

SILLY POEMS PASSAGES

2nd - 5th grade

Table of Contents

*This product includes 10 silly poems targeting a range of poetic elements and devices covered in 2nd - 5th grade curriculum. Each poem comes with general comprehension questions, a skill-based activity, and a reading response activity.

This product line, Reluctant Readers, is designed to foster an interest in reading, even your most resistant readers. With interest-based topics, these passages can help build excitement and investment around reading.

1. Ode to Peanut Butter *Focus on structure*
2. The Fart Symphony: Stinky Ode to Flatulence *Focus on metaphors*
3. Big Foot Bill *Focus on analysis*
4. The Secret Life of Mrs. Alphabet *Focus on inferencing*
5. The Land of the Loopy-Limbed Lollipop Tress *Focus on visualizing*
6. Benny the Bold *Focus on metaphors*
7. Squeak the Squirrel *Focus on inferencing*
8. The Prankster *Focus on theme*
9. Snotty McGee *Focus on structure*
10. The Whimsical Party of Oddball Friends *Focus on character*



ABOUT LEXILE LEVELS



MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Ode to Peanut Butter

Oh, peanut butter, you're so fine,
A spread that I am glad is mine.
Your texture is creamy, your taste divine,
Oh, peanut butter, you're one of a kind.

On toast or crackers, you're a perfect match,
And with jelly, you make a yummy batch.
You stick to the roof of my mouth, it's true,
But I don't mind, because I love you.

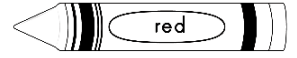
Oh, peanut butter, you're always there,
In my sandwich, or a snack to share.
You're a protein-packed, nutritious treat,
And with you, I never feel defeat.

So here's to you, dear peanut butter,
My love for you will never stutter.
You're a silly food, but oh, so sweet,
And in my heart, you can't be beat!



Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What are examples of words that rhyme in this poem?



- a. sandwich and snack
- b. butter and stutter
- c. taste and divine
- d. protein and packed

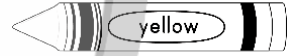
Why do you think the author chose to rhyme these words?

2. How does the author create a pattern in each stanza?



- a. Each stanza starts with an alliteration.
- b. Every stanza is a different example of a metaphor.
- c. Each stanza uses an end rhyme for lines 1 and 2, and 3 and 4.
- d. The author uses foreshadowing at the end of each stanza.

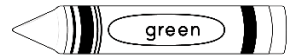
3. What is the main idea of this poem? Support your thinking with evidence from the text.



Main Idea:

Evidence from the text:

4. Cite one word or phrase in this poem that uses imagery. What sense does it target? How does it add to the poem's effectiveness?



POETRY MAPPING

Poetry is very different from other forms of literature. Map the poem by following these steps:

Ode to Peanut Butter

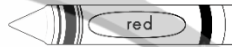
Oh, peanut butter, you're so fine,
A spread that I am glad is mine.
Your texture is creamy, your taste divine,
Oh, peanut butter, you're one of a kind.

On toast or crackers, you're a perfect match,
And with jelly, you make a yummy batch.
You stick to the roof of my mouth, it's true,
But I don't mind, because I love you.

Oh, peanut butter, you're always there,
In my sandwich, or a snack to share.
You're a protein-packed, nutritious treat,
And with you, I never feel defeat.

So here's to you, dear peanut butter,
My love for you will never stutter.
You're a silly food, but oh, so sweet,
And in my heart, you can't be beat!

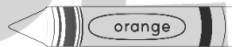
Underline the title.



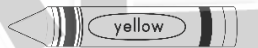
How many stanzas?

How many lines in each stanza?

Underline rhyming words.



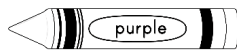
Underline any words that repeat.



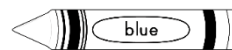
Underline alliteration.



Underline any other figurative language you find.



Underline sensory words.



ODE TO PEANUT BUTTER RESPONSE

This poem celebrates the wonderful treat of peanut butter. What is the tone of the poem? Think about the rhythm of the poem. How does the rhythm of the poem contribute to the overall tone of the poem? Use evidence from the text to support your thinking.



