

Shel Silverstein Poetry Math



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Math-Ese

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“Using R&R to Teach Mathematics”

This lesson is the one I created to fit the category for our December meeting. This lesson was derived with the idea of using poetry (Shel Silverstein’s poetry) in a math context. I had been reading some of his poetry and I saw some math things jump out at me. I love poetry and the idea of being able to incorporate it within the math lesson was a great idea that I was willing to work with.

I found a few poems that had math or number in them. I began to see how my lesson would turn out. This lesson fits the category mentioned above because it is using poetry which is a form a literature in teaching math or using math concepts in the context.

Reading and trying to find some poetry that would fit this category was fun. I am going to add another part to this when I do it next time. I believe I will have my students write their own poetry incorporating math concepts, numbers, or math language.

Veronica Nevarez
5th Grade

Shel Silverstein Poetry Math

A. Objectives:

Students will read poetry that incorporates math.
Students will calculate given amounts of items in given poetry.
Students will use their known math concepts to derive amounts given in the poems.

B. State Competencies:

Standard 3: Number Operations and Computation- The student will estimate and compute with whole numbers and decimals.

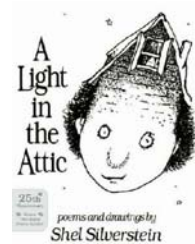
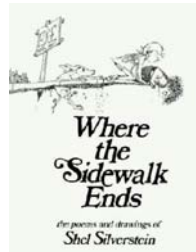
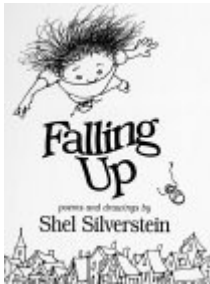
C. Lesson Resources:

The books I used in this lesson were:

Where the Sidewalk Ends by Shel Silverstein ISBN: 0-06-051303-9

Falling Up by Shel Silverstein ISBN: 0-06-051309-8

A Light in the Attic by Shel Silverstein ISBN: 0-06-051306-3



D. Materials:

Copies for each student of the following three poems:

The Monkey
BAND-AIDS
SMART

E. Instruction:

a. Introduction:

We will begin this lesson with a word web. We will discuss the different places where we use math. Then we will brainstorm on the different places and reasons for using numbers. Then we will talk about using math in poetry. We will talk about rhythm and the counting of syllables and I will introduce the Shel Silverstein poem books. I will tell them that we are going to do math reading poems today.

Instructional Process:

- 1.) I will read a few poems to the students. These will be poems with math or number concepts in them, but they will also not be the ones they will have copies of. This means that the students will hear the poems.
- 2.) I will begin by reading one of the following poems. After each poem, we will stop and discuss how math was used in that particular poem.
- 3.) These are the poems I will read during the lesson:

SHAPES

ONE INCH TALL

ALLISON BEALS AND HER 25 EELS

ONE OUT OF SIXTEEN

KEEPIN' COUNT

Remember that all of the poems mentioned in this lesson are written by Shel Silverstein.

- 4.) After I have read the previously mentioned poems, I will begin passing the copies out.
- 5.) We will continue with the poem titled THE MONKEY. We will discuss the fact that numbers in this poem are used to represent words. Then we will read the poem together and try to derive the meaning or the incorporation of the number in the sentence.
- 6.) Then we will work with the poem titled SMART. At this time I will tell them that I am going to have them read this poem all by themselves. As they read it, they need to write the amount of money the child has.
- 7.) Then the students will read the poem. When every one has read the poem. I ask them if they think the boy is very smart at all. Then when they answer that he traded for coins of lesser value, I will ask the students the following question: What was the total amount of money that the child lost by trading the coins? The answer is 95 cents. The student to give me that answer gets a candy or small prize.
- 8.) Then we move on to the last poem titled BAND-AIDS. This one they will also read independently. They will read and answer the questions: How many total Band-aids does the boy have? The first student to answer the question correctly gets a prize.

b. Closure:

The closure to the lesson will be done with a discussion of if the students has ever thought that poetry used math. We will also discuss if they liked the lesson and why.

- F. **Assessment:** Students will be assessed informally in their participation in the reading of the poetry as well as the lesson as a whole.

G. **Modifications/Accommodations**

Low Level: No specific accommodations were set for this lesson. I believe for my low-level students, the fact that they had the poems on photocopies, it will hopefully ensure that they will be on task.

H. **Reflection:**

I learned so much from this lesson. I forgot how much kids love poetry. I even had forgotten how much I loved Shel's poetry. My kids really enjoyed this lesson. It worked very well because I had it on a Friday and it was also a game day. My kids would not have been focused on the book lesson at all.

The particular poems that I chose were math related, but my students still enjoyed them. They loved looking at the pictures in the book as well. They were laughing away.

The poem that really worked the best was BAND-AIDS. The reason I said that was because when I told them to read the poem to find out how many total band-aids he had to get a prize, some started counting the ones on the picture and some started "reading" the poem. It took my students a while to answer correctly because they kept forgetting to count the ones that he had in a box and were not yet on his body. This gave room to the discussion of when we have word problems and we do not read the entire problem and answer the question. We also talked about the times we get a problem wrong because we do not answer what the question is asking.

We finished the lesson faster than I had planned, but the students asked me to read them some more poems and the time flew past. I will definitely do this lesson again.