

Next Stop

Reading in Different Genres

Recommended for grades 2–3

Next Stop: Reading in Different Genres allows children to move beyond phonetically controlled readers to short chapter books that reflect a variety of literary genres. Each set in this series features four different genres. Set 2 of *Next Stop* includes poetry, how-to, and science fiction. Each chapter book is complemented by its own unique style of illustration. A “Word Watch” list at the end of each book includes pronunciations and definitions for new or challenging vocabulary. The accompanying activity books target specific comprehension and language skills, and include open-ended activities that encourage children to respond to and interpret the text. *Next Stop* supports the latest NCTE English Language Arts standards, which recognize the importance of being able to identify different literary genres in the early grades.

The following **sample, Catch Me a Poem**, focuses on the genre of **poetry** and includes works by famous children’s poets such as _____ and _____. This selection can be reproduced for each student and can be used for guided reading, read aloud, choral reading, or shared reading.

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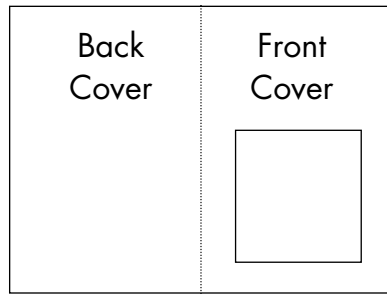
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See our *Companion Material* recommendations on page 38 for great materials that complement *Next Stop: Reading in Different Genres*.

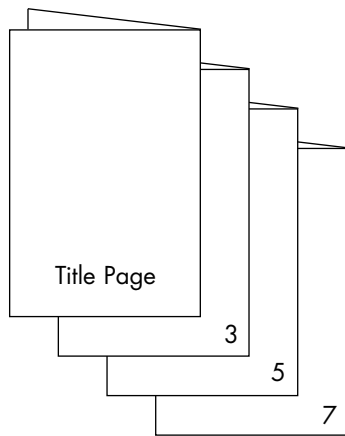
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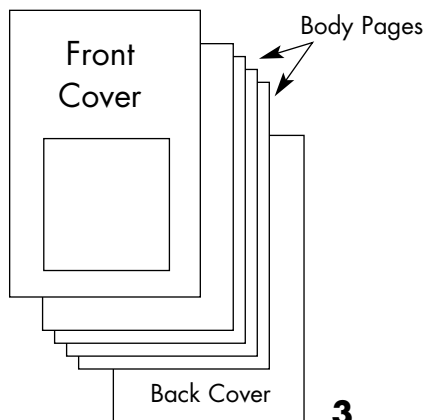
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1



2



3

Directions for Assembling Your Ready-To-Use Book

1. Cut the cover in half along the dotted line.
2. Fold each of the remaining book pages in half and stack them so that all the folded ends go together. You can use the page numbers as your guide.
3. Once all the pages are folded, place the front cover on the front and the back cover on the back.
4. Now you are ready to assemble your book. This can be done one of 3 ways:

Option A:

If you have access to a heavy-duty stapler, this will work best. However, there are too many pages to use a regular stapler. Once the pages are stapled with the heavy-duty staples, you may want to place masking tape along the binding to cover up the staples.

Option B:

If you do not have access to a heavy-duty stapler, you can assemble the book using string or twine. Using a 3-hole punch, punch holes along the binding making sure to line up all the pages so the holes match. Next, tie yarn or string through the holes to fasten the book. Be sure to make the knots loose enough to allow the pages to turn.

Option C:

3-Hole punch each of the pages and fasten the book using large brads or binder clips.

Next Stop

Reading in Different Genres

Next Stop: **Poetry**



Catch Me a Poem

*Selected by Tanya Auger
Illustrated by Andrew Kuan*

Catch Me a Poem



*Selected by Tanya Auger
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Introduction

Verse Play

The poem's a ball
cupped in your hand,
open your fingers
and let it drop—

wait,
stop,

bounce it back
and catch the rhyme
just in time,
in time, in time.