The Fart Symphony: Stinky Ode to Flatulence

The butt trumpet sounds, a fragrant symphony,
A wafting perfume, like no potpourri.
It stinks like rotten eggs, a sewer so foul,
A putrid aroma, that could make a cow howl.

It sounds like a trombone, a wet and sloppy mess,
A squelching noise, like mud, in excess.
The vibrations shake, like an earthquake so grand,
A seismic event, that could rock the land.

The fart's like a ghost, that lingers in the air,
A haunting scent, that could give you a scare.
It's a smelly thunderstorm, that rolls through the room,
A gaseous explosion, that could seal your doom.

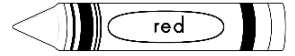
It's like a secret agent, that sneaks up on you,
A silent attack, that could leave you feeling blue.
The fart's a comedian, that tells a joke so rank,
A stinky punchline, that could make a sailor swank.

So let it rip, with all your might,
A fart's a natural wonder, like day and night.
Just be sure, to clear the room,
Or you'll face the wrath, of a pungent doom.



Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Which phrase is an example of a simile?

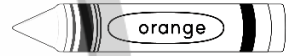


- a. So let it rip, with all your might
- b. A seismic event, that could rock the land
- c. It stinks like rotten eggs
- d. It's a smelly thunderstorm

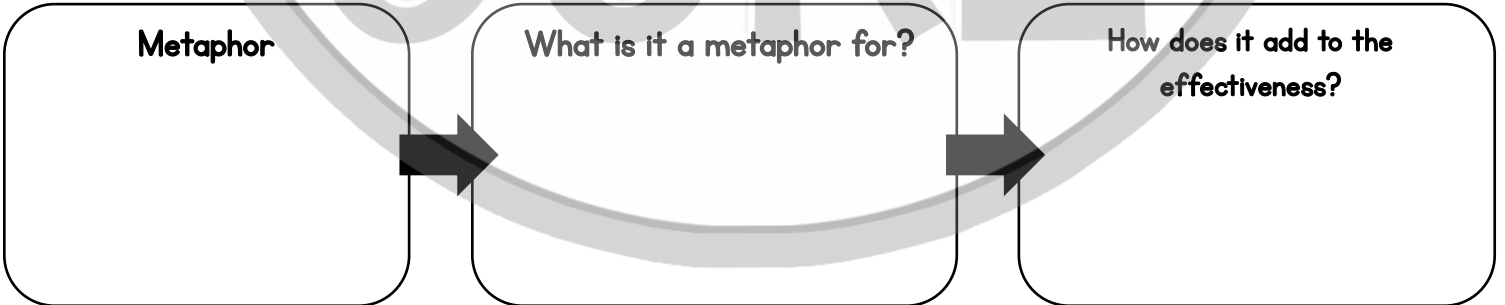
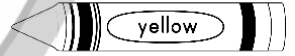
2. Examine the many similes in the poem. Write 2 similes of your own that would fit into another verse of this poem.

- 1. _____
- 2. _____

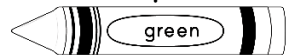
3. Analyze the author's use of sensory details. What senses does the author target, and how? Support your thinking with evidence from the text.



4. Cite one metaphor from the poem. What is it a metaphor for? How does it add to the poem's effectiveness?



5. What is the overall meaning of this poem? Support your thinking with evidence from the poem.

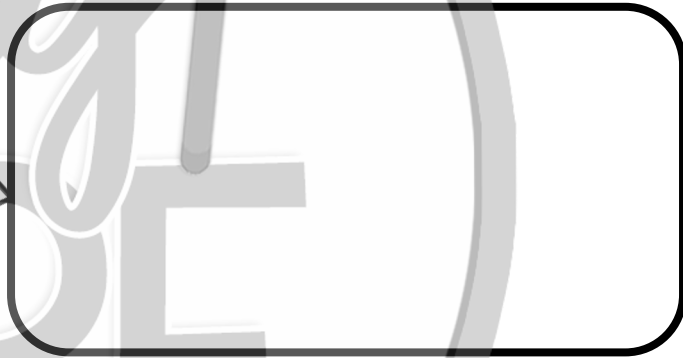


METAPHOR BREAKDOWN

This poem heavily utilizes the poetic element of the metaphor. The metaphors throughout this poem are very effective in adding to the humor and meaning of the poem. Examine several of the metaphors from the poem by identifying their meaning.

