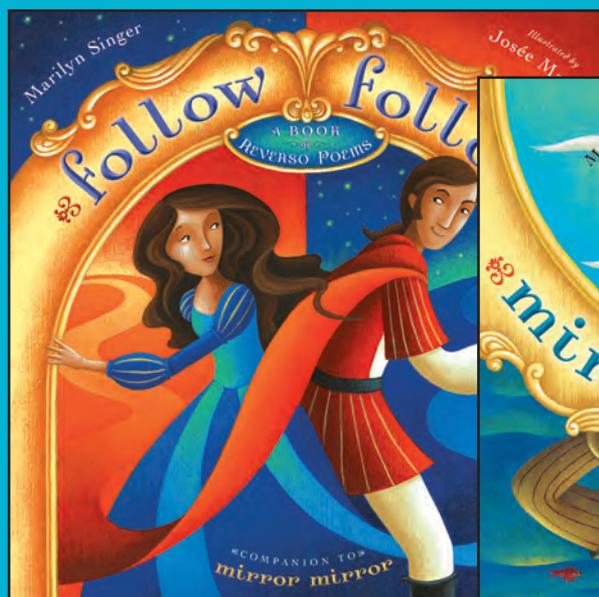


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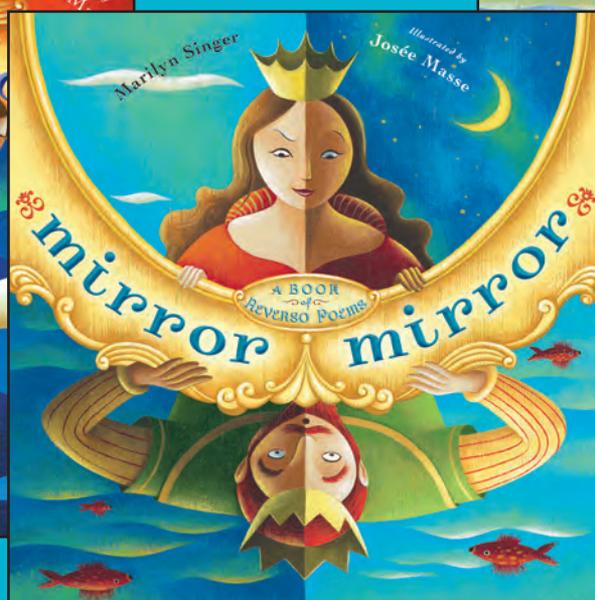
Making Curriculum Connections!



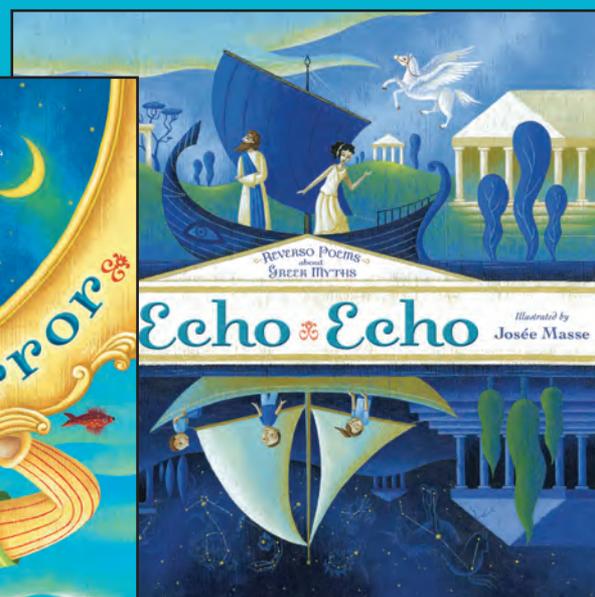
An Educator's Guide to



More fairytale reversible poems!



On over 20 state awards!



New! Greek myth reverso poems!

Marilyn Singer's Reverso Poetry Collection

Each activity on the following pages corresponds to a particular day in the two-week unit, but it can also be used individually to cover a specific poem and fairy tale.

INSPIRE • ENGAGE • EDUCATE

The activities in this guide align with Common Core State Standards and fit into the curriculum for grades 3–4.

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Classroom Lesson Plans for *Mirror Mirror* and *Follow Follow: Week 1*

Day 1: Cinderella's Double Life (*Mirror, Mirror*) and "Your Wish is my Command" (*Follow, Follow*)

Was Cinderella really mistreated? Or do the stepsisters just have a bad reputation? Who has it worse, Aladdin or the genie?

- Read "Cinderella's Double Life" and "Your Wish is my Command". Discuss how the reverso poems represent different character perspectives. Have students brainstorm how each characters' circumstance affects their opinion.
- Have students write from the perspective of Cinderella, a stepsister, Aladdin, or the genie using a prompt. How would each character view the prompt differently?

Technology Integration: Use the app Chatterpix Kids on a device or the website voki.com on the computer to allow students to find a picture of their character and animate it using their voice

*Common Core Standards Addressed: RL 3.9, 4.6, 4.9; W 3.4 and 4.4.