—Eve Merriam



Imagine finding a ball. It could be a basketball, a baseball, a beach ball—any type of ball. You hold the ball in your hands for a little while, but that isn't much fun. So you decide to play with the ball. You toss it in the air or bounce it on the ground. Then maybe you find a friend and play catch. By playing with the ball, you learn about all the things that a ball can do.

The same is true for poetry. When you read a poem, you have to play with the words. What do they make you think about? What interesting sounds do you hear? Do the words stir up any emotions? When you read the poem to some friends, what do they notice about it?

Pop Quiz on Poems

So what exactly is a poem anyway?

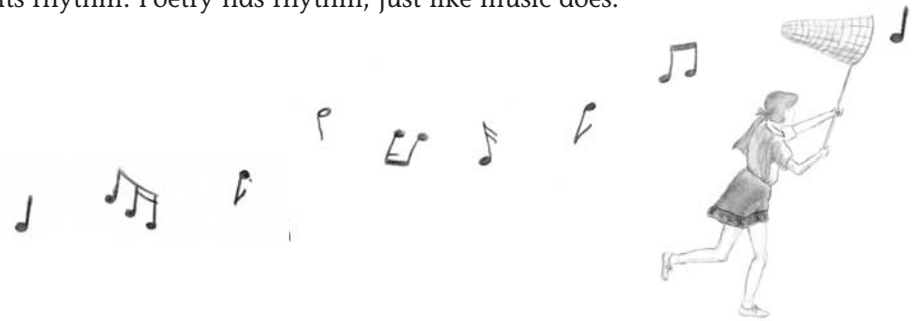
Is it a bunch of lines that rhyme? Does it need to be short, or can it be pages and pages long? Should a poem be sad, or should it be funny?

The Answers...


Poems don't have to rhyme, and they can be long or short. And poems can be about any emotion—and anything!

Poems tell stories, and they share messages. They also paint pictures—but not just pictures that you can see with your eyes. Poems can create images that put all your senses into action—you'll be seeing, hearing, smelling, tasting, and touching!

Poems also have rhythm. A poem's rhythm is like its heartbeat. Try this: put your hand over your heart. Feel the way it beats. Your heart has a steady rhythm: *thu-thump, thu-thump, thu-thump*. Now think of a song you like. Hum it to yourself, and tap your foot to the beat. A song's beat is its rhythm. Poetry has rhythm, just like music does.



Are you ready to catch a poem? In this book, some of the poems tell a story or share a message. Many use words that stir up your senses. You'll also come across a few poems that may make you giggle. Play with the poems as you read them. Try to hear each poem's rhythm, and listen to the sound of its words. Pick out the words that get your senses going.

 You can catch a baseball with your bare hands, but a baseball glove makes it easier to catch the ball—especially if it's thrown really hard! In this book, you'll find questions or comments with some of the poems. Their job is to be your baseball glove. They will help you catch the poems more easily.

Chapter 1: Poems That Tell a Story or Share a Message

Story Poems

Some poems are like stories. They have characters and talk about events. But story poems also have rhythm, and sometimes they include words that rhyme. As you read each story poem, ask yourself this question: how is this different from a regular story?

Purple

Once you've met my friend Danitra, you can spot her miles away.
She's the only girl around here who wears purple every day.
Whether summer's almost over or spring rains are pouring down,
if you see a girl in purple, it must be Danitra Brown.

Purple socks and jeans and sneakers, purple ribbons for her hair.
Purple shirts and slacks and sweaters, even purple underwear!
Purple dresses, shorts, and sandals, purple coat and purple gloves.
There's just no mistake about it: Purple's what Danitra loves!

Purple is okay, I guess. I have worn it once or twice.
But there's nothing wrong with yellow. Red and blue are also nice.
So one day I asked Danitra if once in a while, for fun,
She would wear another color, just to surprise everyone.

But her mom has told her stories about queens in Timbuktu.
And it seems they all wore purple—never red or green or blue.
Now, she might just be a princess. After all, who's to say?
So just in case, she'll dress in purple each and every day!

—Nikki Grimes



Try reading this poem out loud. Clap your hands to the rhythm.
How many times do you clap your hands for each line?

Monday!

