



Teachers--would you like to use my books to incorporate writing across the curriculum? Take a look at these fun & easy writing lessons which YOU can teach incorporating history, science, and math with writing. Also, for more writing lessons, go to www.darleenbaileybeard.com and click on "Book Activities" to find one or two fun writing lessons for each book. If you'd like for me to come to your school to host hands-on writing workshops for either your students or staff, I offer over 30 more hands-on writing workshops all listed on my web site under "Hands-on Writing Workshops."

History

Annie Glover is NOT a Tree Lover --Have students research the history of Arbor Day (in Oklahoma, it's celebrated the last full week of March) and its founder, J. Sterling Morton. Students can then write a **descriptive essay** on this national holiday or write a **biography** on its founder.

- Have students research **Earth Day, April 22**, and write about its historical significance and/or personal significance.
- Students can pretend to be J. Sterling Morton (founder of Arbor Day) and write a **persuasive letter** to President Ulysses S. Grant in 1872, stating the reasons this should be a national holiday.

Arbor Day—For a free book on how to celebrate Arbor Day, fun facts on Arbor Day & its founder, sample program for an Arbor Day Celebration in your school, suggested funding for Arbor Day activities, ways to incorporate trees into your lesson plans using science, social studies, math, art, English, drama, and school wide activities, go to www.arborday.org. You can order their free booklet: Celebrate Arbor Day Guidebook. Their web site has all sorts of fun activities/games/etc. that students would enjoy playing while learning more about trees & nature.

Operation Clean Sweep—Have students research the history of the women's right to vote and the 19th Amendment passed in 1920 which allowed all women the right to vote. Then have students write a **persuasive letter** to President Woodrow Wilson, stating their reasons as to why or why not this amendment should or shouldn't be passed. Note: **March is national Women's History Month!**

- Have students do research on the many women who helped bring about the above amendment, including: Susan B. Anthony, Alice Stone Blackwell, Carrie Chapman Catt, Elizabeth Cady

Stanton, Lucy Stone, Sojourner Truth, Frances Elizabeth Willard, and others. Students could then write a **play** and/or **rap songs** about these women.

- I.e.: Rap Song
- *Susan B., Susan B.*
- *You got it goin' on!*
- *You the lay-dy!*
- *So bring it on, bring it on, Sister Sue,*
- *All the women are thankin' you!*
- *You took what was wrong*
- *And turned it right.*
- *You spoke against injustice*
- *From morning till night.*
- *You got the men to thinkin'*
- *That maybe their rule was wrong.*
- *That maybe—just maybe—women got rights, too.*
- *Which is why we're singin' this song about you!*
- *You got us the vote and we're right proud*
- *That's why we're singing nice and loud,*
- *Susan B., Susan B.*
- *You got it goin' on!*
- *You the lay-dy!*
- *So bring it on, bring it on, Sister Sue,*
- *All the women are thankin' you!*
- *That's right, all the women are thankin' you!*

- Have students research outlaws and put together a funny book of crazy outlaw stories about outlaws that either did totally wacky crimes or outlaws who were just plain stupid! They could write "**Odes to Outlaws—Weird & Wacky**" and then each page could be **silly poems, songs, etc.**

The Flimflam Man—have students research a funny holiday or funny happening in their own town and then write about it. They could **write stories, poems, plays, skits, biographical sketches of the people involved, travel brochures that include this holiday/happening, etc.**

- Students could do research on the 1950's and **write a radio advertisement** about a product that was sold during that time (similar to the advertisements that Bobbie Jo heard on the radio for Kool-Aid and Dove soap).

Twister—Discuss the history of twisters striking in your community, discuss twister facts/statistics and then write twister poems in the shape of twisters, being sure to use lots of adjectives and the five senses. For older students, you can introduce similes and metaphors.

I.e.: Twister Poem

Twisters are like blustering whirlwinds that reach from the sky.

