

If a Cow Comes in the Kitchen

If a cow comes in the kitchen
going, "**MOO, MOO, MOO,**"

If a cow comes in the kitchen,
what do you do?

Don't yell.

Don't scream.

Don't screech.

Don't shout.

**Get the broom,
and sweep it out!**



If a Cow Comes in the Kitchen

DAY 1: Comprehension

Introduce the title of the poem, *If a Cow Comes in the Kitchen*.

Look at the illustration.

What is strange or funny in this illustration?

The title gives you a clue for what this poem is about. What do you think it will be about?

Read the poem to students.

Use the punctuation and the other visual clues (bold font, illustrative text) to read the poem with the correct expression and emphasis.

Ask students:

What does the poem say you shouldn't do if a cow comes in the kitchen?

Do you think it would be a good idea to get a broom and sweep the cow out? Why do you think that?

What would you do if a cow came in your kitchen?

One student can be the girl in the poem. Have other students ask the girl questions. Prompt them to use *How, Why, When, Where, What*.

DAY 2: Vocabulary

Read the poem to students again.

Prompt students to read it with you out loud together.

Focus on the words: *screech, scream, yell*.

Ask students:

What do these words all mean?

When might you screech, scream, or yell?

DAY 3: Reading with Fluency

With your finger, circle a period, comma, exclamation point, question mark, quotation marks, bold font, and illustrative text (*moo*).

Ask students what these are for.

Now read the poem out loud again, making sure students use the punctuation and other clues to read with expression.

DAY 4: Reinforcing Phonics/Phonemic Awareness

Read the poem out loud together.

- Write the word *cow* on the board. Underline the /ow/ sound.

Ask students: *What other words have an /ow/ sound in this poem?*

- Write *shout* on the board. Underline the /ow/ sound which is spelled *ou*.

Ask students: *Which words in the poem have the /ow/ sound? (cow, shout, out). What other words can you think of with the /ow/ sound?*

Discuss how the /ow/ sound can be spelled in different ways.

Focus on the word *don't*. Briefly discuss this contraction and what two words it represents.

DAY 5: Creating

Read the poem out loud together.

Clap the rhythm of the poem.

Make a tune or a rap for the poem.

Move to the poem in some way.

Give each child a copy of the poem from the blackline master to glue into his or her own poetry notebook.

Encourage students to illustrate the poem in their own way.



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JillE Literacy — Poetry Cards
Developed by Jill Eggleton
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Cow in the Kitchen

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Hairy Spider Stew

I'd rather munch
on bugs that crunch
or sip a soup
of ants for lunch
or gobble bowls
of froggy goo . . .
than swallow
hairy spider stew!

I'd rather chomp
on rattlesnake
or slurp a worm
and snail shake
or munch on beetles
hard to chew . . .
than swallow
hairy spider stew!



Hairy Spider Stew

by Jill Eggleton

DAY 1: Comprehension

Introduce the title of the poem, *Hairy Spider Stew*.
Say to students:
Look at the illustration.
Do you think this poem will be based on something real or imaginative?
What makes you think that?

Read the poem to students.
Use the punctuation and the other visual clues (illustrative text) to read the poem with the correct expression and emphasis.

Ask students:
Do you agree with the writer of this poem? Why do you think that?
Is there anything in this list of ‘things to eat’ you wouldn’t mind trying?
If so, what and why?
In your opinion, which of these things would be the worst to eat? Why?
Why do you think the writer of this poem thinks hairy spider stew would be the worst thing to eat?

If you were a radio or television interviewer, what questions would you ask a chef who has food like this on the menu? Work with a partner — one of you can be the interviewer and the other, the chef.

DAY 2: Vocabulary

Read the poem out loud together.
Discuss the verbs *munch*, *swallow*, *chomp*, *slurp* and what they mean.

Ask students:
What other verbs could have been used instead?

DAY 3: Reading with Fluency

Discuss the punctuation and illustrative text in the poem and how these provide clues as to how the poem should be read. Note: This poem has little punctuation intentionally and needs to be read with pace.

Read the poem out loud together, focusing on the punctuation clues and illustrative text to read with pace and expression.

DAY 4: Reinforcing Phonics and Spelling

Read the poem out loud together.
Write the words *stew* and *goo* on the board.
Underline the spelling patterns for the /oo/ sound.
Ask students: *How else could the /oo/ sound be written? (ue, ui, u, ou, ough)*
Make a list of words that have the /oo/ sound written with these different spelling patterns.

DAY 5: Creating/Performing

Read the poem out loud together.
Ask students to think of ways to perform the poem using voice, movement, and/or sound. For example, students could:
· Divide into two groups and say the poem as a round.
· Clap and move to the beat.
· Make a tune for the poem or say it as a rap.

Give each student a copy of the poem from the printable blackline master to add to his or her own poetry notebook. Students may respond to the poem visually and, if appropriate, with some form of creative written response.

Suggestion:
Encourage students to make up their own poem by innovating on the pattern and words in *Hairy Spider Stew*. They can also add their own illustration.

Hairy Spider Stew

I’d rather munch
on bugs that crunch
or sip a soup
of ants for lunch
or gobble bowls
of froggy goo . . .
than swallow
hairy spider stew!

I’d rather chomp
on rattlesnake
or slurp a worm
and snail shake
or munch on beetles
hard to chew . . .
than swallow
hairy spider stew!



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Hairy Spider Stew

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