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In the world of blogging about children's literature, two major trends have emerged in the last decade: "Nonfiction Monday" and "Poetry Friday." In each case, interested bloggers focus on one genre weekly, and then one of them volunteers to create a roundup linking all of the posts. Recently, "Nonfiction Monday" founder Anastasia Suen launched a group blog for corralling posts (nonfictionmonday.wordpress.com). Kelly Herold (of the blog *Big A, Little A*) established the "Poetry Friday" tradition in 2006, and now Mary Lee Hahn, of the blog, *A Year of Reading*, manages the list of upcoming hosts.

In each case, bloggers celebrate nonfiction or poetry by writing about nonfiction books and sharing them with children (on Monday) or sharing original poems, poetry book reviews, and poetry news (on Friday). Of course, we can bring nonfiction and poetry into the classroom on other days of the week, too. But this is one way to make reading, responding to, and sharing these genres intentional and not incidental.

Now let's consider taking it one step further and linking these two genres together in creative ways. Nonfiction and poetry may seem to be an unlikely partnership at first, but these two different genres can complement one another by showing children how writers approach the same topic in very different and distinctive ways. In addition, children will see that they can learn a lot of information from both a poem and a work of nonfiction. With the growing emphasis on comparing texts in the Common Core State Standards, linking these two genres offers a unique approach. You could begin by sharing the suggested nonfiction title and related activity on Monday and conclude with the suggested poetry title and activity on Friday, bookending your week with two genres linked by topic in connected, engaging ways. Here are a dozen pairs of related nonfiction and poetry books to get you started.

Animals

Nonfiction Monday

In the Classroom: Lola Schaefer's *Lifetime: The Amazing Numbers in Animal Lives* combines retro art with engaging and quantitative facts about animals that give readers a different view of the animal kingdom. Schaefer has chosen a wide

variety of animals and uses numbers to showcase facts about their habits and physiology. After reading Schaefer's title, ask students these questions: Which fact was most surprising? How are the numbers in the book organized? Could this be considered a counting book? For example, can you count 10 antlers, 30 woodpecker holes, or 50 joeys? If one page in this book was focused on humans, what behavior or body fact do you think would make a good example? Have students research human-growth figures and, together, collect the information for a page on humans.

Common Core Connections

- **CCSS.ELA-Literacy.RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RL.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **CCSS.ELA-Literacy.SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Poetry Friday

In the Classroom: In *National Geographic Book of Animal Poetry: 200 Poems with Photographs That Squeak, Soar, and Roar!*, former Children's Poet Laureate J. Patrick Lewis has gathered more than 200 animal poems written by some of the best classic and contemporary poets. Each poem appears against an expansive backdrop of full-color National Geographic animal photos, most in vivid close-up. Look for the math this title. Share selections from the sections labeled "The Big Ones" and "The Little Ones" to talk about animals in terms of their size and scale. For example, read aloud "Mountain Gorilla," by Janet Wong, and "Ladybug," by Rebecca Kai Dotlich, and talk about how each poet describes each animal. Referring back to Lola Schaefer's *Lifetime: The Amazing Numbers in Animal Lives*, discuss how we can glean descriptive details from both numbers and words, and highlight examples in both texts.

Common Core Connections

- **CCSS.ELA-Literacy.RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **CCSS.ELA-Literacy.RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Art and Poetry

Nonfiction Monday

In the Classroom: Oil-and-pencil illustrations and highly informative text introduce readers to 28 different animals and how humans have adversely affected the environment and these species in *Can We Save the Tiger?*, written by Martin Jenkins and illustrated by Vicky White. White earned a degree in natural-history illustration and has traveled the world to draw and paint animals in the wild, and her illustrations reflect her interest in scientific accuracy. Select an image from *Can We Save the Tiger?* and generate a list of details. What can you learn from the illustrations that is not expressly mentioned in the text?

