

5. My Scarecrow

Talk about scarecrows. Why are they called that? Who makes them? Why do farmers make scarecrows? Do you think they do scare crows? Why would the crows be scared?

If you were going to make a scarecrow, what would you need? Old clothes, a head made of cloth, straw to stuff it and a way so it can stand up. What might you do?

The students might draw one of their own - draw the clothes first (the pants and shirt). Some of the straw might be sticking out. Draw the face on a cloth bag and give your scarecrow a hat. You can model the drawing, if you like.

Read the coloured little book, drawing your finger under the words. Re-read it several times. Print the poem on a chart and talk about the words and highlight any known words or easy ones. How many times is the word 'scarecrow' in the poem?

When the students can recite the little poem, give out the black and white little books and see if all of the children can follow the words with their finger.

They can colour the pictures and take it home to read to their parents.

6. The Pumpkin Song

Read the coloured little book to the students. Have they ever seen a growing pumpkin? In the summer the pumpkins are green and the vines have big leaves, so the pumpkins are hard to see sometimes. In the Autumn the vines die and the pumpkins are bright orange, so they are very easy to see! What is a vine? How is a vine different from other plants?

This little book could go with a unit on feelings. You can add other expressions to the ones mentioned. Perhaps the 'scary' one is simply surprised! What do you think?

This is a simple four line poem. Print it on a chart. Look for words the students already know and highlight them. How many times is the word 'pumpkin' in the poem? Can the children find the word 'vine'? Read it over, touching under the words, until the students can say it with you.

Give out the black and white little books - or the ones with no illustrations. Have the children read in pairs, touching the words as they read. Then their copies can be illustrated or coloured.



7. My Pumpkin

This is an eight line poem. You could first do a sequence exercise - have the students give you the sequence of buying, carving and showing a pumpkin.

Show the coloured little book. In this poem, the person had to make choices - three different ones. First, you must choose the right pumpkin, then decide how to carve it and how the face will look, and then decide where to place it for everyone to enjoy.

Have the poem on a chart. Find words the students know how to read and highlight them. There are a couple of words you may need to explain..... do the children know 'Jack O'Lantern'? It comes from early English - Jack of the Lantern - the carved face with a candle inside could be used as a lantern (and you will likely have to explain 'lantern' as well!)

Talk about the words 'plump', 'scooped', 'shell', 'jagged', 'pointy', and 'enormous'.

Make the word 'enormous' be the word of the day - see how many students can put it into a sentence when they speak today!

When the students have memorized the poem on the chart or can read it, hand out the individual books and they can go in pairs to read the poem - and then colour the pictures.

8. Halloween is Coming

It is always fun for children to think about what they are going to do or dress up as on Halloween. Read the coloured book to the class.

This poem is longer than most, and has six verses of four lines each. You may find that it is too difficult for some of your students to read, so take a bit longer with the memorization and chart work, and use the pictures as clues.

The first line is the same in all verses, so teach the words '*Halloween is coming*'. The second line is similar in all the verses, so teach the words, '*what, who, will, you*'.

Print the poem on a chart, and use different colours to show the same words in the verses. Read it over, showing the words that the student know as clues.

Show the word 'might'. What does this mean, when the poem says, 'I might be a pirate, go trick or treating, meet a funny ghost or see a jack-o-lantern winking? Which of those are possible and which are not?

When the children are fairly confident with the poem, give out the little books and read them through several times, having the students read the pages and the rest of the class following the words. Then they can colour the pictures or draw their own on the books with no illustrations.

9. The Halloween Parade

This is a Halloween costume book - with a bit of a twist. There are 4 versions - one with generic names, one with spaces for the students to put in the names of their classmates (both in colour), and the black and white and 'no illustrations' versions of the latter.

Read the book with the names in to the students. You can print the poem out on a chart after this read through, and leave spaces for the names of the students in the class.

Once the students can read the text, give out the photocopied books, and they can put in names of their choice. Some children may like to draw their own illustrations, and will want to use the booklet with no graphics.

Once the names are in and the illustrations complete, the students can read their books to a friend or to the group.

Discuss the costumes, and what they would like to wear.



10. What Will I Be

Halloween costumes again, as the students decide what they might dress up to be.

Discuss costumes - will you have a Halloween parade at school and perhaps a party? Talk about costumes that are suitable for indoors and outdoors on a cold end-of-October evening.

Read the coloured little book to the class, and then print the poem on a chart. How many times is 'I' used? Can any student pick out the word 'be'? Highlight 'be' on the chart. Can anyone find the word 'should'? There is another word that looks like 'should' - can anyone find it? Highlight 'should' and 'could'. Highlight other words the students know.

When the students have memorized the poem, give out the black and white version, and have the students read it to themselves and then to a friend. Watch to see that they are touching the correct words as they read.

Colour the pictures.

11. The Last of October

Review the October calendar. What is at the end of October?

There are lots of symbols of Halloween. Make a list on a chart of Halloween-ly things - some are very spooky!

This little book talks about some of the symbols of Halloween - the sound of owls, black cats (bad luck if one crosses your path), witches on broomsticks, lighted pumpkin faces, children in spooky costumes. Discuss how the children feel on this night. Are these things real or really spooky? Are there really things to be afraid of? Halloween is a night of pretend - where people dress up and pretend to be someone else, and imaginary things seem real.

Read the coloured book, and put the poem on a chart. Discuss the words and highlight words that are familiar. You could put the nouns from the poem in a list and make little drawings beside each so the students can refer to them.

Give out the black and white version or the one with no illustrations and read the poem again. Then the students can colour the pictures or draw their own illustrations.

12. My Letter Sounds

This little book practices the sounds of the letters. For each, the name of the letter is written alone, and the sound is between forward slashes... as /a/, for example.

The words and sounds are recited with rhythm.

Several things: x is a tricky one - the sound is not as in 'exit', of course, it makes the sound of 'ks', almost 'kiss'. I debated using that! The q always has a u following, so I added it. It makes the sound of 'kw'.

The poem can be used as a recitation as the students are learning the letter sounds, and if you add the body motions below, this can be an exercise break as well.

a - use your arms to imitate alligator jaws snapping

b - bounce an imaginary ball

c - show hands like cat claws

d - push hands toward floor

e - arm like a trunk in front of face

f - hands like fins swimming

g - waddle like a goose in place - move arms back and forth like you're running