

POETRY? YUCK!



Characters

Narrator

Jason

Mike

Nicolle

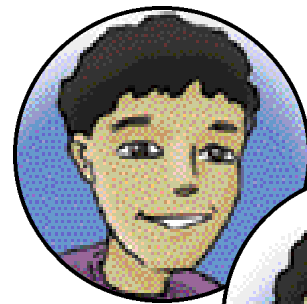
Chris

Cassie

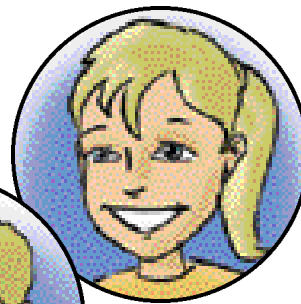
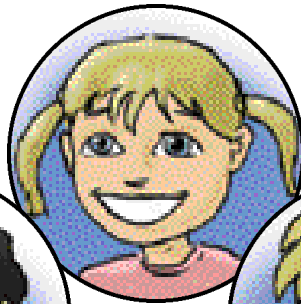
Setting

This reader's theater takes place in the homes of Mike and Jason.

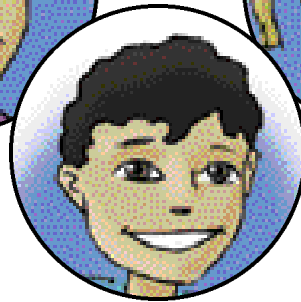
Cassie



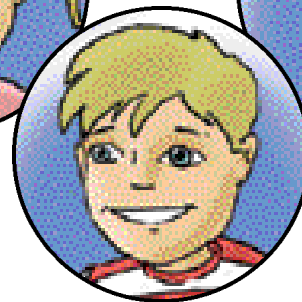
Chris



Nicolle



Jason



Mike

Act 1

Narrator:

This is a story about helping others and how poetry doesn't have to be yucky.

Jason:

"We're doomed!"

Mike:

"We should just join the circus."

Nicolle:

"The circus? What's with you guys? Did your video game break?"

Mike:

"No, worse! We have to write a poem."

Nicolle:

"That's easy!"

Jason:

"No, it's not. We each have to write a poem to give to others in our class. It's Kindness Week in school."

Mike:

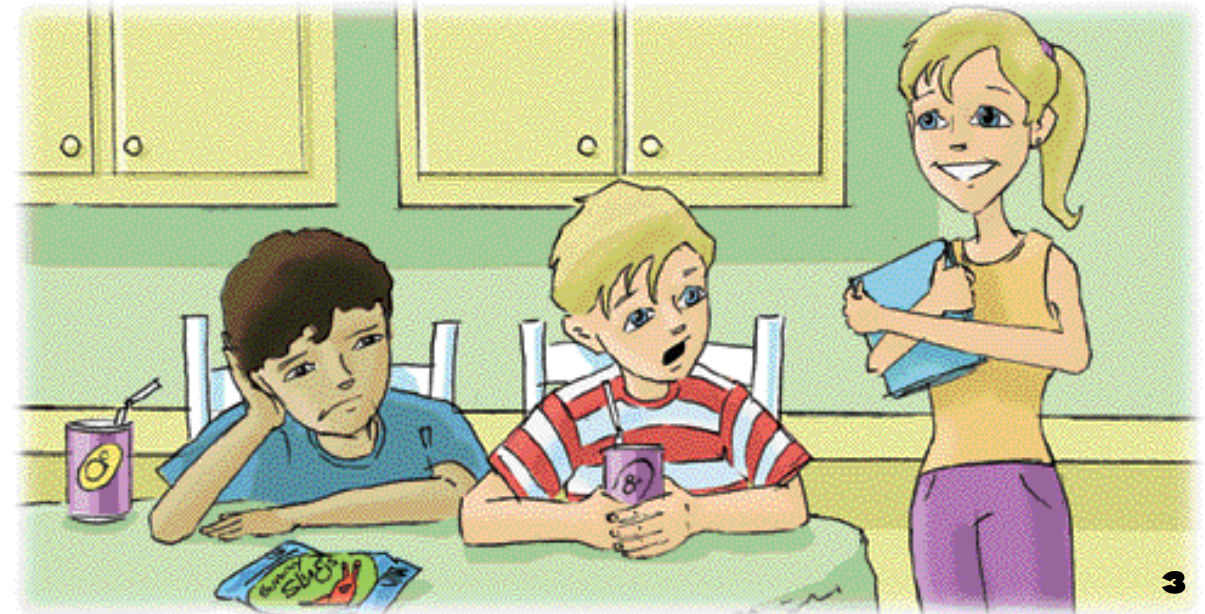
"Poems are for sissies. We'll have to run away!"

Jason:

"Yeah! We'll have to become acrobats in the circus."

Mike:

"Argh! Let's just get this done. Let's go to your house so my sisters don't bother us."



Kindness Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of choral reading during the reader's theater performance.
- **Content Area:** Students will create original poems, using tips in the script.

Summary

Many students cringe at the thought of writing a poem. But once they perform this reader's theater, they will realize that poetry can be both fun to read and write.



Materials

- *Poetry? Yuck!* script booklets
- *Kindness Character Masks*

Introduce the Literature

Read the following sentence, taken from *The Tale of Custard the Dragon* by Ogden Nash, aloud to the students: "And the little yellow dog was sharp as Mustard, But the dragon was a coward, and she called him Custard." Tell students that this is a verse from a story that is written as a poem. What did they picture as you read the sentence. What words rhymed? What made the sentence fun to hear? Tell students that poetry is often difficult to write, but it can be fun, too. Read *The Tale of Custard the Dragon* to the students. Review the book with the class and make a list of the words that rhymed throughout the story. Ask the class to use two of the words to make up their own original sentences. Their sentences should give a tip for how the other animals could help Custard not feel afraid. Allow students to share their tips with the class. Tell them that they have each just written a sentence that could be part of a larger poem called "Tips for Creating a Tough Custard."

ELL Support



If ELL students struggle with the writing portion of creating a rhyme, allow them to create lines orally. Ask them to share these lines with the class, rather than write them down. Or, have students write a rhyme in their first languages and share their tips for a tough Custard in English or in the target language.

Involving All Students

Choral reading is the fluency objective for this lesson, so it will be easy to include all students in a variety of ways. Assign groups of students a particular character and allow them to practice reading that character together as a group before performing as a class. Or, assign only certain lines to read chorally. Meeting the Fluency Objective (page 34) offers further explanation for choral reading and implementation techniques.