Common Core Connections

- **CCSS.ELA-Literacy.RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Poetry Friday

In the Classroom: *The Arrow Finds Its Mark: A Book of Found Poems*, edited by Georgia Heard, highlights the form of “found” poetry—in which poets take existing words, phrases, and sentences from one source and then refashion them as poems. Heard includes 40 different found poems by a variety of contemporary poets based on all kinds of sources, from book spines to menus to dictionaries to calendars. Share a sampling of entries from the collection, such as “Breaking, from Norway,” by Naomi Shihab Nye; “Artist’s Advice,” by Amy Ludwig VanDerwater; and “Song of the Earth,” by Joyce Sidman. Talk about how each poet selected, arranged, and rearranged the words from one source to create something new—a found poem. Then challenge students to work with a partner and choose one of the 28 animals presented in Martin Jenkins’ *Can We Save the Tiger?* Finally, have the student pairs rewrite a paragraph or page of text about their chosen animal as a found poem.

Common Core Connections

- **CCSS.ELA-Literacy.RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Bees

Nonfiction Monday

In the Classroom: A follow-up to *This Tree Counts!* (2010), Alison Formento’s *These Bees Count!* sends Mr. Tate and his class on a field trip to Busy Bee Farm. The children suit up in beekeeping gear and learn all about bees and pollination from Farmer Ellen, counting along the way. Back matter provides additional information on the importance of honeybees. Ask students to identify new vocabulary words they learned from the text (e.g., apiaries, pollen, pollination, nectar, honeycomb, etc.). Ask students these questions: What does each word mean? How did you determine the word’s meaning? What strategies did you use? What clues came from the illustrations? What clues came from the text?

Common Core Connections

- **CCSS.ELA-Literacy.RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-Literacy.RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Poetry Friday

In the Classroom: In rhyming poems designed for two voices, Carole Gerber’s *Seeds, Bees, Butterflies and More! Poems for Two Voices* explores the natural world with a focus on the seeds that link the plants and insects that share the landscape. Eugene Yelchin’s illustrations provide details about plant biology in ways children can understand. Invite students to join you in reading the poems “Honey and Bumble” and “Honeybee Dance,” in two voices with two groups. Then work together to identify the bee-related words they notice in these two poems, such as honey, bumble, clover, nectar, and pollinate. Notice that some of these words are used in both the poetry and nonfiction selections, and discuss how we understand their meanings from each context through words, imagery, and illustrations.

Common Core Connections

- **CCSS.ELA-Literacy.RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Birds

Nonfiction Monday

In the Classroom: “Can you guess whose eggs these are?”

In Roxie Munro’s *Hatch!* this refrain is accompanied by an illustration of eggs (or a single egg) and interesting clues as to the bird that laid them. While Munro’s text focuses solely on birds, ask students to research other animals that come from eggs and then create their own set of pages following the design employed in *Hatch!* The left page should contain a drawing of the eggs, with the right side providing some clues about the animal. The following page should contain an illustration of the animal in its habitat, with additional pieces of interesting, related information.

Common Core Connections

- **CCSS.ELA-Literacy.RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-Literacy.W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Poetry Friday

In the Classroom: Jane Yolen showcases 14 different birds, from the eagle to the sandpiper, in a variety of rhyming and free-verse poems in *Birds of a Feather*. Informative prose paragraphs and close-up nature photographs also accompany each poem. Have students work together to make a comprehensive list of all the birds that are featured in both *Birds of a Feather* and *Hatch!*, by Roxie Munro, using the tables of contents. Read aloud a selection of the bird poems from *Birds of a Feather*, and talk about the facts found in both that title and in *Hatch!* Compare the role of paintings (in *Hatch!*) with the use of photographs (in *Birds of a Feather*). How does each format help us recognize these birds?

Common Core Connections

- **CCSS.ELA-Literacy.RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-Literacy.RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

Dinosaurs

Nonfiction Monday

In the Classroom: By comparing a variety of dinosaurs to animals and objects that will be familiar to most kids, Lita Judge’s *How Big Were Dinosaurs?* helps readers see that dinosaurs came in all shapes and sizes. The comparisons lend themselves well to the use of simile. Referring to Judge’s text as a starting point, create a class book that uses simile and illustration to show the relative size of the dinosaurs.

