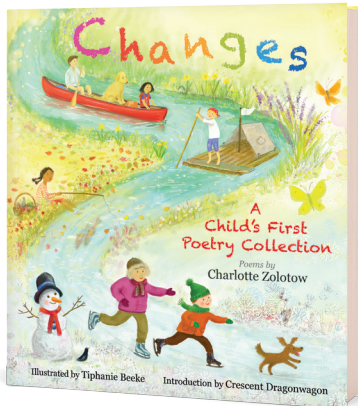


An Educator's Guide to

Changes A Child's First Poetry Collection

Written by Charlotte Zolotow and Illustrated by Tiphonie Beeke

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades K, 1, and 2, but standards for other grades may also apply. Prepared by We Love Children's Books



About the Book

As the seasons change, there is new beauty waiting to be discovered. Twenty-eight of Charlotte Zolotow's classic poems have been beautifully illustrated by Tiphonie Beeke to create a poetry collection for children of all ages. Accessible, insightful poems follow the rhythms and cycles of the changing year, bringing the seasons to life.



About the Author

Charlotte Zolotow – author, editor, publisher, and educator—had one of the most distinguished careers in the field of children's literature. She was the author of more than 90 published books for children and was editor-publisher at HarperCollins where she worked with many of the great children's and young adult authors of the time, including Laura Ingalls Wilder, Maurice Sendak, Paul Zindel, Francesca Lia Block, and Arnold Lobel. Born in Norfolk, Virginia, in 1915, she was married to Maurice Zolotow, a show-business biographer, and had two children. She died at age 98, in 2013, in the home she had lived in for more than 55 years. *Changes: A Child's First Poetry Collection* is published on the occasion of Charlotte Zolotow's 100th birthday.



About the Illustrator

Tiphonie Beeke attended the Royal College of Art in London, where she earned a master's degree in communication and design and has since specialized in children's books, though her work can also be seen on greeting cards, gift wrap, and textiles. She currently lives in the south of France with her husband and three young children near the city of Grasse, famous for its old perfumeries.



Praise

“With signature clarity and lyricism, Zolotow captures the immensity of change in the natural world...Beeke employs color, texture, and detail to realize these warm, inviting scenes and brilliantly captures Zolotow’s natural wonders.”

—Kirkus Reviews

“The poems’ brevity, repetition, and intimate focus on small discoveries, observations, and sensations make them especially well suited to readers encountering poetry for the first time.”

—Publishers Weekly

Pre-Reading Questions and Activities

Discuss what a poem is and how it is different from prose. Do students know any poems or rhymes they could share with the class?

This book is a collection of poems about the different seasons. Can students name the four seasons? Which is their favorite and why? Come together as a class and discuss what students like about each season.

The title of this poetry collection is *Changes*. Do students know what it means to “change”? How does the front cover illustrate change? How do the seasons change? How do people change?

Post-Reading Discussion Questions

Vocabulary

A poet chooses each and every word very carefully to convey a specific shade of meaning and create impactful imagery. Each time you finish reading a poem to the class, ask if any of the words were unfamiliar to students. Using context and the accompanying illustrations in the book, define the words as a class and read the poem again. Discuss other words that could be used that mean the same thing. Why do students think the author chose this specific word? Challenge students to use these words throughout the course of their day.

RL K.4

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

L K.4, K.5, K.6, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6



Pictures and Words

The poems in *Changes* were written by Charlotte Zolotow and illustrated by Tiphonie Beeke. Come together as a class and discuss how the words and pictures work together to create a book. What does the author do? What does the illustrator do? How do the illustrations highlight elements and details that add to the atmosphere of the poems and help convey their meaning? Pick one or two pieces in the book for closer review. Have the class examine the illustration while you read the text aloud. How does the illustrator show what is happening in the poem? What are students' favorite things about this illustration? Would the poem make as much sense without the picture?