METAPHOR

MEANING



Big Foot Bill

There once was a boy named Bill,
whose feet kept getting bigger still.
He tried to shoe them with care,
but they grew out everywhere!
What could he do? They brought him such ill.

One day he found a perfect pair -
the biggest shoes he ever saw there!
They hugged his toes like a glove,
and fit 'round them as if it was love.
At last, his shoes fit! What a rare pair!

He called the shoe shop day and night,
but nothing seemed to fit just right.
For his feet had grown so wide,
he looked like he'd been riding a slide!
What could he do with such fright?

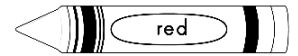
The moral of this limerick is clear:
No matter how much your feet grow,
there's always a solution you can know.
So don't be scared and never despair -
no matter the size, there's sure to be a pair!

His parents shook their heads in dismay,
for Bill's feet were growing every day.
Their money was quickly spent,
on shoes that were constantly bent.
What could they do to make him stay?



Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Read this line from the poem:



"They hugged his toes like a glove" (Stanza 4)

Which form of figurative language is this an example of?

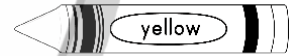
- a. alliteration
- b. personification
- c. idiom
- d. simile

2. Analyze the problem and solution presented in this poem.

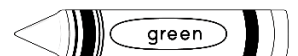


PROBLEM	+	SOLUTION
----------------	---	-----------------

3. Analyze the rhyme scheme that is repeated in each stanza. Identify the rhyme scheme and describe how the rhyme scheme impacts the tone of the poem.



4. What does the poet mean when writing, "and fit 'round them as if it was love"? What kind of figurative language is the poet using in this quote?



POETRY ANALYSIS

Analyze the poem by filling out the graphic organizer below.

Main Idea

What is the poem about?



Audience

Is there a target audience for this poem? Who do you think the author is writing for?



Purpose

What is the author's purpose for writing this poem? What does the author hope readers will feel?



Narrator

Who is narrating this poem?
What point of view is it from?