Overslept
Rain is pouring
Missed the bus
Dad is roaring
Late for school
Forgot my spelling
Soaking wet
Clothes are smelling
Dropped my books
Got them muddy
Flunked a test
Didn't study
Teacher says
I must do better
Lost my money
Tore my sweater
Feeling dumber
Feeling glummer
Monday sure can be
A bumner.

—David L. Harrison



As you read through this poem, what do you notice about the rhythm?
Do you think the poem should be read slowly or quickly? Why?

Fun

The pedal on our school piano squeaks
And one day Miss Allen stopped playing
And we stopped singing
And Mr. Cobb came with the skinny, silver can
And gave it a long, greasy drink
And the next day when we got ready to sing
Miss Allen smiled
and blinked her eyes
and plinked the piano
and pushed the pedal
And the pedal said
SQUEEEEEEEAK!
And we laughed
But Miss Allen didn't

—Eloise Greenfield



Imagine that every *And* is erased from the poem. Then read the poem
again. How does the poem sound without the *And*s?

Message Poems

The following poems share a message with the reader. What do you think each poem is saying?

Hug o' War

I will not play at tug o' war.
I'd rather play at hug o' war,
Where everyone hugs
Instead of tugs,
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.

—Shel Silverstein



This poem describes a new game. How is this game different from other games?

I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

—Langston Hughes



When someone treats you badly, how do you feel? What do you do about it? What does the speaker in this poem decide to do?

Speak Up

You're Korean, aren't you?

Yes.

Why don't you speak Korean?

Just don't, I guess.

Say something Korean.

I don't speak it.
I can't.

C'mon. Say something.

Halmoni. Grandmother.
Haraboji. Grandfather.
Imo. Aunt.

Say some other stuff.
Sounds funny.
Sounds strange.

Hey, let's listen to you
for a change.

Listen to me?

Say some foreign words.

But I'm American,
can't you see?

Your family came from
somewhere else.
Sometime.

But I was born here.

So was I.

—Janet S. Wong

Halmoni hahl-mah-nee
Haraboji hah-rah-buh-jee
Imo ee-moh



This poem is like a conversation. Can you hear the two different voices? Read the poem aloud with a friend. The lines on the left will be your friend's part. The lines on the right will be your part. How would you describe the two speakers in the poem?

Chapter 2: Poems That Stir Up Your Senses

The poems in this chapter will fire up your senses!
Get ready to start...



Sight

Sometimes the words in a poem paint pictures in your mind. What images do you see when you read the poems on the next few pages?

Cloud Dragons

What do you see
in the clouds so high?
What do you see in the sky?

Oh, I see dragons
that curl their tails
as they go slithering by.

What do you see
in the clouds so high?
What do you see? Tell me, do.

Oh, I see *caballitos*
that race the wind
high in the shimmering blue.

—Pat Mora

Caballitos (kah-bah-YEE-toess) are little horses.



Have you ever looked up at the sky on a cloudy day? What pictures did you see in the clouds?

The next two poems are called haikus. You say *haiku* like this: HIE-koo. Haiku is a Japanese form of poetry. A haiku has three lines. The first and third lines have five syllables. The second line has seven syllables. Haikus usually describe nature or the seasons.



Shiny colored tents
pop up above people's heads
at the first raindrop

—Myra Cohn Livingston



What are the “shiny colored tents” in this haiku?



Ice-cream wrappers bloom
In overflowing baskets.
Summer in the park.

—Jane Yolen



What are some things that make you think of summer?




Abracadabra

Abracadabra
The zebra is black
Abracadabra
The zebra is white
Abracadabra
The zebra is dark
Abracadabra
The zebra is light

Is it black striped with white?
Is it white striped with black?
Is it striped from the front?
Is it striped from the back?

Abracadabra
It's ink over snow
Abracadabra
It's snow over ink
Abracadabra
Does anyone know?
Abracadabra
What do you think?

