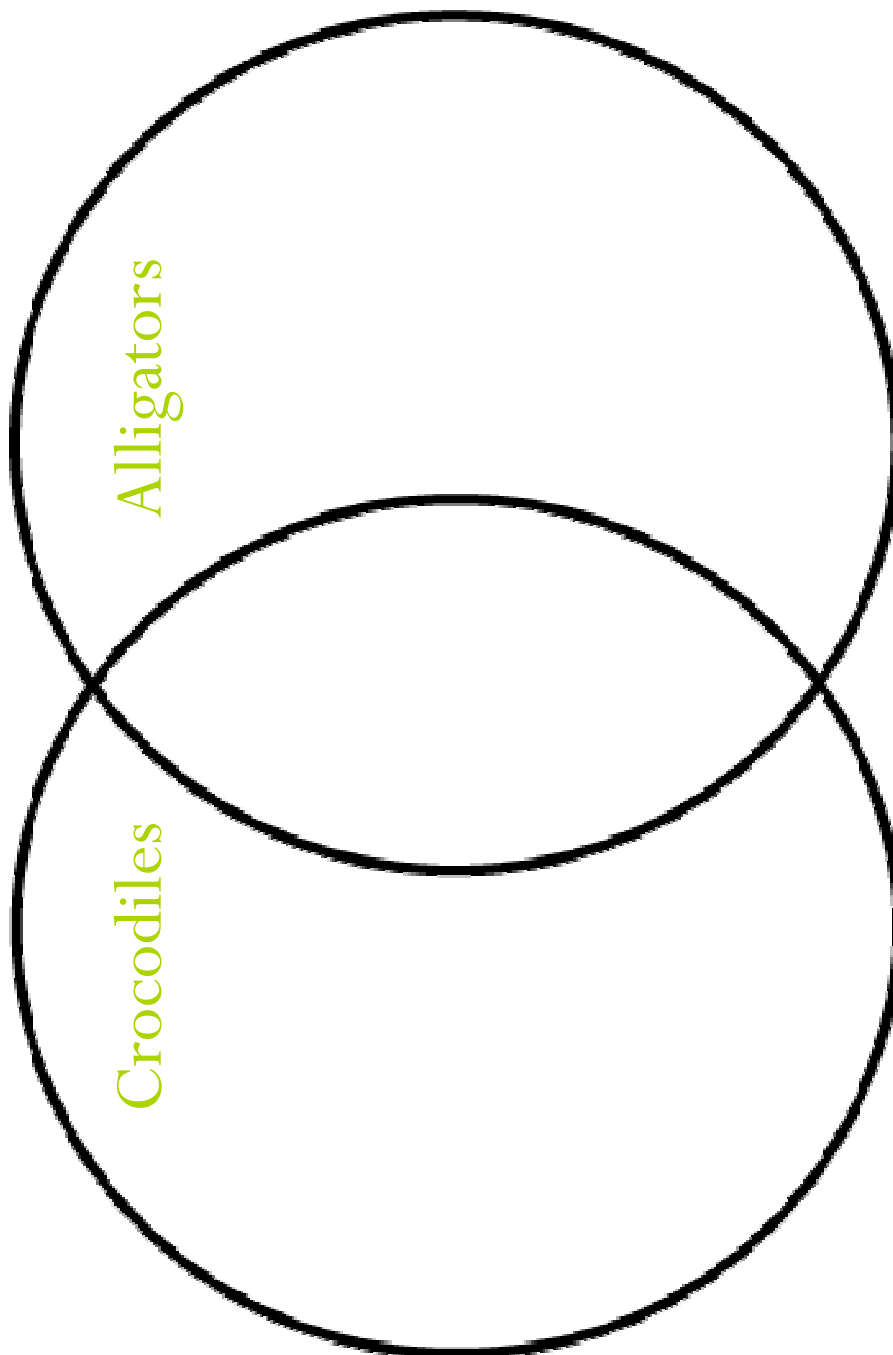
The tooth fairy came last night

And she left me a \_\_\_\_\_.