Common Core Connections

- **CCSS.ELA-Literacy.RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-Literacy.RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Poetry Friday

In the Classroom: Florian presents 20 poems about a variety of dinosaurs, complete with pronunciation guides and double-page illustrations, in *Dinothesaurus: Prehistoric Poems and Paintings*. Extend the simile-searching exercise begun with Lita Judge’s *How Big Were Dinosaurs?* by reading aloud Florian’s poems “Seismosaurus,” “Ankylosaurus,” and “Spinosaurus.” Challenge students to identify the similes used in each poem, using like or as. Talk about how writers of all genres can use similes to communicate through comparisons.

Common Core Connections

- **CCSS.ELA-Literacy.RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **CCSS.ELA-Literacy.RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Dreamers and Innovators

Nonfiction Monday

In the Classroom: Melissa Sweet's *Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade* introduces readers to the man who created floats and costumes for the first Macy's Thanksgiving Day parade, in 1924, and, four years later, developed the balloons that would fly over the parade. The final endpapers of the book provide a copy of a 1933 newspaper clip advertising the parade and Sarg's balloons. Present pictures of recent parade balloons, and ask students to write their own headline for the parade, and describe the balloons using descriptive and/or figurative language.

Common Core Connections

- **CCSS.ELA-Literacy.L.2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **CCSS.ELA-Literacy.W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Poetry Friday

In the Classroom: In *The World's Greatest: Poems*, J. Patrick Lewis showcases the weird and wonderful in two-dozen poems about unusual record setters, including the most cobras kissed, the biggest pumpkin, and the tallest scarecrow. After sharing Melissa Sweet's *Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade*, read aloud a sampling of selections from Lewis' title, such as "The Tallest Roller Coaster," and talk about how people can pursue all kinds of records and dreams, much as Tony Sarg did with puppets and parade balloons. Encourage students to point to lines of text in both books to reinforce their points. Next, inflate a balloon, and encourage students to write a dream or goal that they have on a strip of paper and attach these to the balloon's "tail" with string or yarn.

Common Core Connections

- **CCSS.ELA-Literacy.L.3.1g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- **CCSS.ELA-Literacy.RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

The Dust Bowl

Nonfiction Monday

In the Classroom: Don Brown's graphic novel *The Great American Dust Bowl* includes factual accounts interspersed with a great deal of science to tell the story of the genesis of the storms and their impact on the Great Plains and the people who lived there. After students read Brown's title, have them visit The Dust Bowl Photo Gallery on the PBS website (pbs.org/kenburns/dustbowl/photos). Compare the photographic images with the illustrations in the graphic novel. How are they similar? How are they different? What colors does Brown use? How do those colors make readers feel about the subject?

Common Core Connections

- **CCSS.ELA-Literacy.RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **CCSS.ELA-Literacy.RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Poetry Friday

In the Classroom: Organized in chronological order and featuring selections by a variety of classic and contemporary poets, *Hand in Hand: An American History through Poetry*, edited by Lee Bennett Hopkins, presents poems and song lyrics for every major period of U.S. history. Focus particularly on those set in the 1930s, such as "Depression," by Isabel Joshlin Glaser; "Young Woman at the Window," by William Carlos Williams; "Soup," by Carl Sandburg; and "Madam's Past History," by Langston Hughes. Referring to *The Great American Dust Bowl*, by Don Brown, challenge students to work in pairs or small groups to create a graphic-novel-like representation of one of the poems in *Hand in Hand*. Contrast depictions of the Dust Bowl era in both texts. What do we learn from each format?