Day 2: "Ready, Steady, Go" (*Follow, Follow*)

In our world slow and steady doesn't always win the race, but endurance can be more important than speed.

- Read Aesop Fable's *The Tortoise and the Hare* for background knowledge. Then, read "Ready, Steady, Go". Discuss the different strategies of the Tortoise and the Hare.
- Have students write a reader's theater style sports announcement in pairs or groups of three.

Technology Integration: Have students turn the announcement into a video newscast using the app Telestory on a device.

*Common Core Standard Addressed: RL 3.3, 4.3, 5.3; W 3.1, 4.1, 5.1.

Day 3: "Rapunzel's Locks" and "Mirror, Mirror" (*Mirror, Mirror*), "Can't Blow this House Down" and "Panache" (*Follow, Follow*)

The illustrations throughout *Mirror, Mirror* and *Follow, Follow* are as much a part of the story as the text. After reading the poems:

- Have students observe the illustrations by Josée Masse. Point out the way each one has a line of symmetry that is helps illustrate the written perspectives of the characters.
- Discuss the meaning of this illustration and how it affects the mood and setting of the poem.
- Have students use colored pencils to continue the scene by changing the main part of the picture into another object while still keeping the picture symmetrical

Math Integration: Discuss the attributes of symmetrical and asymmetrical objects.

*Common Core Standards Addressed: RL 3.7 and 4.7. M 4 G.A.3.

Day 4: "Bears in the News" (*Mirror, Mirror*)

Extra, extra, read all about it! There are always two sides to every story. In this reverso poem, the headline changes depending on the perspective of the bears or Goldilocks.

- Have students read several editorial pieces from your local newspaper that are written in response to an article.
- Have them decide if they want to be Goldilocks responding to the article "Bears Startled by Blonde Asleep in Cub's Bed" or one of the bears responding to the article "Asleep in Cub's Bed, Blonde Startled by Bears." The piece should show the opinion of the character and defend their side with key details

Technology Integration: Allow students to type their editorial using Fodey.com or Smore.com to publish and print them.

*Common Core Standards Addressed: RL 3.6, 4.6, 4.8; W3.1, and 4.1.

Day 5: Reverso poetry

Now it's time for students to try their hand at writing reverso poetry.

- Read "In Reverso" (*Mirror, Mirror*) and "Fairy Tales" (*Follow, Follow*) as well as Marilyn Singer's explanations on Reverso Poetry at the end of each book.
- Brainstorm possible fairy-tale characters you could write about in a reverso poem.
- Model writing a reverso poem writing only four lines. Show students how to tweak the poem if the phrases going down don't work when you reverse them.
- Allow students to write their own poems and then share them aloud with the class.

Extension Activity: Have students discuss other types of formula poetry, such as haiku, concrete poetry, limericks, etc. Allow students to visit "Poetry Class" on gigglepoetry.com to learn about other ways to write formula poems.

Technology Integration: Use Google Draw on the computer or Pic Collage on devices to have students publish their poems using text and pictures.

*Common Core Standards Addressed: W 3.4 and 4.4.



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Classroom Lesson Plans for *Echo Echo*: Week 2

Day 1: "Pandora and the Box" (*Echo Echo*)

Sometimes curiosity is not a good thing. Pandora allowed her curiosity to unleash evil into the world.

- Have students read "Pandora and the Box".
- Discuss the decision that Pandora made and how it will affect those around her.
- Have students design a shoe box to be a "Pandora's box." They will put something inside the box that no one would like to have (ex: stinky shoe, pine cone, thumb tacks, etc).
- Students should write three clues about what is in their box, and each classmate can write a guess. Then everyone will open their boxes and see if anyone guessed correctly.

Technology Integration: Number each box and create a Google form where students can type their answers about what they think is in each box. Create a QR code for the form that students can scan with a device.

*Common Core Standards Addressed: RL 3.2, 4.2, 5.2 W 3.10, 4.10, 5.10.

Day 2: "Narcissus and Echo" (*Echo Echo*)

An echo is a distinct sound. When you read this poem, you can hear Echo's sadness. Sound can create great imagery in any writing.

- Have students read "Narcissus and Echo". Discuss how the echo is used to help the reader understand Echo's sadness.
- Echos are often found in nature. Read the book *Bat Loves the Night* by Nicola Davies. What does the author illustrate with this echo? Have students research echolocation and how it helps animals in nature.

Technology Integration: Have students create a presentation using the Haiku Deck app on a device or Google Slides on the computer presenting how bats and other animals use echolocation.

*Common Core Standards Addressed: RL 3.4, 4.4, 5.4 W 3.7, 4.7, 5.7.

Day 3: "King Midas and His Daughter" (*Echo Echo*)

Sometimes our actions don't only affect us but also those around us. King Midas greed has an everlasting effect on his daughter.

- Pair "King Midas and his Daughter" with the book *King Midas: The Golden Touch* by Demi.
- Have students create a cause and effect t-chart where they list at least three causes and effects from the book. Then have them find words in the poem that give us clues about how Midas's actions affected his daughter.

