

Teacher Development

Writing is the key to communicating. Through this manual teachers will have the opportunity to build their students' skills in this and many related areas.

Mr. Robert L. Forbes has authored three books, published by Overlook Press, using animals as the main characters. This charming approach allows students of all ages to be immediately engaged in his poetry. All the poems are rhymed and metered which also enhances their accessibility. Mr. Forbes believes strongly that young people use their creative minds to develop their own writings and uses his poetry to spark their imaginations.

Mr. Forbes chose to use animals because of the myriad possibilities they present to comment not just on their world, the habitats, actions and appearances, but as well to use them to illustrate the characteristics, foibles, joys and dreams from the daily lives of humans. He creates wonderful images through his detailed descriptions and story-telling that engages the readers fully. By presenting the animals as his friends, he lures the readers in to share that relationship and insight.

Mr. Forbes' poems are complemented by the visual depiction of his words by Ronald Searle. Before his death in 2011 at age 91, Mr. Searle was one of the top illustrators in the world, and he produced some of his finest work for this collaborative effort. The drawings are extraordinarily well done, rich with color and fanciful detail, and capture the spirit and essence of each poem. Mr. Forbes wanted an illustrator who could enchant his audience, and Mr. Searle obliged, never over-anthropomorphizing the animals, but infusing them and their situations with wit and whimsy, and fully reflecting each poem's playfulness, such as the inclusion of a small mouse to be found in each drawing. They worked together for many years to produce this large body of work.

Using creativity is a key factor in how Mr. Forbes approaches his writing. When he talks with young people about a writing task of any sort, this is a primary focus of his suggestions. Book reports, essays, journals, emails and texts are all arenas for their imaginative use of words. He believes students need to be encouraged to bring their past experiences and dreams into their writing, and urges them to listen, to observe, and to write it down. That is how they will find and develop their own creative voice.

He also shares that when he was in school, he often found himself "looking out the window" which allowed him to think and create in ways that were not traditional. To this day, he is still "looking out the window" where inspiration and ideas for his writing abound.

Key Terms:

Alliteration

Allusions

Analogies

Author

Brainstorm

Character

Copyright Laws

Creativity

Dialogue

Hyperbole

Illustrator

Interpretation

Literary Device

Metaphor

Meter

Onomatopoeia

Paraphrase

Personification

Plot

Poetry

Prompt

Rhyme

Rhythm

Setting

Simile

Summary

Thinking Hats

Verse

Writing Process – Plan, Draft, Revise, Edit, Publish

Themes to be discovered in the Exhibition

The Poems

1. Fun with clichés
2. Alliterative lines
3. At the zoo
4. Kids and creatures
5. In the Kitchen
6. Mealtime
7. Getting married
8. Families
9. Babies
10. Moms and Dads
11. Naptime
12. A day at the races
13. Time's up
14. On the run
15. Cautionary tales
16. The wild west
17. Professions
18. Who's the boss?
19. Odd Couples
20. Vanitas
21. Natural Functions
22. Literary references
23. Foreign influences
24. Respect for others
25. Rhyme schemes: simple or complicated: couplets; limericks; some rhyme every time; sometimes with a single rhyme; short lines, long lines

The Art

1. Where's the mouse?
2. Other critters in the pictures
3. To clothe or not to clothe
4. Sharp dressers
5. Olden times costumes
6. Hairy, scaly, furry, slimy
7. Sun and moon
8. Sunrise, sunset
9. Where do I live?
10. Up in trees
11. Indoors/outdoors

12. On the sea, by the sea, under the sea
13. Watery worlds
14. The artists tools: watercolors, colored pencils, gouache, oils
15. Interpreting the poems into drawings: your opinion

Suggested Books and Websites:

Beard, A. Crocodile Tears. Abrams. 2011.

Beard, A. Monkey See, Monkey Draw. Abrams, 2012.

DeBono, E. Six Thinking Hats. New York: Back Bay Books, 1999.

Forbes, R. L. Bestioles un peu folles: Une menagerie tout en rimes. Jean-Claude Gawsewitch, 2008.

Forbes, R. L. Beastly Feasts! A Mischievous Menagerie in Rhyme. New York: Overlook, 2007.

Forbes, R.L. Beast Friends Forever! Animal Lovers, In Rhyme: New York: Overlook, 2013.

Forbes, R.L. Let's Have a Bite! A Banquet of Beastly Rhymes: New York: Overlook, 2010.

Fountas, I.C. and Pinnell, G.S. Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy. New Hampshire: Heinemann, 2001.

Lyman, F., 1987, *Think-Pair-Share: An expanding teaching technique*: MAA-CIE Cooperative News, v. 1, p. 1-2.

Santa, C.M. et al. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque: Kendall/Hunt Publishing Company. 1988.

Seuss, Dr. The Cat in the Hat. Random House. 1957.

Silverstein, Shel. A Light in the Attic. Harper Collins Publisher. 1981.

Silverstein, Shel. Where The Sidewalk Ends. Harper Collins Publisher. 1974.

Zemelman, S., Daniels, H.S., and Hyde, A. Best Practice: Bringing Standards to Life in America's Classrooms. New Hampshire: Heinemann. 2012.

These websites can be visited on the Internet.

<http://classroom.jc-schools.net/read/web.html>

www.corestandards.org

<http://edwdebono.com>

<http://freeology.com>

<http://irondalecom.jefcoed.com/Documents/Graphic%20Organizers/organizer%20science.pdf>

http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm

http://schoolnet.gov.mt/tsmiddle/lesson_material.htm

<http://secondarysolutionsblog.com/2012/04/attacking-the-common-core-standards-informational-texts-part-four-determining-the-central-idea-providing-an-objective-summary>

http://teacher-soup.com/attachments/095_Story_Map_Character_Setting_Plot.pdf

<http://www.creativewriting-prompts.com/printable-graphic-organizers.html>

<http://www.edhelperclipart.com/clipart/teachers/org-topic8.pdf>

<http://www.eduplace.com>

<http://www.guardian.co.uk/books/2012/jan/03/ronald-searle>

<http://www.inspiration.com/visual-learning/graphic-organizers>

http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html

<http://www.learnerslink.com/SixThinkingHats.htm>

<http://www.lpg.fsu.edu/charting/howtopdf/ht-k5ehats.pdf>

<http://www.mcrc-online.ca/documents/buehl/goread.pdf>

https://www.ocps.net/cs/services/cs/curreas/read/IR/bestpractices/SZ/sixthinkinghats_Mar2009.pdf

<http://www.poets.org/page.php/prmID/406>

http://www.readwritethink.org/materials/letter_generator

<http://www.superteacherworksheets.com/graphic-organizers>

Kindergarten Standards

Language Arts:

LA.K.1.2.3

Recognize and produce words that rhyme.