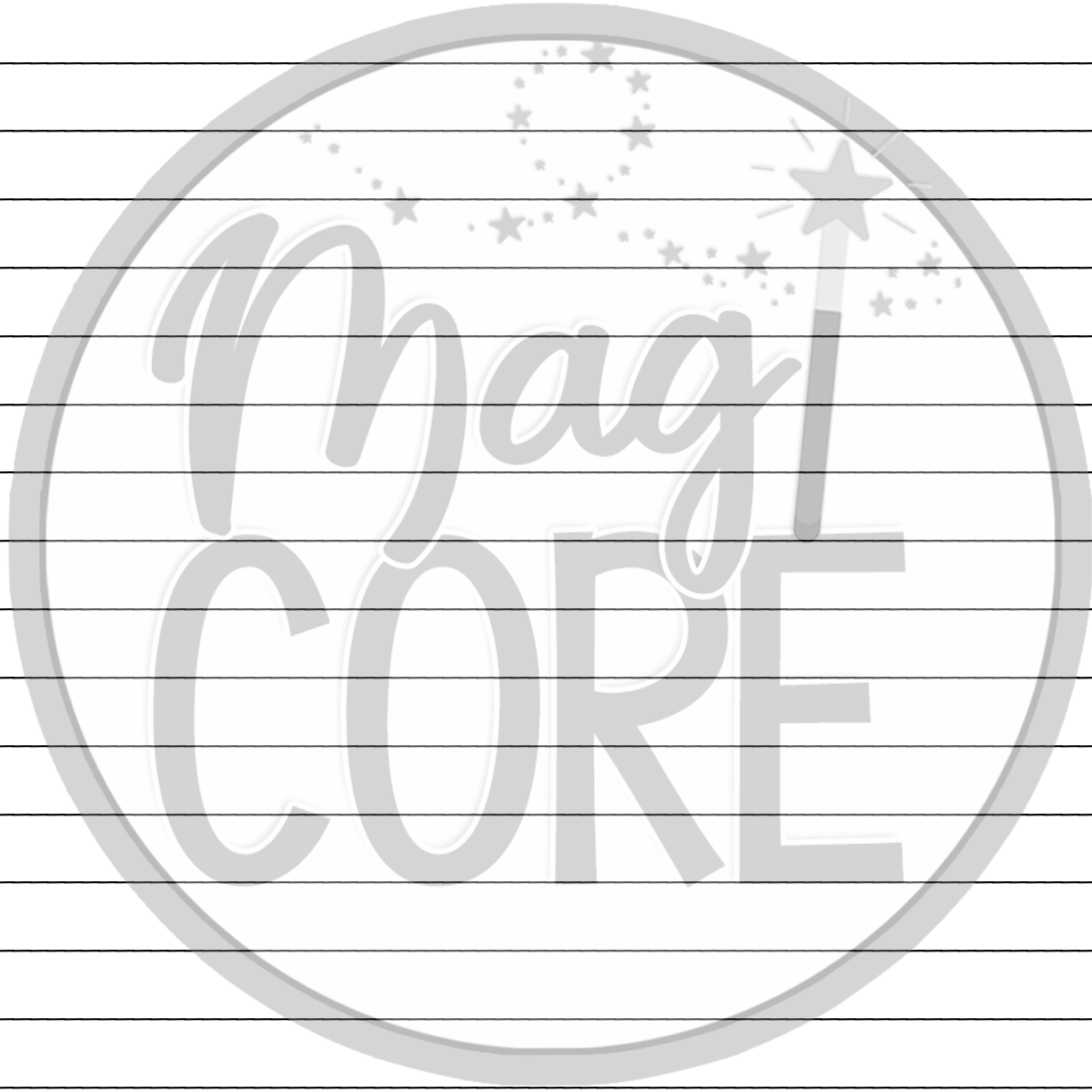
Tone

What is the tone of the poem?
Is the tone funny? Serious?
What words, phrases, and language does the author use to communicate the feeling and mood of the poem?



BIG FOOT BILL RESPONSE

What life lesson is this poem trying to teach the reader? How does the author frame this lesson? Use evidence from the text to support the life lesson and your thinking.



The Land of the Loopy-Limbed Lollipop Trees

In the land of the loopy-limbed lollipop trees,
Where the gumball bushes rustled in the cheese-scented breeze,
Lived a wacky walrus named Wally Wigglewam,
Who feasted on fluffernutters, pickles, and ham.

His whiskers would whirl like a wild windy wave,
When he danced on his flippers, so daring and brave.
His tusks, oh-so-twisty, like sugar-spun strings,
Glistened brightly beneath the cotton candy wings.

On a quest for the tastiest, tangiest treat,
He'd shuffle through syrupy, marshmallow peat.
He'd wander through forests of towering cake,
And dive into rivers of chocolate shake.

One day, as Wally set out on a snack expedition,
He stumbled upon a most puzzling condition.
The sky rained spaghetti, the clouds dripped with cheese,
And popcorn sprouted from bushes and trees.

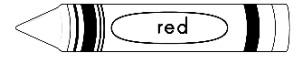
Wally gobbled and guzzled, his eyes opened wide,
As the world became an edible, delectable ride.
He slurped and he burped, feeling jolly and fine,
In this whimsical, wonderful, food-filled goldmine.

As Wally ventured home with a belly so full,
He couldn't help but laugh and let out a chuckle.
For in the land of the loopy-limbed lollipop trees,
Every day was a feast, a scrumptious tease.



Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Read this line from stanza 3.



"On a quest for the tastiest, tangiest treat,"

What type of figurative language is this an example of?

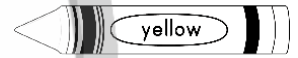
- a. alliteration
- b. simile
- c. onomatopoeia
- d. personification

2. What does the word *glistened* mean in stanza 2?

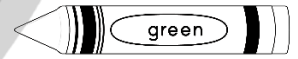


- a. burned
- b. shined
- c. crumbled
- d. sticky

3. Examine the poem's main character, Wally. What are his motivations throughout the poem? Do they change? Use evidence from the text to support your thinking.

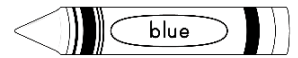


4. Cite one word or phrase from the poem that uses imagery. Which sense does it target? How does it add to the poem's effectiveness?