Eating tall buildings, trees, everything in its path.

Clanging. Banging. Roaring. Snoring.

Munching. Crunching.

Hungry for more.

Eating all.

H-E-

-L-

-P!

- Students can write a **narrative essay** about a time they had an encounter or close-encounter with a twister or other force of nature such as a flood, earthquake, blizzard, rain storm, hail storm, etc.

The Babbs Switch Story—students could do research on famous historical fires and write about these fires in poems, essays, biographies of the people involved in these fires, etc. They could write and illustrate **booklet on fire prevention** to share with younger students. Note: **Fire Prevention Week is celebrated on October 3-9, 2010.**

- Babbs Switch is now a ghost town. Have students research other ghost towns and write **ghost tales/frightening stories/scary poems** about these towns using spooky/creepy adjectives, similes, metaphors. Students could also create their own **travel brochure for fun ghost towns** to visit.

The Pumpkin Man from Piney Creek—Along with carving pumpkins for Halloween, have students **research the history behind other holiday customs** celebrated in the U.S., such as cutting and decorating a spruce tree with ornaments at Christmas, hiding eggs outside on Easter, setting off fireworks on the fourth of July, giving chocolates on Valentine's Day, dressing up in scary costumes on Halloween, blowing out candles on birthday cakes, etc. Then have students put together a **"Holiday Book"** where each student creates one page of the book sharing the history behind our holidays. OR students could write **poems** about one particular holiday they like the most OR write a fun **holiday greeting card**.



Science

Annie Glover is NOT a Tree Lover—Have students study and identify trees in their community and then put together a “My Book of Tree Poems” identifying the trees by their leaves. Each

page could list tree statistics they've gathered from research, display an actual leaf from the tree, and then include a poem about each particular tree's special attributes using the five senses, similes, metaphors. Students could also use **personification** in their poems pretending to write from the tree's or leaf's point of view.

I.e.: Personified Leaf Poem

I am a red maple leaf, twisting and turning to be free.

A gush of wind whisks me away. Free at last!

I whirl and twirl like a tiny ballerina dancing on the breeze.

Falling,

falling,

falling

down.

Here I sit, waiting and wondering what happens next.

Then a big, friendly dog picks me up and tosses me back into the air.

Free once again, like a floating feather on an autumn day.

- Students can study the structure of a tree, how it functions, and what benefits a tree provides and then write a **descriptive essay** with special emphasis on using the five senses, similes, and metaphors. Students could also write a **5-paragraph expository**

essay explaining how a tree functions, using an introduction, body with three supporting facts, and conclusion.

- Take students on a nature walk, collect leaves, and then take them back to the classroom to do a "leaf rubbing." Students can write **Leaf Poems or Autumn poems** on the backs of their leaf rubbings.
- Just like the students in *Annie Glover is NOT a Tree Lover*, have students write a **narrative essay** about a special tree in their life or why trees are important to them personally.

Operation Clean Sweep—have students research a river in their own community and then write **river/fish poems**.

- Have students write **rap songs** about tree facts and how trees are needed in their community.

For an example of several tree rap songs, order the free booklet: Celebrate Arbor Day Guidebook at www.arborday.org.

Twister—Students can create their own "Twister in a bottle" and then write **poems** about Twisters using the five senses, metaphors, and similes. —(See my web site www.darleenbaileybeard.com for instructions on how to make these twisters in a bottle, listed under "activities" for Twister. Also, students can make their own twisters from paper plates, details on this site.)

The Pumpkin Man from Piney Creek-- Students can do their own research about the history of pumpkin carving and how it became an American tradition. Then students can use their

research to write **Pumpkin Poems, Pumpkin Rap Songs, Ode to a Pumpkin, etc.** using the five senses, metaphors, and similes.