LACC.K.12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LACC.K.L.3.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LACC.K.RI.2.5

Identify the front cover, back cover, and title page of a book.

LACC.K.RI.2.5

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

LACC.K.RI.3.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

LACC.K.RL.1.1

With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.2.5

Recognize common types of texts (e.g., storybooks, poems).

LACC.K.SL.1.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LACC.K.SL.2.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

LACC.K.W.2.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LACC.K.SL.2.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Visual Arts:

VA.K.F.1.2

Identify real and imaginary subject matter in works of art.

VA.K.H.2.3

Describe where artwork is displayed in school or other places.

VA.K.O.2.1

Generate ideas and images for artworks based on memory, imagination and experiences.

Science:

SC.K.L.14.2

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

Pre-Activities for Kindergarten

(LACC.K.RI.2.5 and LACC.K.RI.2.5.)

1. Display Mr. Forbes' books in the classroom. Have students verbally identify the front cover, back cover, and title page of the books. Further, the teacher can have students verbally identify the author and illustrator and define the role of each.

(LACC.K.RL.3.7)

2. Have students verbally describe the relationship between the front cover illustration and what the written words inside the book will be about.

(LA.K.1.2.3)

3. Teacher will ask students to think about words that they know that rhyme.

A Dr. Seuss story can be read to get the students thinking about rhyming words they know that are real and made up. (A suggestion would be The Cat in The Hat). Students will be asked to make a list of words that they know that rhyme. Teacher can document this list on chart paper or on the front board.

(SC.K.L.14.2 and VA.K.F.1.2)

4. Teacher can introduce more of Mr. Forbes' books and share that the main characters are animals! Have students think of rhyming words that might be related to animals. The teacher can add to the original list that was created. This will be a great resource for the writing students will do prior to viewing the exhibit and then upon their return to the classroom.

(LACC.K.RL.2.5)

5. Teacher can have students identify the type/genre of the writing in Mr. Forbes' books which would be poetry.

(LACC.K.RL.1.1 and LACC.K.SL.1.2 and LACC.K.RI.3.7)

6. Teacher can read a poem, ask and have students answer questions about key details in the text. A great one to start with is from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Dizzie Lizzie** pages 82 - 83. Teacher can have students think about what kind of details might be included in a poem about giraffes. Ideas to be sure are mentioned include, tall, having a long neck. Once read, the teacher can prompt students to be sure that they understood the poem and the details about a giraffe were covered.

(LACC.K.12.W.2.5 and LACC.K.L.3.6)*1

7. Students can be asked to choose an animal of their choice that they would like to write a poem about. To begin, students could start to plan what they might write about keeping in mind that they are to use words that will describe the animal using truthful, fun information and also review the rhyming words they chose earlier in the lesson. Students can begin to draft their writing using a graphic organizer. They can begin to sketch an illustration to go with their poem as well.

(VA.K.H.2.3)

8. Teacher will share with students that they are going on a field experience to the Four Arts Children's Art Gallery and talk about artwork in a museum. A list of places other than museums that students can find art can be made and posted at the front of the room. Students can talk about what the places would be like based on prior knowledge or guessing. The connection between the books around the room, the author and the illustrator can be made.

Post Activities for Kindergarten

(LACC.K.W.2.5)

1. Students can continue to write their poem and receive feedback from peers and teacher to work on the revising part of the writing process. Students will move on to editing their own work with teacher feedback. Copies of Mr. Forbes' books can remain on display in the classroom to serve as resource for students.

(LACC.K.SL.2.5 and VA.K.O.2.1 and LACC.K.SL.2.6)

2. Students can finalize their illustrations. Students can read or talk about their writing and illustrations to their classmates and teachers. Students' work will be displayed in the classroom and/or hallways.

First Grade Standards

Language Arts:

LACC.1.RL.3.7

*Use the illustrations and details in a text to describe its key ideas.

*Use illustrations and details in a story to describe its characters, setting or events.

LACC.1.RL.2.4

*Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.1.RL.3.9

Compare and contrast the adventures and experiences of characters in stories.

LACC.1.RL.4.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

LACC.1.SL.2.5

Add drawings or other visual displays to descriptors when appropriate to clarify ideas, thoughts, and feelings.

LACC.1.W.2.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Visual Arts:

VA1.C.1.2

Gather clues to help interpret and reflect on works of art.

VA1.S.3.4

Identify and be respectful of artwork that belongs to others and represents their ideas.

VA1.O.2.1

Create imagery and symbols to express thoughts and feelings.

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

VA1.H.2.3

Identify places in which artworks may be viewed by others.

VA1.H.3.1

Identify connections between visual art and other content areas.

Pre-Activities for First Grade

Language Arts:

(LACC.1.RL.3.7)*2

1. Students can look at illustrations and read a poem to look for details about key ideas. Through the pictures and words, students will be able to write the main idea and details on a graphic organizer. Use *Beastly Feasts! A Mischievous Menagerie in Rhyme*, ***The Race of the Anteaters***, pages 88 - 89.

(LACC.1.RL.2.4)*3

2. Teacher can read a poem and have students record the words and phrases that have to do with feelings and appeal to the senses using a graphic organizer. Some poems that would work well would be from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, ***The***

Chittery-Chatterly Crab, pages 16 - 17, or *The Ginger Tub Tabby*, pages 38 - 39 or from *Let's Have A Bite! A Banquet of Beastly Rhymes*, *Naughty Lion Cubs*, pages 8 - 9.

(LACC.1.SL.2.5)

3. Students will draw a picture that goes along with their graphic organizer about the poem they chose from the previous standard. Students will be asked include what they think about the poem and how it makes them feel.

(LACC.1.RL.3.9)*4

4. Teacher can read a poem and ask and have students use a contrast and compare chart graphic organizer to contrast and compare the adventures and experiences that the characters have in the poem. A great one to start with is from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, *A Peculiar Pair*, pages 46 - 47.

(LACC.1.RL.4.10)

5. Teacher can have Mr. Forbes' books on display in the classroom. Then, they can choose one to practice reading.

(VA1.H.2.3 and VA1.H.3.1)

6. Teacher can prepare students for their visit to the Four Arts Children's Library and exhibit by talking about places where artwork is displayed. Students can brainstorm a list of where they have seen artwork. Students will be asked to describe how they think the exhibit they will see will be displayed and what some of the content may be about based on the information they have learned so far about the author and illustrator as well as seen the pictures and read some poems. Students can write questions about how they would examine the artwork that they will see at the Four Arts Children's Library.

(VA1.C.1.2)

7. Teacher will have students pair up to look at various poems. A poem to work on for this would be from *Let's Have a Bite! A Banquet of Beastly Rhymes*, *Fiji Monkey Business*, pages 12 - 13 or *The Story of Rory*, pages 18 - 19 or *Baker Betty*, pages 42 - 43 and have students make observations and comments about things they see in commonalities between and among the pictures – (colors, animals, illustrator's signature, mouse). Students will be asked to interpret how and why they think the illustrator made the choices he did for the written text.