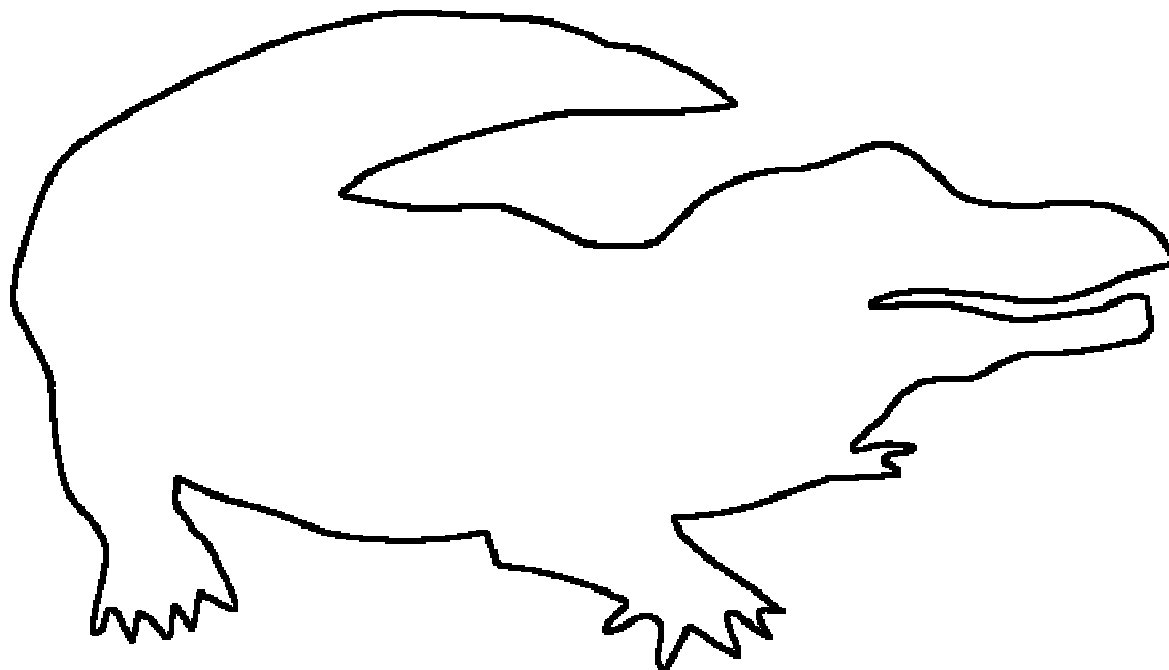
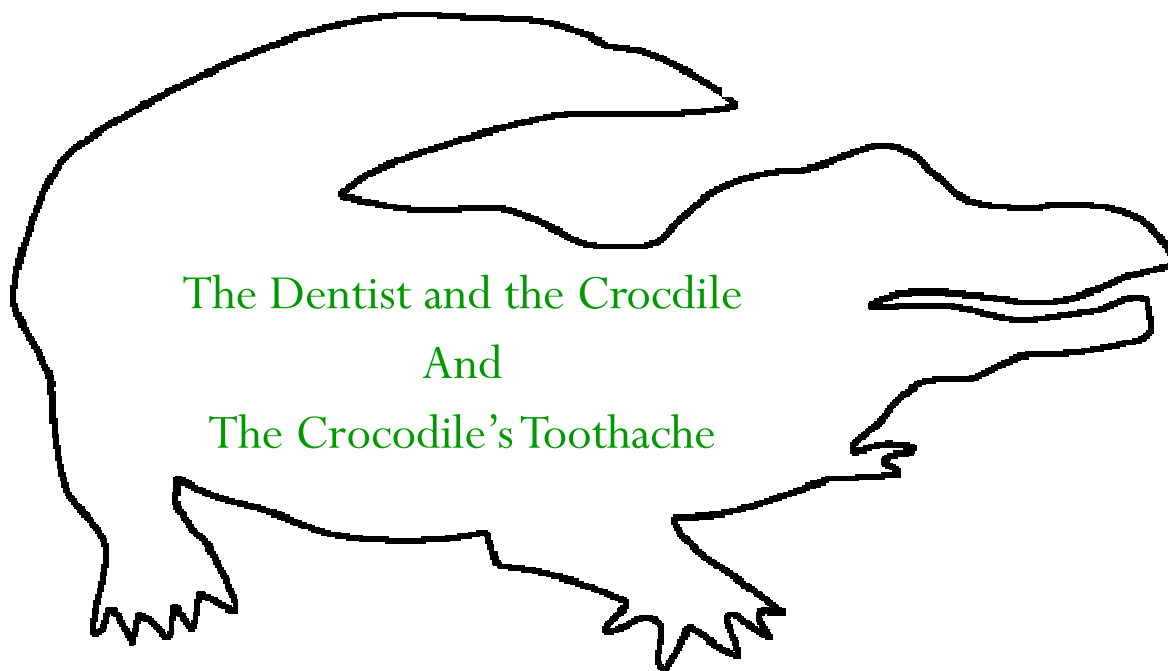




Find out the differences and similarities for alligators and crocodiles. Make a Venn diagram to organize the information.



Read Shel's Silverstein's poem "The Crocodile's Toothache." Compare the 2 poems and write your results in the booklet below. Which one do you like better and why?



# Jabberwocky by Lewis Carroll

## Jabberwocky

'Twas **brillig**, and the **slithy toves**  
Did **gyre** and **gimble** in the **wabe**;  
All **mimsy** were the **borogoves**,  
And the **mome raths outgrabe**.

"Beware the **Jabberwock**, my son!  
The jaws that bite, the claws that catch!  
Beware the **Jubjub** bird, and shun  
The **frumious Bandersnatch!**"

He took his **vorpal** sword in hand:  
Long time the **manxome** foe he sought--  
So rested he by the **Tumtum** tree,  
And stood awhile in thought.

And as in **uffish** thought he stood,  
The **Jabberwock**, with eyes of flame,  
Came **whiffling** through the **tulgey** wood,  
And **burbled** as it came!

One, two! One, two! And through and  
Through  
The **vorpal** blade went **snicker-snack!**  
He left it dead, and with its head  
He went **galumphing** back.

"And hast thou slain the **Jabberwock**?  
Come to my arms, my **beamish** boy!  
O **frabjous** day! **Callooh! Callay!**"  
He chortled in his joy.

'Twas **brillig**, and the **slithy toves**  
Did **gyre** and **gimble** in the **wabe**;  
All **mimsy** were the **borogoves**  
And the **mome raths outgrabe**.



# Jabberwocky

Cut out all boxes along solid outer lines. Stack them together with the biggest on the bottom and the smallest on top.

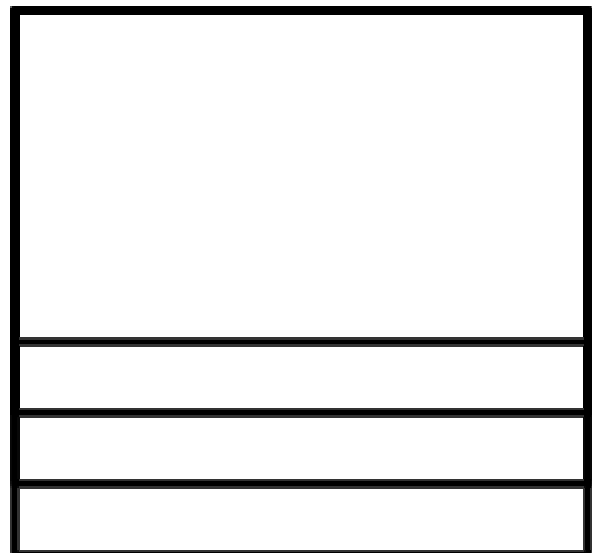
Verbs

Find all of the nonsense words in the poem "Jabberwocky" and determine which part of speech they are. Write them in the layered book.

Nouns

This is what the finished book should look like.

Adjectives



# JABBERWOCKY



You just thought Mad Libs were fun— who knew they are really grammar! Replace the nonsense word in “Jabberwocky” with words of your own to create a new poem.

(*adjective*)  
(*adjective*)  
(*plural noun*)  
(*verb*)  
(*verb*)  
(*noun: place*)  
(*adjective*)  
(*plural noun*),  
(*adjective*)  
(*plural noun*)  
(*verb*).  
(*noun "a"*)  
(*noun*),  
(*adjective*)  
(*noun*)  
(*adjective "a"*)  
(*noun*)

(*adverb*)  
(*noun "a" again*)  
(*adverb*)  
(*adjective*)  
(*verb, past-tense*)  
(*adjective "a" again*)  
*loud sound*  
(*adverb*)  
(*noun "a" again*)  
(*adjective*)  
(*adjective*)  
(*exclamation*)  
(*different exclamation*)  
(*verb, past tense*)

'Twas (*adjective*), and the (*adjective*) (*plural noun*)

Did (*verb*) and (*verb*) in the (*noun: place*);

All (*adjective*) were the (*plural noun*),

And the (*adjective*) (*plural noun*)(*verb*).