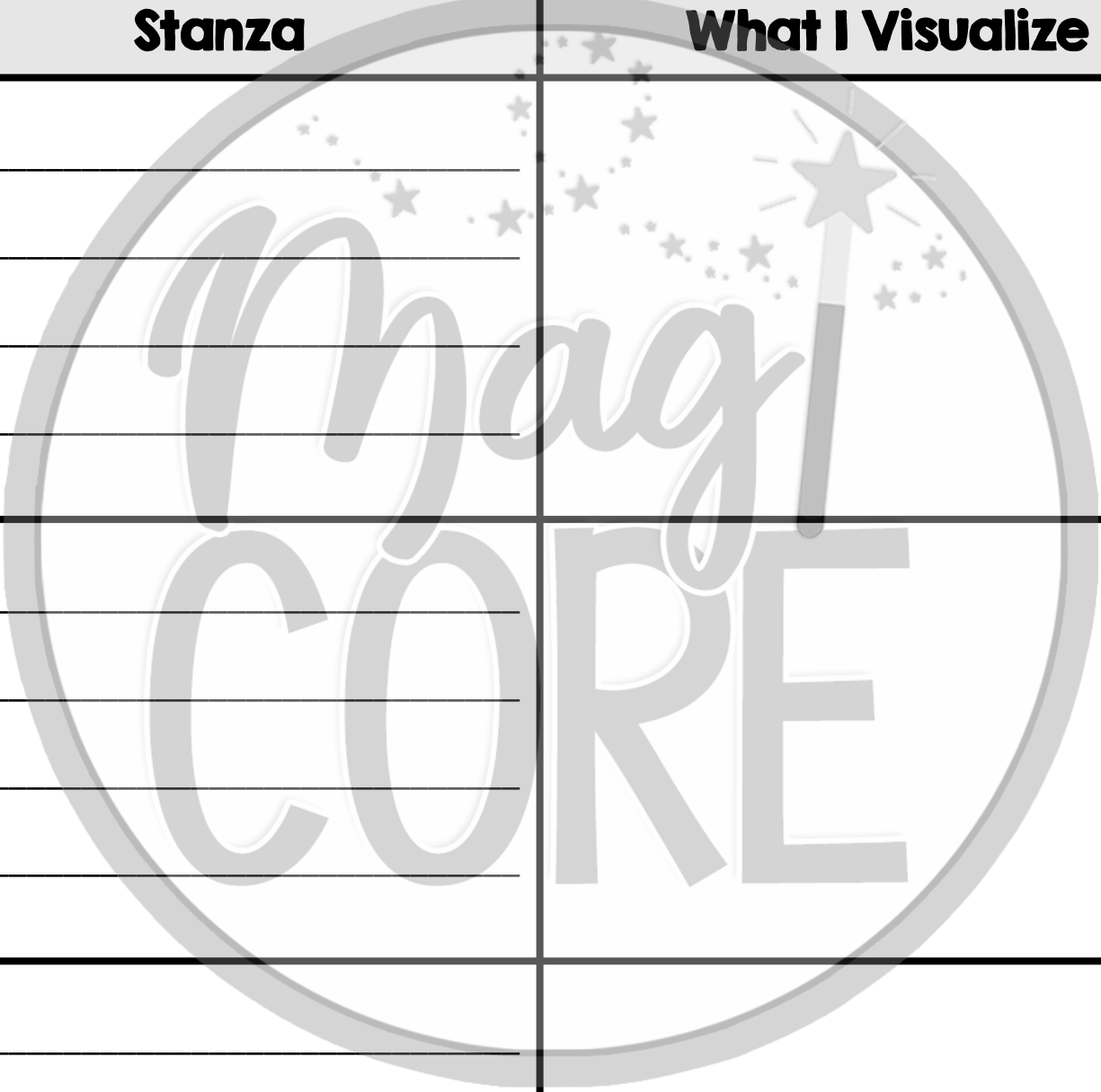
Word or Phrase:	What sense?	How does it add to the effectiveness?
-----------------	-------------	---------------------------------------

5. The poet uses alliteration throughout the poem. How does the significant use of alliteration impact the tone of the poem? Cite evidence from the text to help illustrate your point.