(VA1.S.3.4)

8. Teacher will lead students through a think-pair-share activity where they have to think for a few minutes about how they will behave when at the Four Arts Children's Library, walking through the exhibit and participating in the other activities and seeing the artwork of someone else and write down their ideas. Then, the students will pair up with someone to talk about their lists and compare what they each wrote. Each pair will be asked to share ideas from each other. The teacher will chart the list and review the ideas prior to going on the field trip.

(VA1.O.2.1)

Create imagery and symbols to express thoughts and feelings.

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

Post Activities for First Grade

(LACC.1.W.2.5)*6

1. Students will choose an illustration they saw at the Four Arts Children's Library of an animal as the topic for their writing. Using a graphic organizer that has to do with a topic, they will use the writing process, focusing most on the revising and editing once feedback has been received by the teacher, to complete their writing assignment.

Second Grade Standards

Language Arts:

LACC.2L.3.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g. *describe foods that are spicy or juicy*).

b. Distinguish shades of meaning among closely related verbs (e.g. *toss, throw, hurl*) and closely related adjectives (e.g. *think slender, skinny, scrawny*).

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

LACC.2.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.

LACC.2.RL.3.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LACC.2.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LACC.2.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Science:

SC.2.L.17.2

Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

Social Studies:

SS.2.C.2.4

Identify ways citizens can make a positive contribution to their community,

Visual Arts:

VA.2.H.1.1

Identify examples in which artists have created works based on culture and life experiences.

VA.2.H.2.3

Identify the physical features or characteristics of artworks displayed in the community.

VA.2.S.1.4

Use accurate art vocabulary to discuss art.

VA.2.S.3.4

Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

Pre-Activities for Second Grade

(LACC.2.RL.3.7)*5

1. Students will listen to stories and look at the illustrations so they can talk about and verbally tell about what they see related to the characters, describe the setting and plot. Some good choices would be from *Let's Have a Bite! A Banquet of Beastly Rhymes*, **Natty Nat**, pages 16-17, **The Turtle Dash**, pages 30-31, **Theodore's Great Pitch**, pages 32-33, **Baker Betty**, pages 42-43, or **A Busy Day For Goslings**, pages 44-49. Students can then choose their favorite poem and complete a graphic organizer that includes information about characters, setting and/or the plot.

(LACC.2.RI.2.6)

2. Using a poem from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Leon The Chameleon**, pages 66 - 67, the teacher will read the poem and the students will be asked to describe the main purpose of the poem and what the author is explaining and describing. Seeing the illustration may serve to assist students with this task.

(LACC.2.RL.2.4)

3. Using any of the poems in any of the books, students can choose a poem to write about how the words and phrases are used to show parts of poetry such as regular beats, alliteration, rhymes and repeated lines. A suggestion would be for the teacher to model this with a short poem such as one found in *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **The Tiger and the Tyke**, pages 60 - 61 or from *Let's Have a Bite! A Banquet of Beastly Rhymes* **The Tickling Dingo**, pages 76 - 77.

(LACC.2L.3.5)

4. Reading a poem aloud with a partner, students will be able to describe how the author uses various languages to describe how animals behave in ways that tells about their characteristics. A good choice for the teacher to model an example would be from *Let's Have a Bite! A Banquet of Beastly Rhymes*, **Flick the Fly**, pages 20 - 21. Giving students a chance to review the related illustrations will help them to see the connections between the figurative language, word relationships and nuances in the written works.

(VA.2.H.1.1)

5. Teacher will lead a discussion that asks students to think about why the author chose animals as characters in his books pointing out that perhaps he spent time observing and being with animals. Any of the poems from any of the books could be used as examples. One that would highlight this idea well would be from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **The Ballad Of Earl The Squirrel**, pages 56 - 59.

(SC.2.L.17.2)

6. Students will be asked to explain the habitats that the animals shown in the poems live in and how the author has them in their real habitats and takes some liberty to have them living in other habitats. Students would be asked to recognize that animals in real life would have to be in their proper habitats in order to live well. Students may take a poem where the animal is written about in a place other than their natural habitat and rewrite the poem to place the animal in its proper habitat. An example to share would be from *Let's Have a Bite! A Banquet of Beastly Rhymes*, **Ooh, Lala!**, pages 26 - 27.

(LACC.2.W.2.5)

7. Students will be assigned to choose an illustration that they see of an animal at the Four Arts Library to be prepared to do a writing assignment upon returning to their classrooms. This could be related to the science objective depending on the artwork displayed and the choices students make. The teacher could decide that students write about an animal of their choosing that they see at the exhibit.

Post Activities for Second Grade

(LACC.2.W.2.5)*6

1. Students will use their choice of an illustration they saw of an animal as the topic for their writing. Using a graphic organizer that has to do with a topic, they will use the writing process, focusing most on the revising and editing once feedback has been received by the teacher, to complete their writing assignment.

(SS.2.C.2.4)

2. Students will be asked to list the ways that the author and illustrator of the exhibit they saw at the Four Arts Library made a positive contribution to their community. If time permits, students can write a thank you which can be identified as a way to make the librarians and author as well as other people who contributed to making the exhibit possible feel appreciated for the work they did and hosting of the students/school. Students may use http://www.readwritethink.org/materials/letter_generator as the outline for their friendly letters.

(VA.2.H.2.3 and VA.2.S.1.4)

3. Students will be asked to identify the physical features and the characteristics that they saw in the illustrator's works of art. This would include the theme of animals, color, use of the mouse, and other ideas that the students would note.

4. As students identify the features of the artwork, they would need to be sure to use accurate art vocabulary to talk about what they saw on their visit to the Four Arts Children's Library.

(VA.2.S.3.4)

5. Students will be asked to draw a picture of their animal to go along with the poem they wrote. Before this occurs, the teacher will spend some time talking to students about making sure their work of art is their own based on things that they saw in the illustrator's work. While the ideas may be similar, the students want to be sure to use their own ideas.

Third Grade Standards

Language Arts:

LACC.3.RL.2.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using 1 as

chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LACC.3.RL.3.7

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LACC.3.RI.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

LACC.3.SL.1.2

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.

LACC.3.SL.2.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

LACC.3.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Science:

SC.3.L.15.1

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Visual Arts:

VA.3.C.1.2

Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

VA.3.C.2.2

Compare techniques used by peers and established artists as a basis for improving one's own work.

VA.3.F.2.1

Identify places where artists or designers have made an impact on the community.

VA.3.H.2.3

Describe various venues in which artwork is on display for public viewing.

VA.2.O.2.1

Use creative and innovative ideas to complete personal artworks.