Common Core Connections

- **CCSS.ELA-Literacy.RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CCSS.ELA-Literacy.RL.6.9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar

Science Notebooks

Nonfiction Monday

In the Classroom: *Barnum's Bones: How Barnum Brown Discovered the Most Famous Dinosaur in the World*, by Tracey Fern, introduces readers to Barnum Brown, who grew from a young boy with a love for fossils to an adult paleontologist for the American Museum of Natural History. Among his extraordinary finds were the first documented T. rex skeleton. After sharing Fern's title, discuss with students how Barnum used his field notebook to record his findings, citing references from the text to support ideas. The American Museum of Natural History maintains archival copies of field notebooks from paleontological expeditions. Visit the site (bit.ly/19xuDom), and take a look at some of Brown's notebook entries. As a further activity, have students create their own field notebooks, in which they record observations, produce drawings and illustrations, determine relatedness among species (classification), and develop questions about the plants and animals that inhabit the block around their school. The AAAS (Advancing Science. Serving Society) website has detailed suggestions for carrying out a similar activity as well as examples of field notebooks; visit bit.ly/1gRGCwr.

Common Core Connections

- **CCSS.ELA-Literacy.RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.SL.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Poetry Friday

In the Classroom: Sallie Wolf has been a bird-watcher and journal-keeper since childhood, and her attractive book *The Robin Makes a Laughing Sound* reflects her careful observations, notes, sketches, paintings, and poems about her neighborhood birds, particularly robins. The notebook format is an artful counterpoint to scientific notebooks depicted in Tracey Fern's *Barnum's Bones: How Barnum Brown Discovered the Most Famous Dinosaur in the World*. Wolf uses chronological poems, notes, and paintings through the seasons to record her observations about the robins and other birds in her area. Read aloud a few poems from the beginning, middle, and end of the book. Talk about how notebooks can form the basis of researching nonfiction writing, fiction writing, or poetry writing. If students followed the activity with *Barnum's Bones*, above, write a collaborative class poem that is gleaned from words and phrases found in the students' field notebooks.

Common Core Connections

- **CCSS.ELA-Literacy.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts,

graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- **CCSS.ELA-Literacy.RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Space

Nonfiction Monday

In the Classroom: In *How the Meteorite Got to the Museum*, Jessie Hartland uses a cumulative refrain to describe how the Peekskill meteorite arrived at the Natural History Museum. The book describes a number of professionals who come into contact with the meteorite before it lands at the museum, including a police officer, firefighter, geologist, curator, and cosmologist. Compare these to the professionals from Hartland's *How the Dinosaur Got to the Museum* (2011). Use a Venn diagram to show how the individuals are the same and different in the two books. Imagine finding a piece of ancient pottery in your backyard. What professionals might be required to get your ancient pot to the museum?

Common Core Connections

- **CCSS.ELA-Literacy.RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CCSS.ELA-Literacy.RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Poetry Friday

In the Classroom: Using a variety of poetic forms, Amy E. Sklansky's *Out of This World: Poems and Facts about Space* introduces young readers to many aspects of space science, including exploration, planets and stars, and rockets and satellites—all set against vivid paintings on a deep black backdrop. Each poem is also accompanied by fascinating factual sidebars. Share the poem “Wish Upon A . . .” as well as the side-note “Fact,” and discuss the details about meteors presented. Collaborate with students to create a quick glog, a digital interactive poster (via Glogster EDU, glogster.com), a digital interactive poster pulling together images and keywords in a new, visual representation of the topic of meteors. Combine images of the Peekskill meteorite (and others) featured in Jessie Hartland's *How the Meteorite Got to the Museum* with keywords and phrases from both books.

Common Core Connections

- **CCSS.ELA-Literacy.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Trailblazers

Nonfiction Monday

In the Classroom: Clair Nivola's picture-book biography *Life in the Ocean: The Story of Oceanographer Sylvia Earle* introduces readers to Earle's early life, her passion for the ocean, and her work in ocean exploration and advocacy. Nivola's illustrations and text showcase Earle's life work as well as the wonders of the ocean ecosystem. On one double-page spread (pp.12–13), Nivola highlights in text and illustration all of the ways that Earle pushed the boundaries of ocean exploration, always trying to dive deeper. After sharing the book and discussing the spread, ask students to think about something that they have an interest in and want to investigate more deeply. Have them draw a series of pictures like those created by Nivola that show what their pursuit of this interest might look like. Invite them to write short captions for each one.

Common Core Connections

- **CCSS.ELA-Literacy.RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7.** Use the illustrations and details in a text to describe its key ideas.