- Just like Hattie in this book, students can **plant their own pumpkin seeds and create a growth chart**. Then they can write **pumpkin poems, pumpkin pie recipes (funny especially for the youngest of students who have no idea how to make a pumpkin pie), pumpkin songs, etc.** Students can also help roast pumpkin seeds and eat for a snack. Students can collaborate to create their own **ABC Book** with a different type of seed for each letter of the alphabet. (Use a seed catalogue which you can order online for free from many different seed companies.)

I.e.: *S is for Seed.*

. . . . *P is for Pumpkins, rich and creamy ;
Q is for Quince, flowering and dreamy;
R is for Rose, tingling to the nose;
S is for Black-eyed Susan, soft between my toes....*

The Babbs Switch Story—have students create **charts/bar graphs** showing the occurrences of other drastic fires (like the one in this book) which happened in their state and write a **narrative essay** about one of these specific fires as though they were a survivor of this fire, telling what happened, how it started, what they did to survive, and how their life (and family) was affected by this fire.



Math

Annie Glover is NOT a Tree Lover--Look for a **pattern of numbers** in nature. Students can write **poems/songs** using these patterns.

- Learn how to **measure** a tree's height, crown spread, and diameter. Go to www.arboday.org for directions. Students could make bar graphs to show their information and then write an **Ode** to their favorite tree. (use the 5 senses—see, hear, taste, touch, smell.)

I.e.: *Ode to a Mimosa*

Mimosa, mimosa

How you bloom!

You're soft as pink cotton candy.

You smell like perfumed fluff balls.

Mimosa, mimosa

How you bloom!

You're beautiful like tiny pink diamonds.

You're silent like clouds on a summer day.

You taste so dreamy, like a moonlit night.

Mimosa, mimosa

How you bloom!

- Have younger students **count** the rings on a tree stump. Then for older students, have them correlate the history of the United States or their community to one tree's growth rings. Older students could then write a **timeline** and/or **graph**, showing the correlation and they could write a **narrative essay** about what their own personal families were doing during these times.

Operation Clean Sweep--For older students, have students research crime in their own community and then create bar graphs/charts showing which types of crime are the most common and then **write a letter to the editor of their local newspaper** about their opinion on this crime and what they think can be done to help decrease this crime. Note: **National Crime Prevention Week is May 9-15 of 2010.**

For a Crime Prevention Kit, go to:

www.ncpc.org/.../crime-prevention.../crime-prevention.../Crime%20Prevention%20Month%20Kit%202009-2010.pdf

The Pumpkin Man from Piney Creek—students can **measure height, diameter, weight of pumpkins, record their data**, then **personify a pumpkin** by writing a poem from the pumpkins point of view—does it like its new face? What is it thinking? Does it like scaring little children? What would it *rather* be doing? What would it say if it could talk?

I.e.: *I'm Just a Little Pumpkin*

Sitting by the door.

When kids see me,

They fall to the floor!

My face has been carved.

My insides scooped out.

I've got evil eyes

And a really mean pout.

But wait—don't scream.

You see, I'm not a meanie.

I'm just a little pumpkin

And it's only Halloweenie!

- Students can **count** pumpkin seeds, **identify patterns** with the seeds, use **descriptive words** to describe their seeds and to describe pumpkins. They could use pumpkin seeds for the 100th day of school celebrations and write a **100th Day of School Poems**.

The Babbs Switch Story—Daphne likes to count *everything*. Have **students count uncommon things like Daphne does**, such as ceiling tiles; articles of clothing such as T-shirts, blue jeans, tennis shoes; things that people in the room are doing such as reading, talking, writing, etc; and fun/silly things that they count such as the number of people in the classroom who have blue eyes, blonde hair, glasses, boys, girls, messy desks, clean desks, neat handwriting, messy handwriting, freckles, dog owners, cat owners, etc. Then have students **create a graph** showing how many of each item they counted. Students could pick one item from their graph to write a poem about, such as an **"Ode to a Messy Desk"** or **"Rap Song for Dog Owners"**, etc.