VA.3.S.1.4

Chose accurate art vocabulary to describe works of art and art processes.

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

VA.3.D.3.4

Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

Pre-Activities for Third Grade

(LACC.3.RI.1.2 and LACC.3.SL.1.2)*7

1. Students will be assigned or given the chance to choose a poem from one of Mr. Forbes' books. They will complete a main idea/detail worksheet to note the main idea of the poem along with the details that describe the characters, content of the poem and how the details support the main idea. The teacher may choose to model this by reading a poem from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Bathtub Admiral Duane**, pages 86 - 87. Allowing students to see the picture (page, 87) would be helpful.

(LACC.3.RL.2.5)

2. As the teacher leads a discussion about various poems, students are able to identify the terms stanzas and other parts of poetry. They will also be able to tell about how the parts build on each other throughout the poem. A good example for the teacher to use to note this point would be from *Let's Have Bite! A Banquet of Beastly Rhymes*, **Daniel Spaniel**, pages 36 - 37. From this, students can be asked to work independently or with a partner to choose a poem or work with one given by the teacher to note the same elements on their own.

(LACC.2L.3.5)

3. Reading a poem aloud with a partner, students will be able to describe how the author uses various languages to describe how animals behave in ways that tells about their characteristics. A good choice for the teacher to model an example would be from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **The Local Gnus**, pages 22 - 23. Giving students a chance to review the related illustrations will help them to see the connections between the figurative language, word relationships and nuances in the written works and pictures.

(SC.3.L.15.1)*8

4. Using a graphic organizer, students can chart the animals written about in Mr. Forbes' books using the context of the poems as well as their prior knowledge. Adding illustrations can be encouraged as well.

(VA.3.H.2.3)

5. A discussion will take place about places where artwork can be seen by people. This can be done as a list on chart paper or the board.

(VA.3.F.2.1)

6. Teacher will have students talk about the places where artists can make an impact on a community and how this could be done. This can be done as a list on chart paper or the board. The teacher will conclude by noting students will be visiting the Four Arts Children's Library.

Post Activities for Third Grade

(VA.3.C.1.2)*9

1. Students will decide on an animal they saw at the Four Arts Children's Library based on a poem by Mr. Forbes and remember why they liked this piece of art work. They can write why it is most memorable to them and how they knew what the piece of work was about. They can use a graphic organizer to record their reflections which include any prior knowledge and experience prior to writing.

(VA.3.D.3.4)

2. Teacher will tell students that they are going to create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children's Library. Teacher will talk to students about how important it is to create their own work while using others' work to guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student's own work. While it is a compliment to the person, since it was that person's idea to begin with, he or she needs to be recognized.

(VA.2.O.2.1 and VA.3.C.2.2)

3. Students will begin to draft their own visual and written works using Mr. Forbes and Mr. Searle as sources.

4. Students will get a chance to see their peers' works and view Mr. Forbes and Mr. Searle's works to remind them of their project. After peer reviews, students can work on their final drafts. Once completed, the works can be displayed in the classrooms or hallways.

(LACC.3.SL.2.5)

5. Using their visual, students can use choose the poem from Mr. Forbes' books that goes along with the picture they made. They can make their own audio recordings. In the recordings, students will focus on reading fluidly. In addition, they will either display the picture that goes with the poem from the book or their own illustration to display along with their recordings.

Fourth Grade Standards

Language Arts:

LACC.4.RL.1.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LACC.4.RL.3.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LACC.4.RI.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LACC.4.RI.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Science:

SC.4.L.17.2

Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

Visual Arts:

VA.4.C.3.1

Use accurate art vocabulary when analyzing works of art.

VA.4.F.2.1

Discuss how artists and designers have made an impact on the community.

VA.4.H.1.2

Identify suitable behavior for various art venues and events.

VA.4.H.1.4

Identify and practice ways of showing respect for one's own and others' personal works of art.

VA.4.S.1.4

Use accurate art vocabulary to discuss works of art and the creative process.

VA.4.S.3.4

Discuss the importance of copyright law in regard to the creation and production of art.

Pre-Activities for Fourth Grade

(LACC.4.RL.2.5)

1. Using the key elements at the beginning of the manual along with other vocabulary that may be related to drama and prose, students will fold a paper into three columns and record the vocabulary related to each type of writing along with other key elements in their descriptions of each type. In addition the teacher will review the structural elements of poems.

(LACC.4.RL.1.2) *10

2. Teacher will display Mr. Forbes' books and have students choose two poems to read to determine the theme of his books. Students will be asked to use a graphic organizer to prepare for writing a summary paragraph that states details describing the theme of the poem.

(LACC.4.RL.3.7)

3. Students will be asked to choose a poem that they have read or heard read to them and explain in writing how the illustration relates to the text. Students will be asked to identify the specific description in the text and how the illustration restates this through its visual representation.

(LACC.4.RI.1.1)

4. Teacher will use a poem question and answer paper. This can be generic in its questions so that students can use the poem they used previously to answer questions demonstrating their understanding of the text. Students will be asked to locate the place in the text where they get their responses by using stickies to mark the sections in the poem where they find their information.

(LACC.4.RI.1.2)*7

5. Students will be assigned or given the chance to choose a poem from one of Mr. Forbes' books. They will complete a main idea/detail worksheet to note the main idea of the poem along with the details that describe the characters, content of the poem and how the details support the main idea. The teacher may choose to model this by reading a poem from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Un-Fussy Gussie**, pages 90 - 91.

Allowing students to see the picture would be helpful.

(SC.4.L.17.2)

6. Teacher will read a poem from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, such as **Harry the Lazy Rabbit**, pages 20 - 21 or **Winston's Dinner**, pages 32 - 33 or **Hapless Napless George**, pages 36 -37. The theme is animals eating animals! From these poems, the teacher will explain that animals cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them so that they may survive.

(VA.4.H.1.2)

7. Teacher will talk about what is expected of the students as they visit the Four Arts Children's Library and view the exhibit. Students will be asked to make a list of what kind of behavior would be expected of them and any other people who would visit any place where art would be displayed or performed and what kinds of behaviors would not be

considered appropriate. Teacher can use the information at the beginning of this manual to review the appropriate behaviors and what is expected by the Four Arts Children's Library when visiting.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

(VA.4.F.2.1)

8. Teacher will have students talk about the places where artists can make an impact on a community and how this could be done. This can be done by doing a think-pair-share activity.

(VA.4.H.1.4)

9. Teacher will have students identify ways that they will show respect for the works of art that they will see at the Four Arts Children's Library.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

Post Activities for Fourth Grade

(VA.4.C.3.1 and VA.4.S.1.4)

1. Students will have a list of terms that can be used to discuss the illustrations they have seen in Mr. Forbes' books and then at the Four Arts Children's Library. In addition, using this vocabulary they will talk about how the creative process Mr. Forbes used when writing his poems/books and for Searle's works.

