



### My Popsicle

While riding my tricycle,  
I was eating a green Popsicle.

It started to melt and got a little sticky.  
I tried to lick it off my hands, which was a little tricky.

As I road down the block,  
My wheels rolled over a rock.

The next thing I know I tumbled straight  
Into my neighbors gate

Luckily I wasn't hurt.  
I just had green Popsicle juice all over my shirt.

## **My Popsicle** **(Grade Level: First Grade- Second Grade)**

**Materials:** Crayons and copies of the drawing activity found at the end of this activity. Additional materials needed, listening ears turned on and most importantly 100% imagination! To use the SMART Board for this lesson you may go to ***Mightybook.com*** to pull up the lesson online. You may also print the lesson and use an Overhead Projector.

**Goal of Activity:** This is a poem about a child who thought it would be a good idea to eat a Popsicle while riding a tricycle. The poem will encourage students to think about and discuss a time when they were not paying attention while they were eating and the food spilled all over their clothes or the floor, etc. The activity will reinforce listening, writing, and discussion skills.

1. **Picture Walk:** Have students discuss what they see in the picture.
2. **Discuss Title:** Discuss the title of the poem. You might ask, for example, “Why do you think the poem is called “My Popsicle?” Get their brain valves flowing with additional questions.
3. **What is Poetry:** Briefly discuss poetry with students. You might say, “We are going to read a poem about a child who was eating a Popsicle while riding their tricycle.”
  - **Poems:** You might want to explain what a poem is to your students. You might say something like, “poems are written in many different ways and they can be about anything you want. Sometimes people use their words to make them very exciting. **\*\*Teacher Note\*\*** this is an ideal time for you to point out a poem you might have posted in your room as an example.
  - **Rhyming Poems:** These are words that sound the same. You may say, for example, lock, sock, rock, etc. Explain that you are going to give them a word and you want them to give you a word that rhymes with it. Call on a student that raised their hand, and give them something very simple to begin with. Ask the student to give you a word that rhymes with that word. Do this a few times going around the room and give each of your buddies a chance to rhyme.
4. **Rhyming Poetry Warm-Up:** Reinforce that “*My Popsicle*” is a rhyming poem. You might say, for example, “this means that we will look and listen for rhymes at the end of each line.”

- First, choose a simple word to write on the Overhead or SMART Board. Then ask students for a word that rhymes with the one you wrote. For example, you may write “lock.” A student might answer with “sock.”
- Pick two more words that you make up and repeat the step above. Or have your students make up rhyming words that you write down.

Make sure to go around the room and give each of your buddies a chance to rhyme.

5. **Students Read Poem Aloud:** Using your Overhead Projector or SMART Board, ask two students to come up and read the first two lines of the poem together.
  - Have these students sit down then ask two more students to tell the class the rhyming words.
  - Ask the class if the rhyming words are correct. If the class agrees ask these students to underline the rhyming word on the Overhead or SMART Board.
  - Call on other students and ask them the meaning of the two lines in the poem. Continue the steps above until you reach the end of the poem.
6. **Poem Discussion:** After students have read the poem and circled the rhyming words discuss the poem with them. Encourage them to discuss the poem before completing the writing activities.
7. **Writing and Drawing Activity:** Pass out the writing and rhyming word activity to each student. First, ask them to write the rhyming words from the poem. Then ask them to write four funny sentences about a time when they weren't paying attention while they were eating. Tell them to describe what happened in their writing.

Name \_\_\_\_\_

**“My Popsicle”**  
**Writing and Drawing Activity**

**Write six rhyming word pairs from the poem.**

1. The word \_\_\_\_\_ and \_\_\_\_\_ rhyme.
2. The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.
3. The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.
4. The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.
5. The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.
6. The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.

Write two funny sentences about a time you were eating and you weren't paying attention. What happened?

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**“My Popsicle” Activity Completed: *Tell students to kiss their brains! Great job today!***

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