—Mary Ann Hoberman

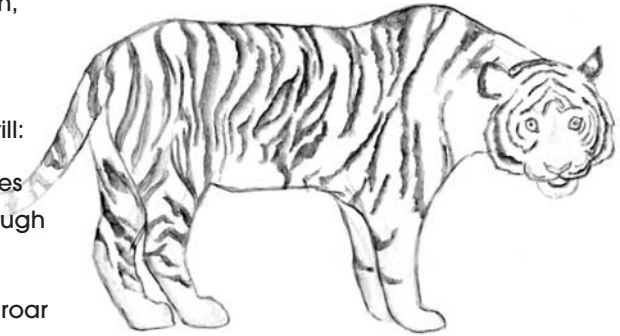
 What does the word *abracadabra* make you think of? Why do you think *abracadabra* is repeated throughout the poem?


tiger

The tiger
Has swallowed
A black sun,
In his cold
Cage he
Carries it still:
Black flames
Flicker through
His fur,

Black rays roar
From the centers
Of his eyes.

—Valerie Worth



 Some of the words in this poem start with the same sound. “Cold,” “cage,” and “carries” all begin with the /k/ sound. Reread the part of the poem with those words in it. Do you notice how the /k/ sound stands out?

When different words in a sentence begin with the same sound, it’s called alliteration. You say *alliteration* like this: uh-lit-uh-RAY-shun. Try to find another example of alliteration in the poem.

Sound

The words in poems paint pictures. They also create interesting sounds. What words do you notice in the following poems? What sounds do you hear?

Song of the Train

Clickety-clack,
Wheels on the track,
This is the way
They begin the attack:
Click-ety-clack,
Click-ety-clack,
Click-ety, *clack-ety*,
Click-ety
Clack.

Clickety-clack,
Over the crack,
Faster and faster
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, clackety,
Clackety
Clack.

Riding in front,
Riding in back,
Everyone hears
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, *clickety*,
Clackety
Clack.

—David McCord



Why do you think the poet chose the title, “Song of the Train”?

Open Hydrant

Water rushes up
and gushes,
cooling summer's sizzle.

In a sudden whoosh
it rushes,
not a little drizzle.

First a hush and down
it crashes,
over curbs it swishes.

Just a luscious waterfall
for
cooling city fishes.

—Marci Ridlon



What are some of the interesting sound words in this poem?

The More It Snows

The more it
SNOWS-tiddely-pom,
The more it
GOES-tiddely-pom
The more it
GOES-tiddely-pom
On
Snowing.

And nobody
KNOWS-tiddely-pom,
How cold my
TOES-tiddely-pom
How cold my
TOES-tiddely-pom
Are
Growing.

—A. A. Milne



What sound does the snow make in this poem? Why do you think the sound is repeated so many times?

Smell

Uh-oh! You'd better plug your nose! This poem is about a family of skunks.

How Many?

A mother skunk all black and white
Leads her babies down the street

Pitter patter

Pitter patter

Pitter patter

TWENTY feet.

Off they toddle slow and steady

Making tiny twitter cries

Flitter flutter

Flitter flutter

Flitter flutter

TEN small eyes.

Nose to tail-tip in procession

Single file the family trails

Flippy floppy

Flippy floppy

Flippy floppy

FIVE long tails.

Up the street a dog comes barking,

Sees the strangers, leaps pell-mell . . .


Ickle pickle

Ickle pickle

Ickle pickle

ONE BIG SMELL!

—Mary Ann Hoberman

 The poem repeats words like “pitter patter” and “flippy floppy” to describe the skunks’ sounds. What words describe the skunks’ smell?

Touch

As you read the following poems, think about the words the poets have chosen. What words appeal to your sense of touch?


mud

Mud mixed
With a stick
To the right
Thickness,
Not too stiff
Nor too full
Of rain,

Can then
Be picked up
In the hand,
Soft, still cold
As a stone,
And squeezed
Until it strains

Out between
The fingers—
Warmed a bit,
But still heavy
With earth's
Rich grit
And grain.

—Valerie Worth

 Ask a friend to read you the poem. Close your eyes as you listen. Do you get a sense of what mud feels like?



Mosquitoes, Mosquitoes!

Mosquitoes, mosquitoes,
stop torturing me,
why can't you behave
more considerately,
you've bitten me practically
down to the bone,
mosquitoes, mosquitoes,
please leave me alone!