(VA.4.S.3.4 and VA.4.H.1.4)

2. Teacher will tell students that they are going to create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children's Library.

3. Teacher will talk to students about how important it is to create their own work while using others' work to guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student's own work. While it is a compliment to the person, since it was that person's idea to begin with, he or she needs to be recognized. Also, that they should be proud of their own works.

Fifth Grade Standards

Language Arts:

LACC.5.RL.1.2

Determine a theme of a story, drama, or poem from details in the text, including how characters or

drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize

LACC.5.RL.2.5

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.

LACC.5.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LACC.5.W.1.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

LACC.5.W.1.1.a

Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

LACC.5.W.1.1.b

Provide logically ordered reasons that are supported by facts and details.

LACC.5.W.1.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

LACC.5.W.1.1.d

Provide a concluding statement or section related to the opinion presented.

LACC.5.W.2.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LACC.5.W.2.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LACC.5.W.2.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Visual Arts:

VA.5.C.2.1

Revise artwork as a necessary part of the creative process to achieve an artistic goal.

VA.5.F.2.3

Discuss contributions that artists make to society.

VA.5.H.1.2

Use suitable behavior as a member of an art audience.

VA.5.H.1.4

Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

VA.5.S.3.4

Use ethical standards, including copyright laws, when producing works of art.

Pre-Activities for Fifth Grade

(LACC.5.RL.1.2)

1. Students will be asked to read a poem from *Beast Friends Forever! Animal Lovers in Rhyme*, ***Honey and Sweets***, pages 46 - 47, and decide the theme of the poem. They will describe the how the speaker in the poem thought the characters would behave and then actually what happened and why which will serve as a summary for the poem.

(LACC.5.RL.2.5)

2. As the teacher reads aloud from *Beast Friends Forever! Animal Lovers in Rhyme*, ***Squig***, pages 34 - 35, students will be able to follow along and mark on their copies where there are stanzas. Also, they will mark the parts that relate to each other in terms of building on the main topic. This can be done by underlining, highlighting or marking with stickies.

(LACC.5.RL.3.7)*11

3. Students will see the illustration from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, ***Why The Sheriff Is Mad***, pages 84 - 85. After reviewing the picture, students will make a list of ideas they think that the poem will be about. Then, the poem will be displayed. A comparison of the illustrations and the text will be written on a venn diagram by students or as a class with the teacher facilitating on the document camera or on the front board. Emphasis will be placed on the mood, characters and setting of the poem.

(VA.5.H.1.2 and VA.5.H.1.4)

4. Teacher will review with students how they will behave at the Four Arts Children's Library. Teacher can use the information at the beginning of this manual to review the appropriate behaviors and what is expected by the Four Arts Children's Library when visiting.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

(VA.5.F.2.3)

5. Teacher will lead a discussion about the contributions that artists make to society encouraging student input. Teacher may choose to use chart paper or a document camera to display responses.

Post Activities for Fifth Grade

(LACC.5.W.1.1 - LACC.5.W.1.1.a, LACC.5.W.1.1.b, LACC.5.W.1.1.c, LACC.5.W.1.1.d)

1. Students will be asked to write opinion writing about the exhibit they saw at the Children's Library at the Four Arts as well as the poems they read prior to the visit as well as read or heard at the library. Included in this piece of writing will be an opening that states each student's individual opinion about the text and illustrations that has an order and lists reasons with support about their opinion that uses linking words and phrases and that has a concluding statement.

(LACC.5.W.2.4 and LACC.5.W.2.5)

2. Teacher will hold individual writing conferences with the students to review their writing and provide feedback so that the students can revise and edit their work. Teacher may choose to pair students up as well to have peer review of the writing and preparing for the final draft.

(LACC.5.W.2.6)

3. In the classroom or the technology lab, students will finalize their piece of writing. Students will be asked to print out and share their final work with another student; perhaps the peer who gave them the original feedback.

(VA.5.S.3.4 and VA.5.C.2.1)

4. Teacher will tell students that they are going to create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children's Library that focuses on a particular artistic goal that they have for this task or one that is decided upon by the teacher.

5. Teacher will talk to students about how important it is to create their own work while using others' work to guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student's own work. While it is a compliment to the person, since it was that person's idea to begin with, he or she needs to be recognized. Also, that they should be proud of their own works.

Sixth Grade Standards

Language Arts:

LACC.6.RL.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.6.RL.1.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LACC.6.RL.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LACC.6.RL.2.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LACC.6.RL.3.7

**Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
(CAN BE DONE AT THE FOUR ARTS CHILDREN’S LIBRARY).**

LACC.6.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.6.W.2.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LACC.6.W.2.6

Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Visual Arts:

VA.68H.1.2

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

VA.68.H.2.4

Explain the purpose of public art in the community.

VA.68.S.3.4

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Pre-Activities for Sixth Grade

(LACC.6.RL.1.2 and LACC.6.RL.2.4)*12

*Students will read a poem from one of Mr. Forbes' books. Using a graphic organizer, students will write the main idea and details about the poem. Then, the students will write a summary using relevant vocabulary and information taken directly from the text, not using any personal opinions or judgments. The teacher may choose to model this using a poem from *Let's Have a Bite! A Banquet of Beastly Rhymes*, **Funny Bunny**, pages 78 - 79.

(LACC.6.RL.1.1)

*Using a poem from *Beastly Feasts! A Mischievous Menagerie In Rhyme*, **Hippo Uh-Oh!**, pages 62 -63, the teacher will read aloud. Students will be asked to listen for the text that tells what is happening in the poem and where the hippo is heading at the end. Following, students will pick their own poem to read and find sentences that provide evidence from the text that specifically states what is happening in the text as well as other sentences. This can be done using copies of the poem where students can underline, highlight or mark with stickies.

(LACC.6.RL.2.5)

*As the teacher reads aloud from *Beast Friends Forever!: Animal Lovers in Rhyme*, **Why the Kookaburra Laughs**, pages 62 - 63, students will be able to follow along and mark on their copy of the poem where various stanzas are related to each other and how the words contribute to the development of the theme, setting or plot. This can be done by underlining, highlighting or marking with stickies.

(VA.68H.1.2)

*Teacher will review with students how they will behave at the Four Arts Children's Library.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

(VA.68.H.2.4)*13

*Students will participate in a placemat activity to tell their thoughts about the purpose of artwork displayed in public.

Post Activities for Sixth Grade

(LACC.6.W.2.4 and LACC.6.W.2.5 and LACC.6.W.2.6)

*Students will view <http://www.poets.org/page.php/prmID/406> and read about the Poem in My Pocket project. Using the website as a guide as well as their knowledge of Mr. Forbes' poems, they will use the writing process to draft and finalize a poem that will be shared with classmates at their grade level on the topic of animals in the style of Mr. Forbes' poems. In the classroom or the technology lab, students will finalize their piece of writing. Students will be asked to print out and share their final work with another student.