Technology Integration: Use the Comic Life app to have students recreate "King Midas and his Daughter" as a comic. They can take pictures of themselves as Midas and the daughter using construction paper props. The speech bubbles should reflect the traits of each character.

*Common Core Standards Addressed: RL 3.3, 4.3, 5.3.

Day 4: "Arache and Athena" (*Echo Echo*)

Competition can be a great motivator, but what happens when we don't play fair?

- Have students read "Arachne and Athena".
- Have students write how they think Athena should have reacted to Arachne's victory.
- Allow students to make a spider web to accompany their writing using black construction paper, glue and silver glitter. They can hang the web from the bottom of their written work.

Technology Integration: Allow students to recreate the competition between Arachne and Athena using the app Puppet Pals.

*Common Core Standards Addressed: RL 3.3, 4.3, 5.3 W 3.1, 4.1, 5.1.

Day 5: "Medusa" (*Echo Echo*)

Sometimes someone isn't the monster we perceived them to be.

- After reading the poem "Medusa", read aloud the book *Medusa Jones* by Ross Collins.
- Have students discuss how the other students perceive Medusa Jones based on her appearance.
- Have students compare and contrast Medusa from the poem from Medusa Jones in the book using a Venn Diagram.

Technology Integration: Have the students pretend to be Medusa Jones explaining to the class why they should give her a chance using the app Tellagami.

*Common Core Standards Addressed: RL 3.9, 4.9, 5.9.



About the Author:

MARILYN SINGER holds a bachelor's degree in English from Queens College and a MA in Communications from New York University. Marilyn has published more than ninety books for children and young adults.

Visit Marilyn Singer online at www.marilynsinger.net.



Q & A with author Marilyn Singer:

Q: How does your experience as a teacher inform your writing?

A: When I was a teacher, I spent much time crafting lesson plans that would make English language and literature exciting to my students—and also to myself. I loved when my students had a Eureka Moment—when they understood what a poem or story meant—without my belaboring the point. And I was more than willing to laugh and cry aloud at literature, particularly poems, which made those works much more effective than if I'd just stood there and said, "Now, what does this line mean?" In writing *Mirror Mirror*, I set myself a fun challenge: write poems about fairy tales from different POVs in a new way. But subconsciously, I think the teacher in me also said, "Let readers figure out how the poems work (and in the process, learn something about grammar, punctuation, poetry forms, POV, etc.) and have their own Eureka Moment."

Q: How important do you think poetry is to the curriculum?

A: I think that the job of a teacher is not only to impart knowledge, but to foster in students the desire to acquire that knowledge, to encourage a sense of wonder about the world. Poetry encourages us to dig deeper, to learn more, to have that sense of wonder. It can be paired with almost any other subject for "cross-pollination" to broaden the scope of a student's knowledge in many areas. And, if presented in the right way, it can show kids that poems are FUN!

State Awards and Honors for *Mirror Mirror*

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| 2011 Virginia Whitney and Scott Cardozo Award | 2011-2012 Maryland Black-Eyed Susan Book Award (K-3) |
| 2011-2012 Washington, D.C., Capitol Choices Award
(Ages 7-10) | 2011-2012 North Carolina Children's Book Award |
| 2011-2012 Texas Bluebonnet Master List (Grades 3-6) | 2011-2012 New York Charlotte Award Master List (Primary) |
| 2011-2012 Georgia Book Award | 2012 North Dakota Flicker Tail Award Nominee |
| 2011-2012 Kansas State Reading Circle | 2012-2013 Illinois Bluestem Book Award |
| 2011-2012 Pennsylvania Keystone to Reading Book Award
(Young Readers) | 2012-2013 New Mexico Land of Enchantment Book Award
(Picture Books) |
| 2011-2012 Vermont Red Clover Book Award | 2012-2013 Oklahoma Sequoia Children's Book Award
(Children's) |
| 2011-2012 Rhode Island Children's Book Award
(Young Readers) | 2012-2013 Virginia Readers' Choice Award (Elementary) |
| 2011-2012 New Mexico Land of Enchantment Book Award
(Picture Narrative) | 2013 New Jersey Garden State Book Award Nominee |
| 2011-2012 Utah Beehive Award (Poetry) | 2013-2014 Iowa Association of School Librarians
Goldfinch Award |
| 2011-2012 Maine Chickadee Award | 2013-2014 Pennsylvania Young Readers Choice Award |
| | 2013-2014 Tennessee Volunteer State Book Award |

Awards and Honors for *Follow Follow*

- 2015-2016 South Dakota Prairie Pasque Book Award nominee
- 2016 New Jersey Garden State Children's Book Award nominee
- 2016 Arizona Grand Canyon Reader Award nominee



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This guide was completed by Emily Felker, EMS MLS. Emily Felker is currently an elementary school librarian in Aledo, TX. She has served on the English Language Arts and Reading committee developing curriculum for the district for the past three years.