VISUALIZING

Poets use words and phrases that allow readers to **visualize**, or create a mental picture of, what is being described in the poem. Choose **three stanzas** from "The Land of Loopy-Limbed Lollipop Trees." Copy them into the boxes on the "Stanza" side of the chart. On the "What I Visualize" side of the chart, draw a detailed picture of what you see in your mind when you read that stanza.

Stanza	What I Visualize
<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/>	

Squeak the Squirrel

In a world where the flowers would giggle and sway,
And the trees chatted merrily throughout the day,
Lived a curious critter, a squirrel named Squeak,
Who sought out adventure, both daring and unique.

He scampered and scurried, from sunrise to set,
Collecting his treasures, like a shiniest-object bet.
He'd pilfer and plunder, from the creatures around,
Gathering trinkets from the air, water, and ground.

His home was a fortress, a mountain of loot,
From the sparkling pebbles to the owl's golden flute.
He relished his treasures, with a heart full of pride,
But Squeak was a lonely squirrel, deep down inside.

One day, as he perched on a moss-covered stump,
A wise old tortoise approached with a thump.
He looked at young Squeak, with a slow, knowing grin,
"Your treasures are many, but they're trapping you in."

"Material riches," the tortoise explained,
"Can't bring you true happiness, nor friendships gained.
Real treasures are found in the hearts that we share,
In laughter and memories, love and kind care."

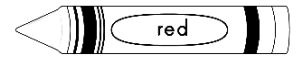
Squeak pondered the words of the wise tortoise sage,
And he knew in his heart, it was time for a change.
He opened his fortress, gave back what he'd taken,
And slowly, but surely, new friendships awakened.

Through kindness and sharing, Squeak's life bloomed anew,
He laughed with the flowers and danced with the dew.
He learned that true wealth, through each twist and each swirl,
Lies not in possessions, but in the hearts of the world.



Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

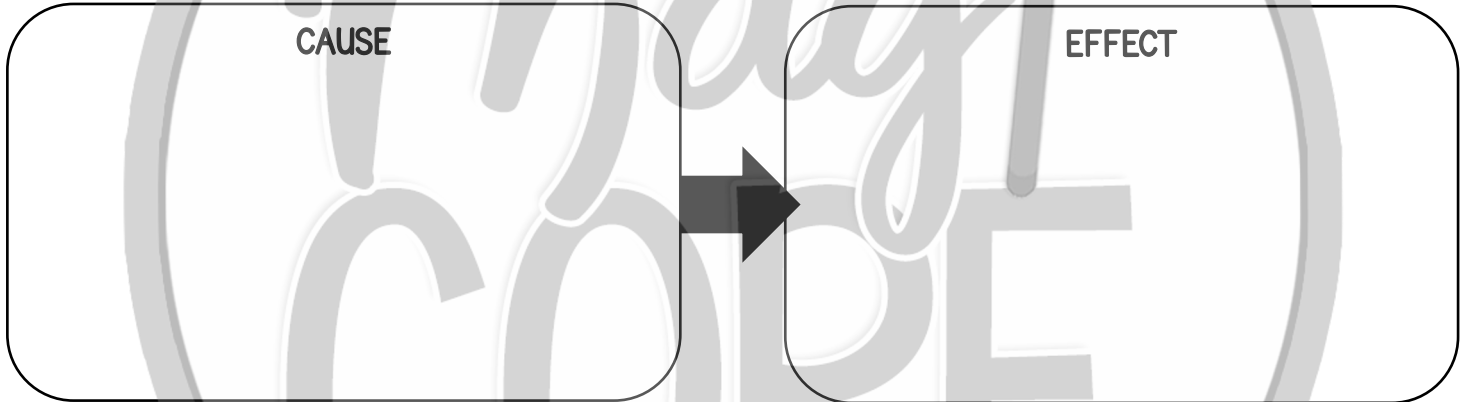
1. What is an example of personification in this poem?



- a. He scampered and scurried, from sunrise to sunset (stanza 2)
- b. One day, as he perched on a moss-covered stump (stanza 4)
- c. And slowly, but surely, new friendships awakened (stanza 6)
- d. And the trees chatted merrily throughout the day (stanza 1)

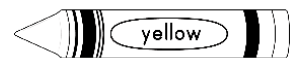
Why do you think the author chose to use personification?