"Beware the (*noun "a"*), my son!

The jaws that bite, the claws that catch!

Beware the (*noun*), and shun

The (*adjective*) (*noun*)!"

He took his (*adjective "a"*) sword in hand:

Long time the (*adjective*) foe he sought--

So rested he by the (*noun*),

And stood awhile in thought.

And as in (*adverb*) thought he stood,

The (*noun "a" again*), with eyes of flame,

Came (*adverb*) through the (*adjective*) wood,

And (*verb past-tense*) as it came!

**One, two! One, two! And through  
and through**

**The** (*adjective "a" again*) **blade went** (*loud  
sound*)!

**He left it dead, and with its head**

**He went** (*adverb*) **back.**

*(repeat your first stanza here)*

**'Twas** (*adjective*), **and the** (*adjective*) (*plural  
noun*)

**Did** (*verb*) **and** (*verb*) **in the** (*noun: place*);

**All** (*adjective*) **were the** (*plural noun*),

**And the** (*adjective*) (*plural noun*) (*verb*).

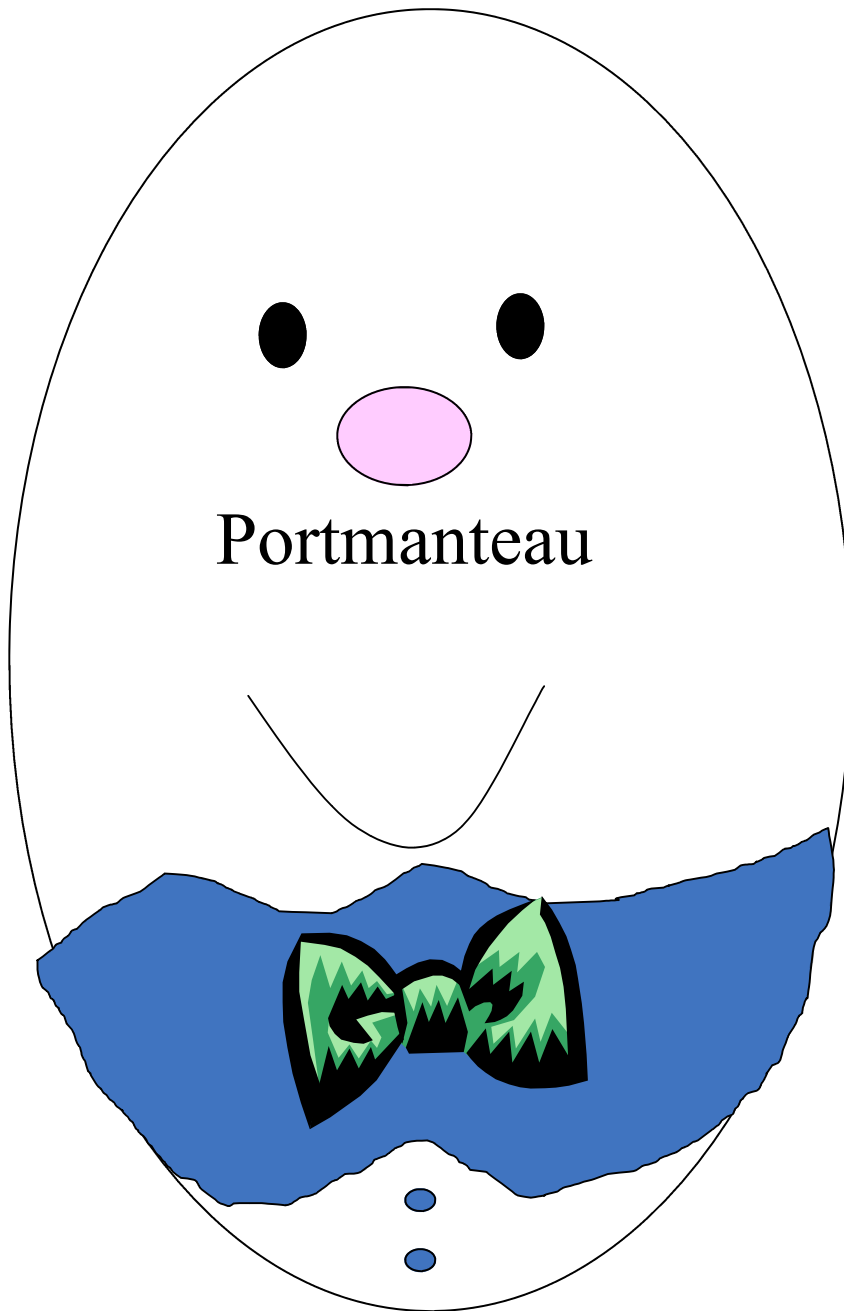
**"And hast thou slain the** (*noun "a"  
again*)?

**Come to my arms, my** (*adjective*)  
**boy!**

**O** (*adjective*) **day!** (*exclamation*)! (*different  
exclamation*)!"

**He** (*verb past tense*) **in his joy.**





**Portmanteau** a word or morpheme whose form and meaning are derived from a blending of two or more distinct forms (as *smog* from *smoke* and *fog*)

After you have tried your hand at some, check out the ones listed [here](#)