(VA.68.S.3.4)

*Students will create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children’s Library that focuses on the ideas of Mr. Forbes’ poems.

*Teacher will talk to students about how important it is to create their own work while using others’ work guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student’s own work. While it is a compliment to the person, since it was that person’s idea to begin with, he or she needs to be recognized. Also, that they should be proud of their own works.

Seventh Grade Standards

Language Arts

LACC.7.RL.7.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text provide an objective summary of the text.

LACC.7.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LACC.7.RL.7.5

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LACC.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Visual Arts

VA.68H.1.2

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

VA.68.H.2.4

Explain the purpose of public art in the community.

VA.68.S.3.4

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Pre-Activities for Seventh Grade

(LACC.7.RL.7.1)

*Using a poem from *Beastly Feasts! A Mischievous Menagerie In Rhyme, This Way to the Egress*, pages 92 - 93, the teacher will read aloud. Students will be asked to listen for the text that tells what is happening in the poem and where the egret is heading at the end. Following, students will pick their own poem to read and find sentences that provide evidence from the text that specifically states what is happening in the text as well as other sentences.

*This can be done using copies of the poem where students can underline, highlight or mark with stickies.

(LACC.7.RL.7.2)*7

*Students will read a poem from *Let's Have a Bite! A Banquet of Beastly Rhymes, A Busy Day For Goslings*, pages 44 - 49. As the students read, they will be asked to write down the main theme/central idea of the text and important details that support the main theme/central theme using a graphic organizer. After completing the poem and graphic organizer, the students will check to be sure that their summary is clear, concise, and brief and uses their own words using the main them/central idea and the important details.

(LACC.7.RL.7.4)

*Students will get a chance to read a poem or poems from any of Mr. Forbes' book and record examples of figurative and connotative meanings of words while analyzing the rhyming patterns found in the poems and/or other repetitions of sounds such as alliteration in specific verses or stanzas of the poems. The teacher may choose to model this with a poem from *Let's Have a Bite! A Banquet of Beastly Rhymes, Tardy Tammy*, pages 50 - 51.

(LACC.7.RL.7.5)

*Focusing on the structure of the poems found in Mr. Forbes' books, students will analyze how to determine meanings. This may be best done in pairs decided on prior to the start of class by the teacher or by the students during classtime. An example that the teacher may choose to read and model would be from *Beast Friends Forever! Animal Lovers in Rhyme, Juliette and Her Suitors*, pages 70 - 75.

(VA.68H.1.2)

*Teacher will review with students how they will behave at the Four Arts Children's Library.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

(VA.68.H.2.4)*13

*Students will participate in a placemat activity to tell their thoughts about the purpose of artwork displayed in public.

(LACC.RL.7.7)

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

(CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

Post Activities for Seventh Grade

(LACC.RL.7.7)*4

*Students will remember what they heard when Mr. Forbes' poems were read or listen to a poem read by Mr. Forbes. Then, they can read the same poem on their own. Using a graphic organizer, they will compare and contrast the two forms of the same poem. They are to be specific in what was similar and what was different in each of the mediums. A suggestion of a poem for this activity would be from *Beast Friends Forever! Animal Lovers in Rhyme*, **Grizzly Rose's Snores**, pages 56 - 57.

(VA.68.S.3.4)

*Students will create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children's Library that focuses on the ideas of Mr. Forbes' poems.

*Teacher will talk to students about how important it is to create their own work while using others' work guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student's own work. While it is a compliment to the person, since it was that person's idea to begin with, he or she needs to be recognized. Also, that they should be proud of their own works.

Eighth Grade Standards

Language Arts

LACC.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.RL.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

LACC.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LACC.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LACC.WHS.6.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Visual Arts

VA.68.H.1.2

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

VA.68.H.2.4

Explain the purpose of public art in the community.

VA.68.S.3.4

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Pre-Activities for Eighth Grade

(LACC.RL.8.1)

*Students will choose a poem from one of Mr. Forbes' books and use one color highlighter or stickies to find evidence that illustrates explicitly what the poem is about. In another color highlighter or stickies students will mark inferences that tell about the text. The teacher may choose model this using a poem from *Beast Friends Forever: Animal Lovers in Rhyme*, **Lancelot the Ocelot**, pages 24 - 29.

(LACC.RL.8.4)

*Students will be divided into pairs to determine meanings of words in the poem they chose above. They will use the poem as they first attempt at determining the meanings and then other strategies as previously taught by the teacher. Students will work to analyze why the other chose certain words in relation to the poem's tone, analogies and allusions in relation to other texts they are familiar with from previous lessons.

(LACC.RL.8.2)*10

*Students will be given a poem by teacher (some ideas would be from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Panther Cakes**, pages 26 - 27 or **The Head Bee Buster**, pages 70 - 71 or **Colonel Fleming**, pages 80 - 81) and asked to use a graphic organizer to identify the main idea of the poem along with details about the text. Students will then provide an objective summary of the text of the poem chosen.

(VA.68H.1.2)

*Teacher will review with students how they will behave at the Four Arts Children's Library.

(THIS MAY ALSO BE REVIEWED AT THE FOUR ARTS CHILDREN'S LIBRARY).

(VA.68.H.2.4)*13

*Students will participate in a placemat activity to tell their thoughts about the purpose of artwork displayed in public.

Post Activities for Eighth Grade

(LACC.WHST.6-8.4 and LACC.WHST.6-8.5)*1

*Using a graphic organizer, students will write about their experience viewing the exhibit at the Four Arts Children's Library following the steps of the writing process. It would be best for students to focus their attention on how the text and illustrations are related. Once in draft form, students will partner and get feedback from a peer about how to make the writing better. Working through the writing process, students will revise, edit and rewrite their work. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Through individual conferences with the teacher, students will get additional feedback to finalize their writing.

(LACC.WHS.6.8.6)

*In the classroom or the technology lab, students will finalize their piece of writing. Students will type their published work that presents the relationships between information and ideas clearly and efficiently.

(VA.68.S.3.4)

*Students will create their own personal artwork based on a poem they read or had read to them and/or picture they saw at the Four Arts Children's Library that focuses on the ideas of Mr. Forbes' poems.

*Teacher will talk to students about how important it is to create their own work while using others' work guide their thoughts and ideas. It is important for students to understand that while they may use some thoughts and ideas from other people, they have to give the people credit and not pretend it is the student's own work. While it is a compliment to the person, since it was that person's idea to begin with, he or she needs to be recognized. Also, that they should be proud of their own works.