3. Examine the cause-and-effect relationship between Squeak's behavior at the beginning of the poem and how Squeak feels in stanza 3.



4. Tap out the rhythm of the poem. Describe the rhythm. What mood does it create?

5. Cite one word or phrase in this poem that uses imagery. What sense does it target? How does it add to the poem's effectiveness?



MAKING INFERENCES

Make inferences based on the poem.

Evidence

Details from the text

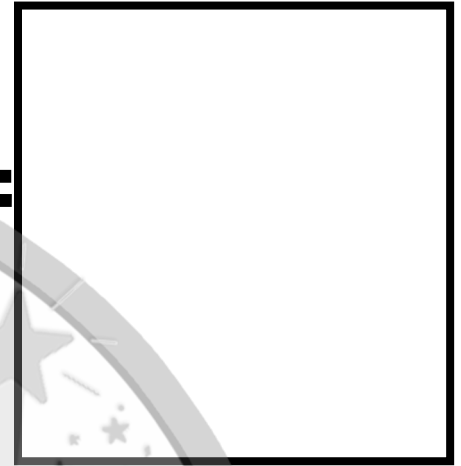


Schema

Ideas from my brain

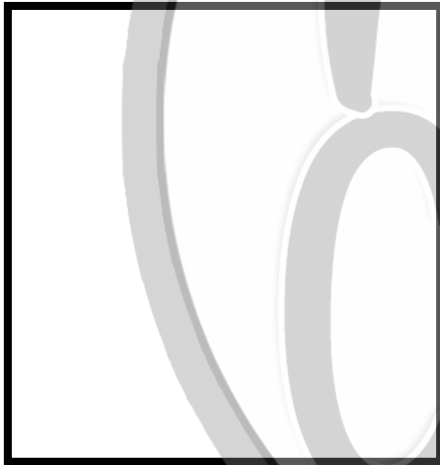


Inference or Prediction



Evidence

Details from the text



Schema

Ideas from my brain

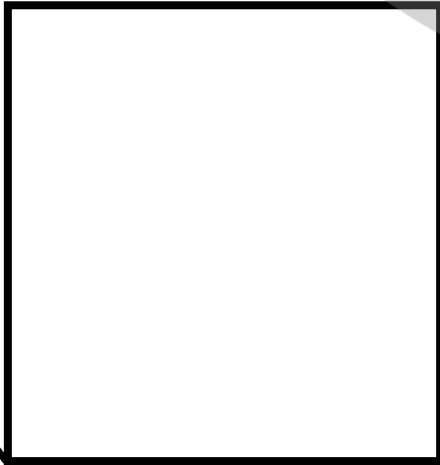


Inference or Prediction



Evidence

Details from the text

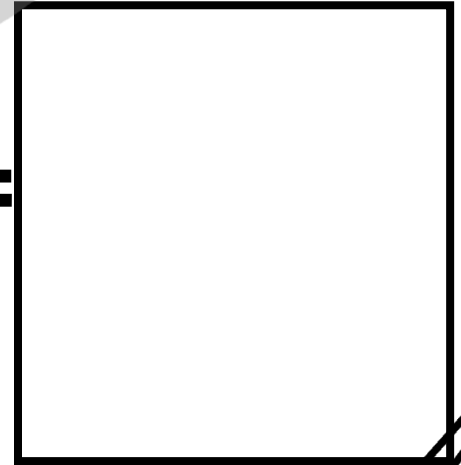


Schema

Ideas from my brain



Inference or Prediction



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- <https://magicorelearning.com/>
- <https://www.teacherspayteachers.com/Store/Magicore>
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



<https://www.facebook.com/Magicorelearning/>



<https://www.instagram.com/magicorelearning>

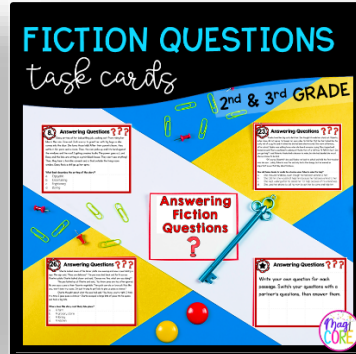


<https://www.pinterest.com/magicorelearning/>



Julie@magicorelearning.com

Looking for more?



CREDITS



Talking with Rebecca