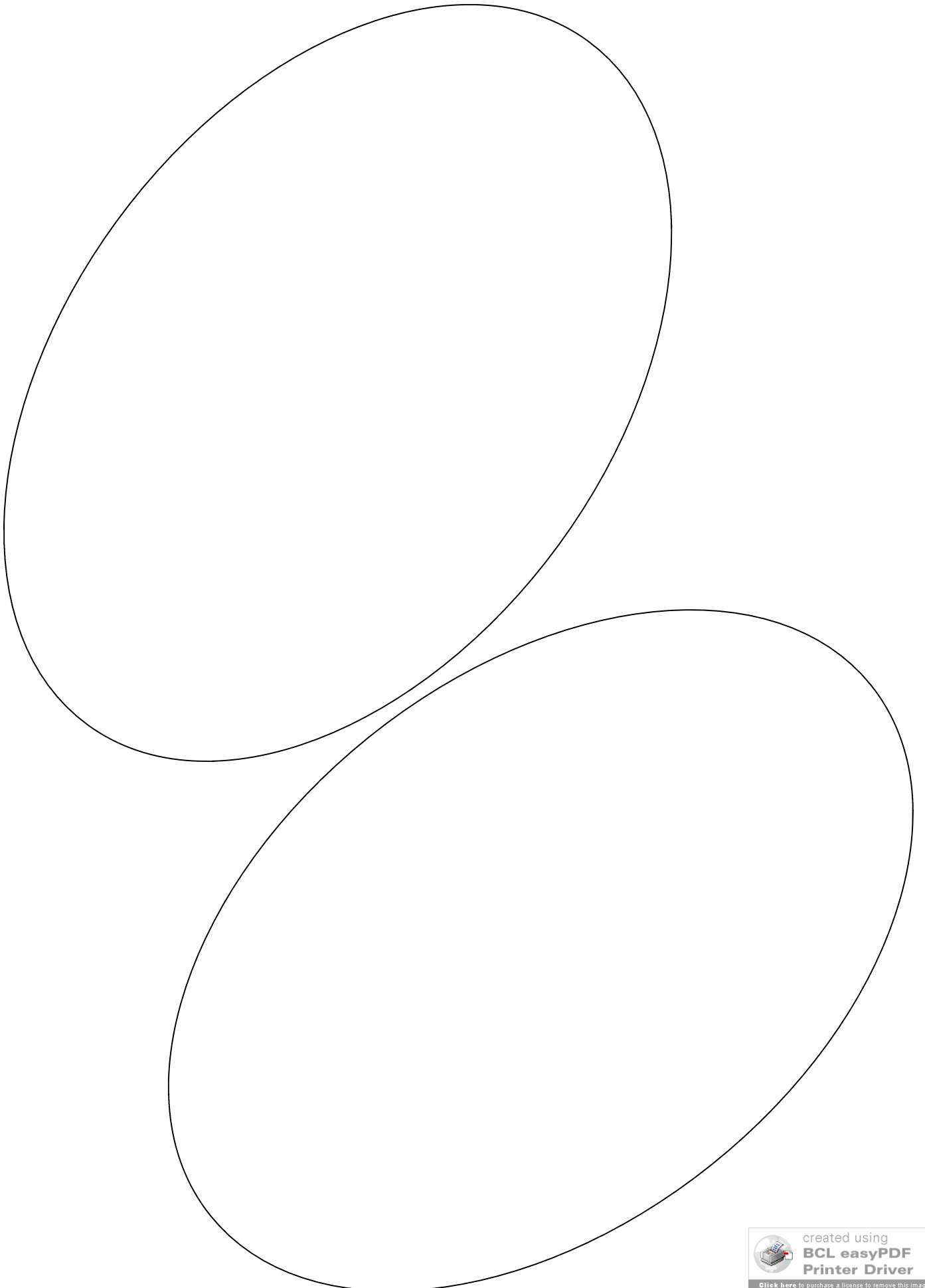
<http://users.tinyonline.co.uk/gswithenbank/portmant.htm>

<http://users.tinyonline.co.uk/gswithenbank/portmant.htm>

In *Alice in Wonderland*, Humpty Dumpty tells Alice about a word concept found in “Jabberwocky.” He explains, “Well, “*slithy*” means ‘lithe and slimy.’ .... You see it is like a portmanteau – there are two meanings packed up into one word.” A portmanteau word is one that combines parts of two different words, like “brunch.”

To play the Portmanteau Game:

- a. Read the poem “Jabberwocky.”
- b. Create a list of the portmanteau words from the poem.
- c. Make new words (i.e. “sweetly-anxious” could become “swanxious”). Other suggestions are: calm-lonely, serious-brave, thunder-nighttime, fright-quiet, fog-spring, wild-confident, dumb-puzzled, wonderful-overwhelmed.
- d. Come up with some of your own.



# The Negro Speaks of Rivers by Langston Hughes

## Where I'm From

<http://www.swva.net/fred1st/wif.htm>

I am from \_\_\_\_\_ (specific ordinary item), from \_\_\_\_\_ (product name) and \_\_\_\_\_.

I am from the \_\_\_\_\_ (home description... adjective, adjective, sensory detail).

I am from the \_\_\_\_\_ (plant, flower, natural item), the \_\_\_\_\_ (plant, flower, natural detail)

I am from \_\_\_\_\_ (family tradition) and \_\_\_\_\_ (family trait), from \_\_\_\_\_ (name of family member) and \_\_\_\_\_ (another family name) and \_\_\_\_\_ (family name).

I am from the \_\_\_\_\_ (description of family tendency) and \_\_\_\_\_ (another one).

From \_\_\_\_\_ (something you were told as a child) and \_\_\_\_\_ (another).

I am from (representation of religion, or lack of it). Further description.

I'm from \_\_\_\_\_ (place of birth and family ancestry), \_\_\_\_\_ (two food items representing your family).

From the \_\_\_\_\_ (specific family story about a specific person and detail), the \_\_\_\_\_ (another detail, and the \_\_\_\_\_ (another detail about another family member).

I am from \_\_\_\_\_ (location of family pictures, mementos, archives and several more lines indicating their worth).



*Where I'm From*

I am from \_\_\_\_\_, from  
\_\_\_\_\_ and \_\_\_\_\_.

I am from the \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am from the \_\_\_\_\_,  
the \_\_\_\_\_

I am from \_\_\_\_\_ and  
\_\_\_\_\_,  
from \_\_\_\_\_ and \_\_\_\_\_  
and \_\_\_\_\_.

I am from the \_\_\_\_\_ and  
\_\_\_\_\_.

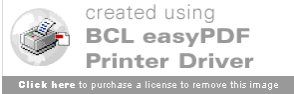
From \_\_\_\_\_ and \_\_\_\_\_.

I am from \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I'm from \_\_\_\_\_,  
\_\_\_\_\_

From the \_\_\_\_\_  
\_\_\_\_\_, the \_\_\_\_\_  
and the \_\_\_\_\_).

I am from \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Glue the title to the outside of the fan book, and glue the opposite end to the folder.

Find each river that Langston Hughes mentions on a map or a globe.

Write about each river listed in the fan book. Give the Country and Continent, as well as the size and interesting facts about this river.

Cut along  
the outer  
edges. Fold  
with a fan  
fold on the  
dotted lines.

<b>Mississippi</b>
<b>Nile</b>
<b>Congo</b>
<b>Euphrates</b>

**Rivers**

Writers

Musicians

Cut along outside solid lines. Fold on dotted lines.