Mosquitoes, mosquitoes,
you're hard to ignore,
I itch and I scratch,
I can't stand anymore,
you've bitten my bottom,
you've bitten my top,
mosquitoes, mosquitoes,
I'm begging you, stop!



Mosquitoes, mosquitoes,
I honestly feel
it's time that you went
somewhere else for a meal,
you've bitten me places
I can't even see,
mosquitoes, mosquitoes,
stop torturing me!

—Jack Prelutsky

-
1. This poem is divided into three parts, called stanzas. Why do you think the poet decided to end each stanza with an exclamation point?
-

Chapter 3: Silly Poems

Here are some poems to tickle your funny bone. As you read the poems, think about what makes them funny. Is it the words? Is it the picture that the poem creates in your mind?

Call the Periods Call the Commas

Call the doctors Call the nurses Give me a breath of
air I've been reading all your stories but the periods
aren't there Call the policemen Call the traffic guards
Give me a STOP sign quick Your sentences are running
when they need a walking stick Call the commas Call
the question marks Give me a single clue Tell me
where to breathe with a punctuation mark or two

—Kalli Dakos



The Vacuum Cleaner's Swallowed Will

The vacuum cleaner's swallowed Will.

He's vanished. What a drag!

Still, we can do without him till

It's time to change the bag.

—X. J. Kennedy

The next two poems are called limericks. You say *limerick* like this: LIM-ur-ik. Limericks are usually funny. In a limerick, the first, second, and last lines always rhyme with one another. The third and fourth lines also rhyme with one another, and they are always shorter than the other three lines of the poem.

There was an old man of Peru
Who dreamed he was eating his shoe.
He woke in the night
In a terrible fright,
And found it was perfectly true.

—Anonymous

A tutor who tooted the flute
Tried to tutor two tooters to toot,
Said the two to the tutor,
“Is it harder to toot or
To tutor two tooters to toot?”

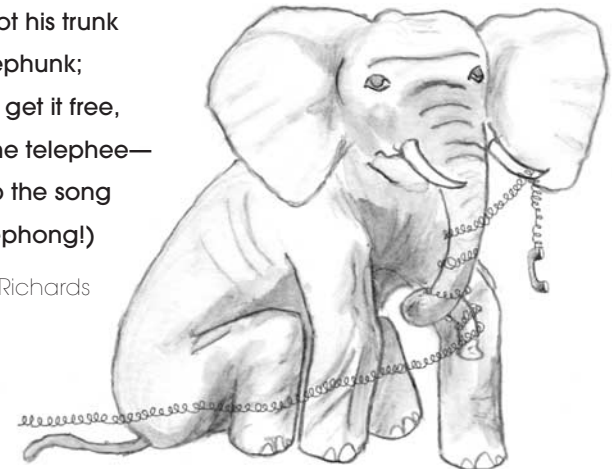
—Anonymous

Elelephony

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)

Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

—Laura E. Richards



About the Teeth of Sharks

The thing about a shark is—teeth,
One row above, one row beneath.

Now take a close look. Do you find
It has another row behind?

Still closer—here, I'll hold your hat:
Has it a third row behind that?

Now look in and . . . Look out! Oh my,
I'll *never* know now! Well, goodbye.

—John Ciardi

You've had lots of practice catching poems. You've discovered that poems can tell stories and share messages. You've learned that poems can stir up your five senses—and make you laugh! You've also learned about some special types of poems. So the next time you're tossed a poem, don't worry! You'll catch it!

Word Watch

appeal
(uh-PEEL)

to be interesting
If a certain smell appeals to your nose,
you think the smell is interesting.

churn
(CHURN)

strong, forceful movement like mixing or stirring

considerately
(kuhn-SID-uhr-it-lee)

nicely, thoughtfully

entangled
(en-TANG-guhld)

twisted together; caught

foreign
(FOR-in)

from a different place or country

image
(IM-ij)

a picture that you have or make in your mind

luscious
(LUSH-uhss)

very tasty; delicious

procession
(pruh-SESH-uhn)

a group of people, animals, or vehicles moving
along in a line

supernova
(soo-pur-NOH-vuh)

a star that explodes, giving off a very bright
light

tutor
(TOO-tur)