Poetry Friday

In the Classroom: *Dare to Dream . . . Change the World*, edited by Jill Corcoran, is a collection of biographical and inspirational poetry by 30 different poets. Pairs of poems are inspired by someone whose actions made a difference, and the subjects form a culturally diverse mix ranging from Jonas Salk to Steven Spielberg, Christa McAuliffe to Michelle Kwan. Select a few of the poems and discuss how information is presented in the poems. For example, you could read aloud “My Polio Shot,” by Janet Wong, and “Jonas Salk Poem,” by Elaine Magliaro, while displaying the text of each poem. Next, have students conduct short research projects about a figure (or cause) of interest, drawing pictures and writing captions to accompany their projects. (You can use Claire Nivola's *Life in the Ocean: The Story of Oceanographer Sylvia Earle* as a mentor text.) Finally, challenge students to turn their captions into their own free-verse poems.

Common Core Connections

- **CCSS.ELA-Literacy.RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Trees

Nonfiction Monday

In the Classroom: In two levels of text, one a cumulative rhyme and the other informational, *The Mangrove Tree: Planting Trees to Feed Families*, by Susan Roth and Cindy Trumbore, introduces readers to Dr. Gordon Sato's project to plant mangrove seedlings in a small town in Eritrea, bringing health and stability to the community. Discuss Susan Roth's illustrations and talk about the characters, setting, events, and problems and solutions that are represented. Where is the story set, and when? What do the illustrations tell you about the challenges that the members of Hargigo village faced? How do the illustrations show how they overcame these challenges? Explore the artistic techniques. How does the Roth's use of collage contribute to the meaning of the biography?

Common Core Connections

- **CCSS.ELA-Literacy.RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Poetry Friday

In the Classroom: Douglas Florian presents 18 different trees, each through poems and illustrations in *Poetrees*. A "Glossatree" at the end provides additional factual paragraphs about each tree. Select poems to share, based on the trees that might be familiar to students. Read them aloud, and talk about the unique characteristics of each tree native to the students' area. Then, referring to Susan Roth and Cindy Trumbore's *The Mangrove Tree: Planting Trees to Feed Families*, discuss how each writer (nonfiction author or poet) presents information about trees through rhyming text, prose text, and through art. What do we learn from each medium?

Common Core Connections

- **CCSS.ELA-Literacy.RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

What's For Dinner?

Nonfiction Monday

In the Classroom: Although classified as fiction, April Pulley Sayre's fact-paced picture book *Eat like a Bear* reads like an informational title. The story follows a bear as it wakes in April and then eats its way through the summer, feasting on horsetails, dandelions, ants, trout, squirrels, moths, huckleberries, and more. Full from months of eating, the bear finally settles down to hibernate. The text is filled with synonyms for the actions of finding and eating food. Reread the text and compile a list of these words with students. Discuss the differences among words such as gnaw, tear, chomp, etc. Generate a list of the foods the bear ate, and write some synonyms to further describe how the bear found and ate the food.

Common Core Connections

- **CCSS.ELA-Literacy.L.2.5b.** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **CCSS.ELA-Literacy.RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Poetry Friday

In the Classroom: In Katherine B. Hauth's *What's for Dinner? Quirky, Squirmy Poems from the Animal World*, more than two-dozen different animals are described in poems focusing on what they eat, from the snake-eating hawk to the polar bear's diet of seals, birds, and plants. Interesting endnotes for each animal complement the poems. Read aloud the poem "Eating Words," in Then talk about the labels used to categorize animals according to what they eat: insectivores, carnivores, herbivores, and omnivores. Make a simple chart with four columns, one for each of these. Place the bear in the proper category, and share additional poems (and endnotes), categorizing each animal by what it eats.

Common Core Connections

- **CCSS.ELA-Literacy.RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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Sylvia Vardell is a professor of children's and young adult literature at Texas Woman's University and the author of the *Poetry for Children* blog. **Patricia Stohr-Hunt** is chair of the Education Department at the University of Richmond, Virginia, and the author of the blogs *The Miss Rumphius Effect* and *Bookish Ways in Math and Science*.