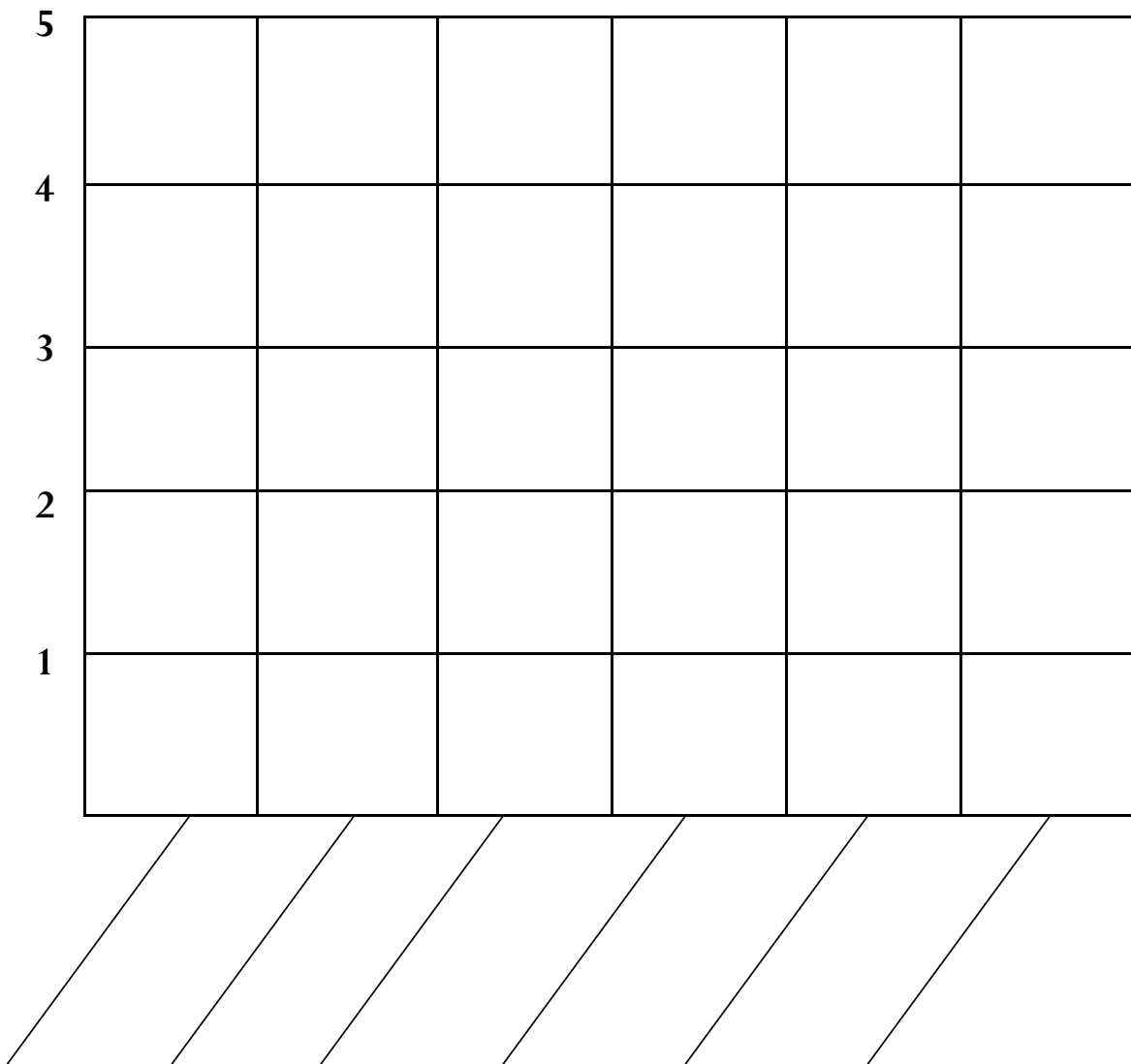
Read about the Harlem Renaissance. Write a brief description in the inside middle of the book. Write examples of the musicians and writers on the inner flaps. Glue the title on the outside cover.



# The Question by Karla Kuskin



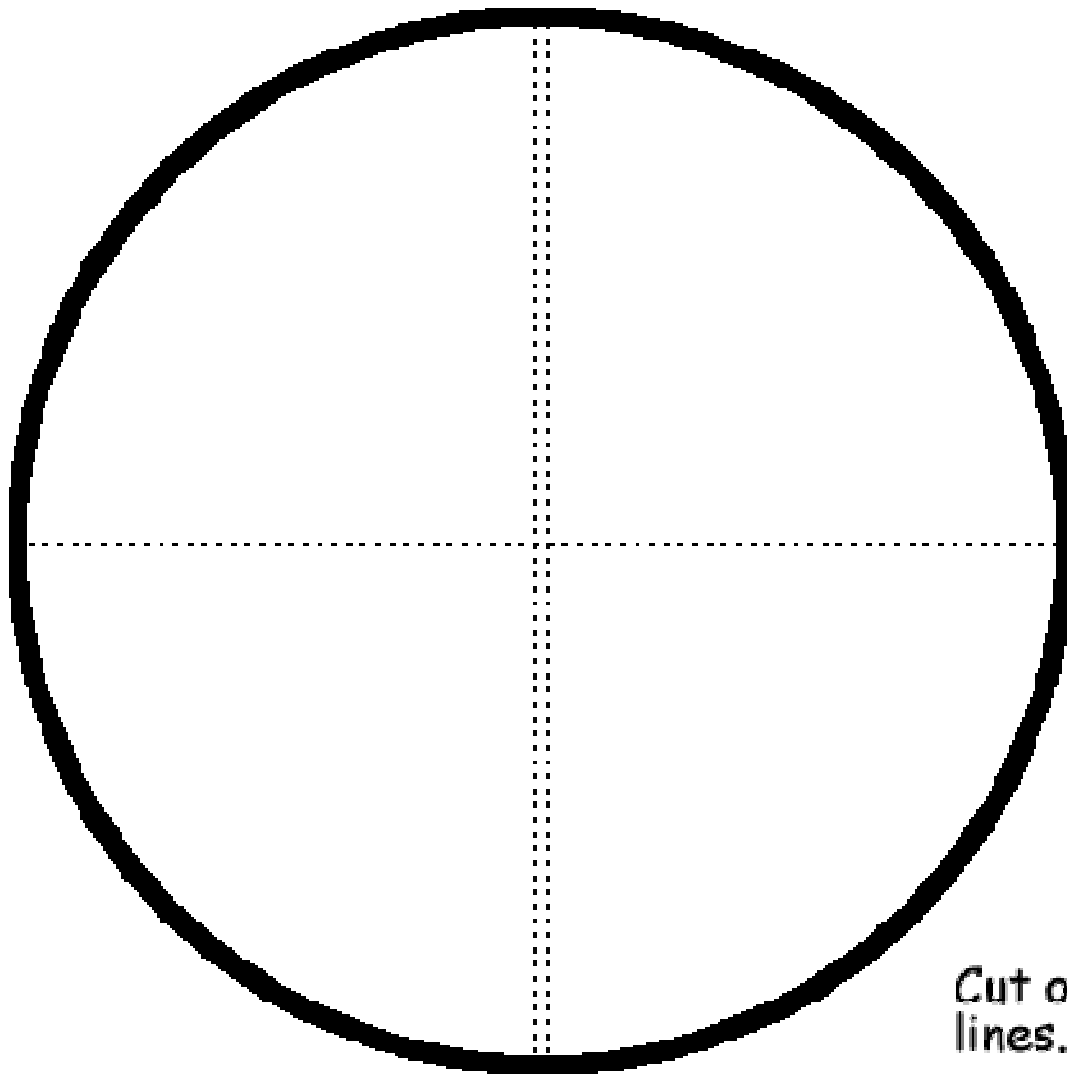
Ask several friends, relatives and siblings what they want to be when they grow up. Make a bar graph of the answers to show what is most popular. If you run out of kids to ask, you can ask adults what they wanted to be when they were younger.