1. a teacher who gives private lessons
2. to teach someone privately

Poetry Word Watch



alliteration (uh-lit-uh-RAY-shun)	when different words in a sentence begin with the same sound
anonymous (uh-NON-uh-muhs)	having no known author
haiku (HIE-koo)	a Japanese form of poetry A haiku has three lines. The first and third lines have five syllables, and the second line has seven syllables. Haikus often talk about nature or the seasons.
limerick (LIM-ur-ik)	a type of poem The first, second, and last lines in a limerick always rhyme with one another. The third and fourth lines also rhyme with one another, and they are always shorter than the other three lines of the poem. Limericks are usually very silly.
rhyme (RIME)	to end with the same sounds
rhythm (RITH-uhm)	the pattern of beats in a poem or a song (NOTE: The /TH/ sound is like the /th/ in the words <i>the</i> and <i>them</i> .)
stanza (STAN-zuh)	a part of a poem; a verse
verse (VURSS)	1. poetry 2. a part of a poem

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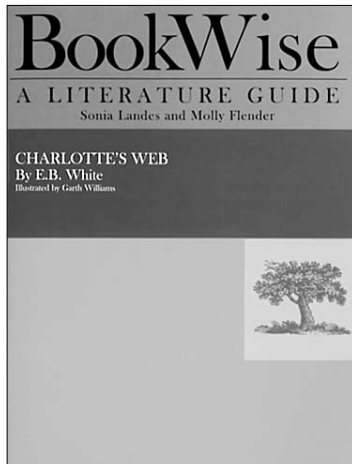
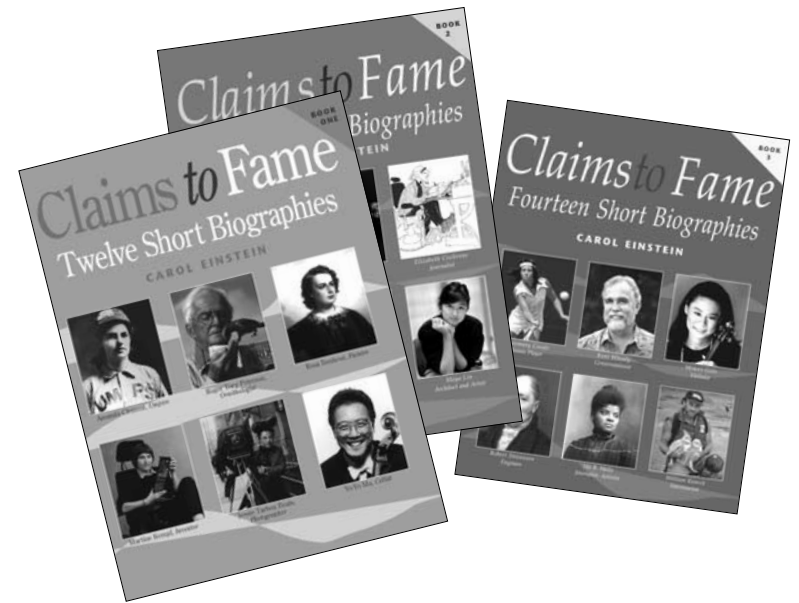
Recommended Companion Material

EPS offers a wide range of products that complement the comprehension activities in *Next Stop: Reading in Different Genres*. We recommend the following series to help students develop reading comprehension, vocabulary, and strategic reading skills.

Claims to Fame

Recommended for grades 3–5

Claims to Fame features high-interest biographies of forty people from different centuries and varied backgrounds. This series provides opportunities for students to develop reading, thinking, and writing skills required by standardized tests. Three exercises, Thinking about What You Have Read, Working with Words, and Writing Skills, check comprehension, expand vocabulary, and offer additional writing opportunities.



Bookwise Literature Guides

Recommended for grades 3–8

Based on award-winning children's books, *Bookwise Literature Guides* encourage strategic reading and analytical thinking about characters, themes, and events. Each book is broken down by chapter and includes class discussion questions, writing prompts, extension activities, and reproducible pages.

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