RL K.1, K.6, K.7, 1.1, 1.7, 2.1, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Think, Pair, Share

After reading a poem to the class, ask students to think about what they have just heard. What is the poem about? In what season does it take place? What parts appeal to the senses? Read the poem once more, and then break students into pairs and have them summarize the poem and its meaning to each other. Ask for volunteers to share their insights and summaries with the class.

RL K.2, K.7, 1.2, 1.4, 1.7, 2.2, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Poems: Rhyme

Talk about rhyming words with the class. Choose a word such as "cat." Write "at" in a circle on the center of the blackboard. Then draw a line from it and write the word cat. Have students volunteer other words that rhyme with "cat" and write them on the board as well. Next, select a poem to read aloud. Instruct students to listen closely for the rhymes. Ask them to raise their hands when they hear a rhyming word. When you are done, make a list of all the words in this poem that rhyme.

RL K.1, K.5, 1.1, 2.1


RF K.2, 1.2

SL K.2, 1.2, 2.2

L K.5, 1.5, 2.5

Poems: Descriptive Sensory Language

Poems are full of rich, descriptive language crafted to appeal to the senses and communicate a feeling. As a class, review the five senses and list them as headings on the



board. Next, select several poems from the book and read them aloud. Instruct students to raise their hands when they hear a word or phrase that appeals to the senses. List each sensory word or phrase under the appropriate category and review when done. Can students use one of these words to describe something in their own life?

RL 1.4

SL K.2, 1.2, 2.2

L K.5, 1.5, 2.5

Talk About the Seasons

These poems talk about the different seasons, describing what they are like and how they make the author feel. Come together as a class and make a list of things that are characteristic of the sights, sounds, smells, tastes, and feelings of each of the four seasons. Now as a class, think about the poems. What things from the class list did the poems talk about? What things were not mentioned?

RL K.1, 1.1, 1.4, 2.1

SL K.1, 1.1, 2.1

My Favorite Poem

Have each student pick their favorite poem, copy it onto a sheet of paper, and illustrate it with an original drawing. Next, have students work with an adult to write a brief opinion piece about this poem. Remind students to use proper capitalization and punctuation. Scan the completed pieces into the computer to create a presentation of students' work to show to the class.

W K.1, K.6, 1.1, 1.6, 2.1, 2.6

SL K.5, 1.5, 2.5

L K.2, 1.2, 2.2

Emotion

Poems powerfully communicate feelings or emotions. Discuss this with students, and then select a poem to read aloud to the class. Ask students how the poem makes them feel. What are the specific words and phrases that make them feel this way? Does everyone in the class get the same feelings from each poem? How do students think the author feels about the season she is describing?

RL 1.4

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2



Class Poem

Create a class poem. As a class, choose a season to write about. Brainstorm with students to create a list of their favorite things about that season. For example, write “Winter is. . .” on the board and ask students to complete the sentence using their favorite sight, sound, smell, or taste of winter. Write down their contributions and read the completed list aloud. How is this list like the poems in the book? How is it different? Working with the class, modify these words and images to shape them into a poem.

SL K.1, 1.1, 2.1

W K.7, 1.7, 2.7

Poems: Rhythm

Come together as a class and discuss the way rhythm or the “beat” of a poem works with rhyming words to create the form of poetry. Demonstrate for students the best way to recite a poem, and discuss why reading it properly helps the listeners understand the meaning and makes it more enjoyable to listen to. Select a poem and, working as a class, pick different words to emphasize, or a different way to break up the lines to change the rhythm of the poem. Does the poem still sound like a poem when it is read this way? Can students still notice the rhyming words? Does the poem make sense when read this way?

RL K.5, 2.4

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Poems by Heart

Reciting a poem from memory is a fun activity that improves comprehension and presentation skills. Work with students to select a short poem or part of a longer poem to memorize and perform. After they have sufficiently prepared, have students recite the poem one-on-one with you. Then select volunteers to recite the poem they have memorized to the rest of the class.

RF K.4, 1.4, 2.4

L K.1, 1.1, 2.1

Visit the Common Core State Standards website to read about the individual standards listed in this guide: www.corestandards.org/the-standards