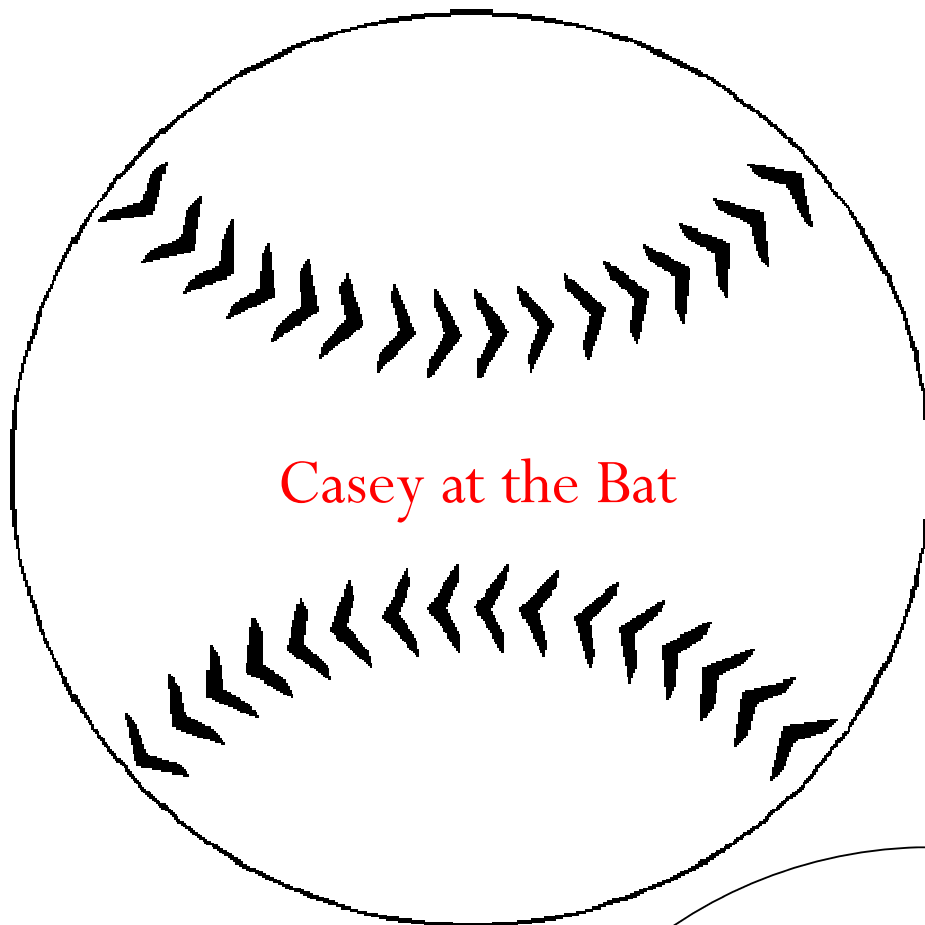


Write about what you think you would like to be when you grow up. Is your idea realistic or is it imaginary like the ideas in the poem?



Cut out along outside lines. Fold on dotted lines.

# Casey at the Bat by Ernest L. Thayer



Describe the characters from the poem  
“Casey at the Bat”

Casey

Cooney



Read the story behind the poem at:

<http://www.historybuff.com/library/refcasey.html>

**Burrows**

**Flynn**

**Blake**

**The Pitcher**

**The Umpire**



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Play baseball math at  
<http://www.funbrain.com/math/>



## What's a Batting Average

Average can mean common, ordinary, or even dull. But stick the word **batting** in front of it and average can mean exciting, talented, or even superstar. Why? Because batting averages let us judge how good a hitter is at the plate.

A batting average is a ratio. It compares the number of hits a player gets to the number of chances he had. Say you are batting for the Baltimore Orioles. You step up to the plate for the 60th time this season. Here comes the pitch... home run! It's your 20th hit of the year. What's your batting average? To find out, divide the number of hits by the number of at-bats:

$$20 \text{ hits} \div 60 \text{ at-bats} = .300$$

The answer is another way of writing 30 percent. It's the same as 30 out of 100, or 30/100. If you reduce the fraction, you get 3/10. That means you hit safely in 3 out of every 10 at-bats! Here's an example of a weaker average:

$$50 \text{ hits} \div 250 \text{ at-bats} = .200$$

A .200 average is 20% or 2 hits out of every 10 at-bats. With 3 hits out of 10 at-bats, the batting average jumps to an impressive .300.

<http://web.buddyproject.org/web012/web012/averages.htm>

Figure the batting average for each of the Muddville Players.