High School Standards

(NOTE: The French edition, *Bestioles un peu folles: Une menagerie tout en rimes* of Mr. Forbes' *Beastly Feasts! A Mischievous Menagerie in Rhyme*, can be used with students taking a French class and the following objectives used as a guide for the assignments which can be completed in French).

Language Arts

LACC.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Visual Arts

VA.912.C.1.2

Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.F.2.8

Describe community resources to preserve, restore, exhibit, and view works of art. (CAN BE DONE AT THE FOUR ARTS CHILDREN'S LIBRARY).

Pre-Activities for High School

(LACC.RI.9-10.2)

*Using poems from Mr. Forbes' books, students will choose a main idea in a text and analyze how it develops throughout the poem using specific details. Some possible choices would be from *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Prince Vince**, pages 64 - 65, or **This Way to the Egress**, pages 92 - 93 or from *Let's Have A Bite! A Banquet of Beastly Rhymes*, **The Rhino's Wine**, pages 54 - 57 or **Funny Bunny**, pages 78 - 79 or from *Beast Friends Forever! Animal Lovers in Rhyme*, **Dapper Don's Foxtrot**, pages 40 - 43 or **Honey and Sweets**, pages 46 - 47. Throughout the reading, students can highlight in various colors, one being for the main idea and the other for details. Upon completion, students will draft an objective summary of the poem of their choice.

*A Think Aloud can be done to assist students in determining and analyzing a poem. The teacher can model this by reading a poem from *Beast Friends Forever! Animal Lovers in Rhyme*, **Groovy Doobie**, pages 30 -31 aloud and noting the rhythm and how it affects mood as well as listening for special sounds within the words. Teacher will ask students to record their thoughts about the senses that they are using to determine and analyze the poem. Further, the students will note verbally or in writing their reactions to the poem and the connections made to other poems they have read by the same poet or other poets.

*Students will take the information verbally discussed and notes written to draft their objective summary.

(LACC.RI.11-12.2)

*Using poems from Mr. Forbes' books, students will choose two or more central ideas found in the text and analyze how the ideas develop throughout the text as well as interact and build on each other to provide a complex analysis of the writings. Although any of Mr. Forbes' books would work well for this exercise, *Beast Friends Forever! Animal Lovers in Rhyme* focuses on a particular theme that might work best for this task. Upon completion of the analysis of the writing, students will produce an objective summary of a poem of their choice which would be from any of his books. The teacher may choose *Beastly Feasts! A Mischievous Menagerie in Rhyme*, **Ode On A Fishbowl**, pages 50 - 53 or *Beast Friends Forever! Animal Lovers in Rhyme*, **The Raccoons' Riddle**, pages 14 - 15 to model this activity.

*A Think Aloud can be done to assist students in determining and analyzing a poem. The teacher can model this by reading a poem from *Beast Friends Forever! Animal Lovers in Rhyme*, **The Peacock**, pages 16 - 17 aloud and noting the rhythm and how it affects mood as well as listening for special sounds within the words. Teacher will ask students to record their thoughts about the senses that they are using to determine and analyze the poem. Further, the students will note verbally or in writing their reactions to the poem and the connections made to other poems they have read by the same poet or other poets.

Post Activities for High School

(VA.912.C.1.2)

*Students will be asked to recall the illustrations that they saw at the Four Arts Children's Library as well as refresh their memories by looking at Mr. Forbes' books and the illustrations throughout the books. Students will discuss through a think-pair-share about the artistic theme seen between and among the illustrations.

Students will draft a critique about the artist and the relationship the artist had with the author and how the writings are reflected in the artwork. Once reviewed by the teacher, a final draft will be written.

*Choosing a poem from one of Mr. Forbes' books and a related illustration that students saw at the Four Arts Children's Library, students will create an alternate picture. The teacher can use DeBono's Green Hat thinking to get students to make their choices and proceed with their projects. Two questions that can be posed to get students thinking

would be: 1. How can we do it differently? 2. What alternatives do we have? A verbal discussion can occur as a class before students begin their own work.

Appendix A – Mr. Forbes’ Writing Rules of the Road

1. Write, write, write.

You *must* do this. There is no substitute.

You know the old New York joke: on being asked, How do you get to Carnegie Hall, the answer is, Practice, practice, practice. Fred Astaire took it a step further. On being asked how he danced so well, he replied, Practice practice, practice, and *more* practice.

Write in a journal.

Put oomph in your emails, tweets and texts.

I started in school, of course, but focused when asked to do restaurant reviews.

Corollary to this is: *Read, read, read*. If you want to write poetry, read poetry, but read other forms as well. The classics are rich with great writing that can be pure poetry.

2. Be open to inspiration that fires imagination.

Look but be sure to *see* your surroundings, the elements, the people.

Listen but be sure to *hear* not just what is said but how it is said.

Sources surround you.

Use your ears and eyes, what strikes you in some way.

It can be a phrase that danced through your head, a lyric to a song, a silly rhyme, a friend’s funny phrase, a sign seen. TV, Radio, a joke, a tweet.

Words are the *vehicle*, imagination is the *unlimited power supply*.

I write about animals, so Florida is great. Wherever I can I visit zoos.

3. Write it down.

If something does strike you, put it down somehow. Otherwise, it *will* go away, no matter how brilliant you think it is. The Muse is fleeting.

4. You must rewrite if you want to be a writer.

If what you have written stinks or is great, it only gets better when you rewrite, rework it, edit it;
Or hire an editor. You end up defending your choices, learn what humility is!
I must submit a final MS, so I pay a pro, only after I have done my best.

5. Challenge yourself.

See what you are capable of, find your strengths and weaknesses, build your writing muscles, and venture into unknown territory.
I find that with rhymed and metered poetry, the parameters I set for myself are tough, but that also exercises all my skills, pushes me.
I try different forms for variety, to stretch me.

6. Don't be afraid.

Plunge in. You might feel you are walking naked down a main street, so get used to it. Look inside yourself: that is where the soul of art resides.

7. Everyone loves a story.

Be a story teller when you can.
Characters populate a story. Listen to them, they can guide you.

8. Narrative point of view.

Omniscient? Just from p.o.v. of one character? Thoughts as well as words?

9. Define for yourself your audience.

Who do you want to write for?
Perhaps you don't know for whom you are writing. Write, and you will find out.
I write to please only me; if others like it, then I celebrate.

10. Use the tools of the trade.

-A dictionary, for meanings and for synonyms.
-A rhyming dictionary is great, too. I personally prefer to use words I can find in my head.
-What do you like to use to write? Make it easy to do. Try an iPad, a spiral notebook, a legal pad, or a laptop. Or a smartphone, a tape recorder, or maybe a typewriter. Whatever gets your job done.

- Keep your notes. You may need to refer to them at some point.
- Make backups, use a cloudbase like Dropbox, or print it. Be careful when you hit delete. Always save.