Player	At-bats	Hits	Batting Average
Cooney	400	112	
Barrows	350	75	
Flynn	256	51	
Jimmy Blake	262	57	
Casey	436	148	

Explore the science of baseball at

<http://www.exploratorium.edu/baseball/>

Read Abbott and Costello's "Who's on First?" skit here

<http://www.baseball-almanac.com/humor4.shtml>

Watch a video version:

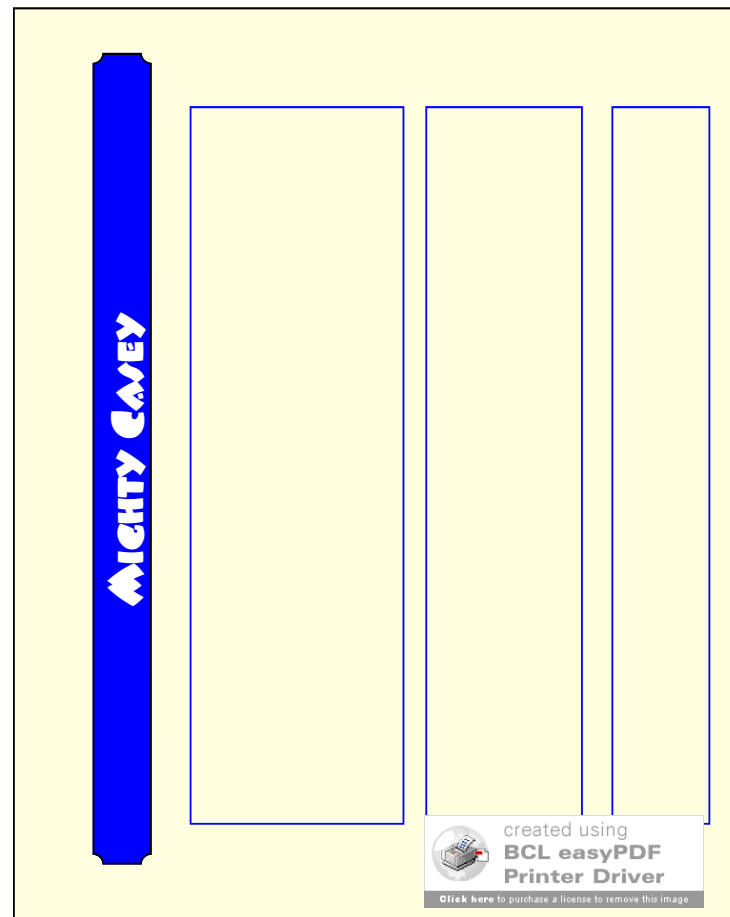
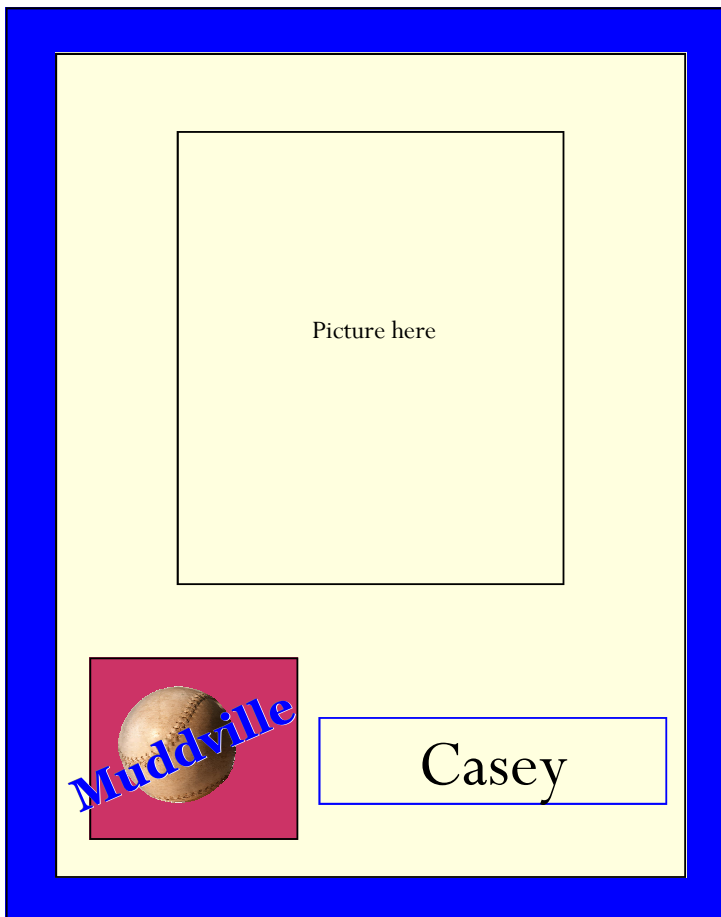
<http://www.youtube.com/watch?v=O2F0qC1-sa0>



Read "Casey's Revenge"

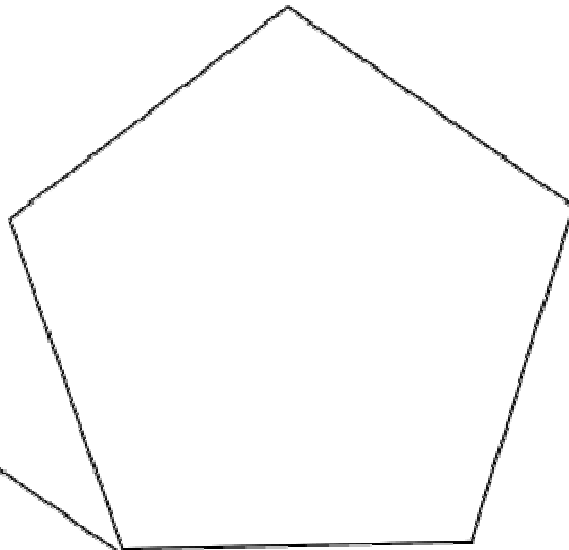
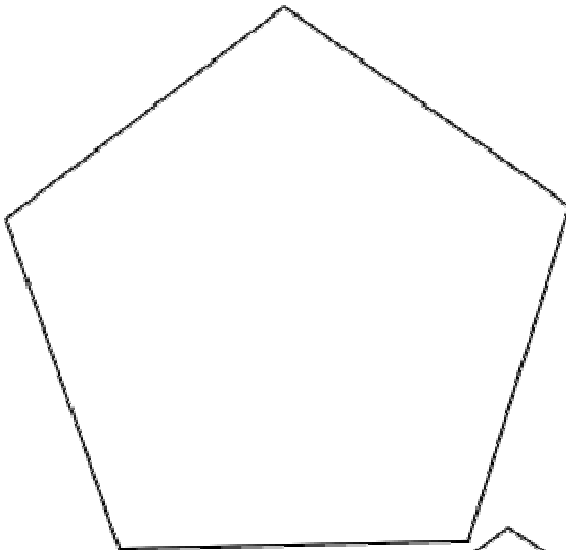
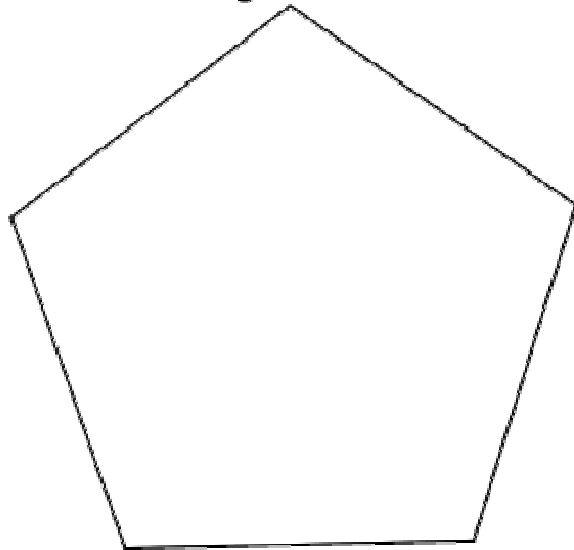
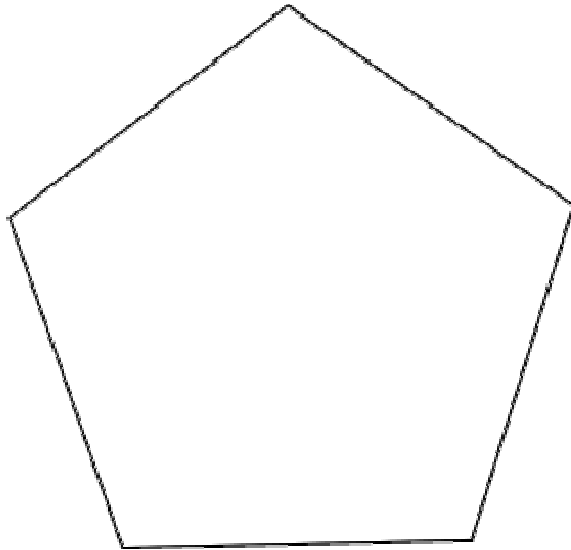
<http://www.geocities.com/Hollywood/Hills/3874/casey1.html>

Design a baseball card for Casey



# Smart by Shel Silverstein

Cut out the shapes and staple them together in a book.



**How much money  
did the boy lose  
each time?**



**Did the boy  
get a good  
deal?**

Cut out along outside  
lines. Fold on dotted  
line.

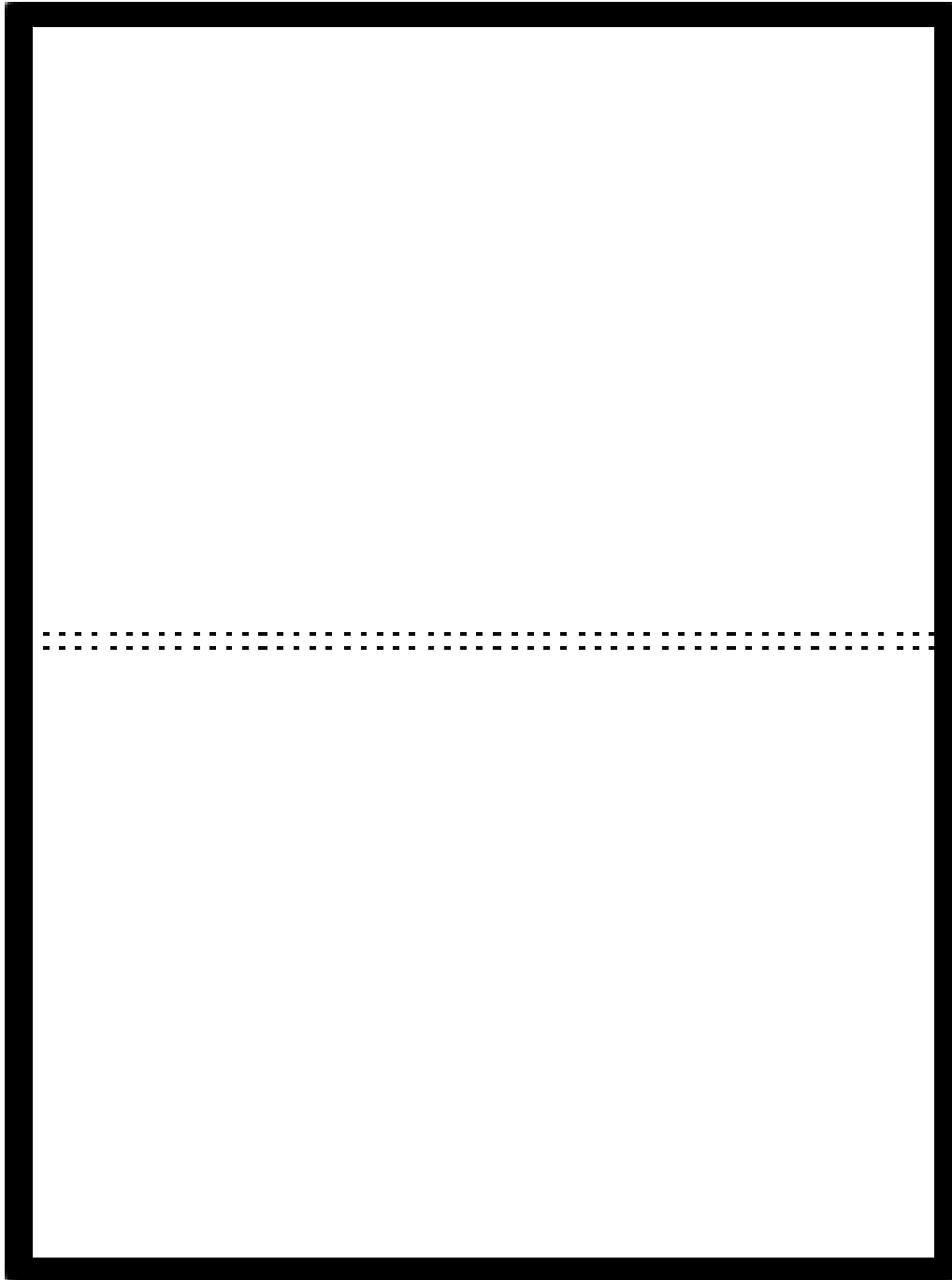
**Why is the  
poem called  
“Smart”?**

**How does the dad  
really feel about  
the boy at the end  
of the poem?**



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Now it's your turn— try your hand at writing a poem.  
Don't forget to title it and make a title for the outside  
cover. Cut on solid lines and fold on dotted lines.