I said to write it down. I use night glasses with headlights. I have pads and pens around.

11. Be aware of your writing environment.

You have to work to find your way to work. Find a place you like to write, a place of one's own, that you find is conducive to your method.

12. Add the disciplines you need to push yourself and to thrive.

Some get a certain amount of words per day before lunch. Some need coffee and classical music.

Almost everyone needs a deadline, a goal; it focuses effort and stimulates the creative juices terrifically. For others, though, a deadline can cause panic, freezing up, blank sheets of paper.

Some go with a flow and pick out the good bits later. Some consciously craft each phrase, which may seem slow but they too are in that writer's zone, lost in the sauce of words and imagination.

One writer stops in mid-sentence to help her get going again the next day.

13. Do the homework.

If you keep a journal, keep it every day. At times you may feel like skipping, but dig in and you may be surprised at what you find.

It is hard work, can be tough, but that's how you get good. Build strength.

It doesn't just "come."

Reread so carefully that you are checking for typos; this will focus your vision, on what you are trying to say. It helps, too, that when you are ready to show your work, that you have given the reader the courtesy of the best possible effort on your part.

Read it all aloud. How does it sound? Better yet, have someone else read it aloud. Hard truths abound in this.

For every reading I do, I read aloud and go over each poem, run through possible questions, like a lesson plan.

For today, hours of prep: my respect for you, but also for myself.

14. Be concise.

If you can say it in 300 words, 200 will be sharper, more clear.

?? Ok, what books or authors do you like? What are you reading now?

Anything to recommend to me?

** I have one for you: *The Phantom Tollbooth* by Norton Juster and illustrated by Jules Feifer.

** Loved the *Invention of Hugo Cabret*, *Hunger Games*. Search for *Wondla* by Tony DiTerlizzi, a trilogy, with book 2 out now, *A Hero for Wondla*. Did *Spiderwick Chronicles*. *Ashfall*? *Legend*? *Penny Dreadful*?

15. **It's ok to use big words.**

Don't talk down to your readers. Assume they are smart and want to be smarter by spending time with you.

16. **Use colorful words, not plain ones**

Is there a way you can say it *better*? VS.

Is there a way you can say it *with more pizzazz*?

17. **Use specifics.**

To move along, any form of narrative needs specifics, facts, details that paint the picture, your characters. Season? Time of day? Is the moon up? Music playing? What's that smell? Etc.

18. **Excise dull, flabby words, and repetitive phrases clichés.** Don't repeat words, phrases or constructions. They will stand out and distract a careful reader.

Use clever words, but once.

19. **Rejection is not failure.**

It is a road bump or a detour only.

JK Rowling w *Harry Potter*; George Lucas with *Star Wars*. It can take years to get something rolling.

It's ok, natural, to feel discouraged. Just don't give up. Good things happen ONLY if you are in the arena

** Took me years to find a publisher, in spite of my fabulous poems and Searle's outstanding drawings. But I persisted, and finally through a friend, found one. I did not give up.

** SHOW BOOKS: *French, Dance* book.

20. Work hard, have fun!

I like to make myself laugh. Enjoy yourself and others will join you.

Appendix B – Graphic Organizers & Templates

- 1. Topic**
- 2. Main Idea & Details**
- 3. Senses**
- 4. Compare & Contrast**
- 5. Story Map – Character, Setting, Plot**
- 6. Main Idea & Details**
- 7. Main Idea & Details**
- 8. Animal Classification**
- 9. Writing Web**
- 10. Summary & Paraphrase**
- 11. Venn Diagram**
- 12. Main Idea & Details**
- 13. Placemat Template**

Appendix C - List of Poems

Beastly Feasts! A Mischievous Menagerie in Rhyme

The Happy Kangaroo
The Chittery-Chatterly Crab
Bitty and Bobby
Harry the Lazy Rabbit
The Local Gnus
The Tortful Tortoise
Panther Cakes
Winston's Dinner
The Log with Bumps
Hapless Napless George
The Ginger Tub Tabby
Lottie the Hottie
Bearsneeze
A Peculiar Pair
Why Tango Changed Cars
Ode On A Fishbowl
The Unfluttery Butterfly
The Ballad of Earl the Squirrel
The Tiger and the Tyke
Hippo Uh-Oh!
Prince Vince
Leon the Chameleon
Old Complainful
The Head Bee Buster
The Debonair Fox
Colonel Fleming
Dizzie Lizzie
Why the Sheriff is Mad
Bathtub Admiral Duane
The Race of the Anteaters
Un-Fussy Gussie
This Way to the Egress

Let's Have A Bite! A Banquet of Beastly Rhymes

The Chocolate Bunny
Naughty Lion Cubs
Fiji Monkey Business
Natty Nat
The Story of Rory
Flick the Fly
Buffalo Biff

Ooh, Lala!
The Turtle Dash
Theodore's Great Pitch
Daniel Spaniel
A Crocodile's Wiles
Baker Betty
A Busy Day for Goslings
Tardy Tammy
A Vole Hole
The Rhino's Wine
Bad Andy Bear
Doozer of the Deep
Il Gatto
The Inchworm Sprint
The Tickling Dingo
Funny Bunny

Beast Friends Forever! Animal Lovers in Rhyme

Babette's Scent
The Raccoons' Riddle
The Peacock
Adder Attraction
Elephant Eloquence
Lancelot the Ocelot
Groovy Doobie
Squig
Bugsie Seagull
Dapper Don's Foxtrot
Why Lena Cries
Honey and Sweets
Grizzly Rose's Snores
The Rich Cow Daisy
Why the Kookaburra Laughs
Jim the Gym Rat
Juliette and Her Suitors
A Kestrel Couple

THE SOCIETY OF THE FOUR ARTS

Teacher Evaluation Form

Thank you for taking the time to evaluate your gallery experience. Your comments will help The Society of the Four Arts to better serve the children and teachers of our community.

School: _____

Name: _____

Grade Level: _____

Date of visit: _____

Program: "Illustrating Words: Poetry by Robert L. Forbes, Drawings by Ronald Searle

Please rate the following:

Scale: 5-excellent, 4-good, 3- satisfactory, 2-fair, 1-poor

Student gallery experience: _____

Teacher gallery experience: _____

Exhibit: _____

Pre-visit materials: _____

Post-visit materials: _____

Facility: _____

Additional on-site activity (if applicable): _____

Please answer the following:

1. What did your students most enjoy about their visit to the children's gallery?
2. What portion of the program materials did you find most helpful?
3. What could the Society of the Four Arts improve to make your visit more productive or enjoyable?
4. Would you recommend this venue to other teachers? Why or why not?

Please return this form after your visit to Susan Harris, Children's Library. The Society of the Four Arts, 2 Four Arts, Palm Beach, FL 33480.