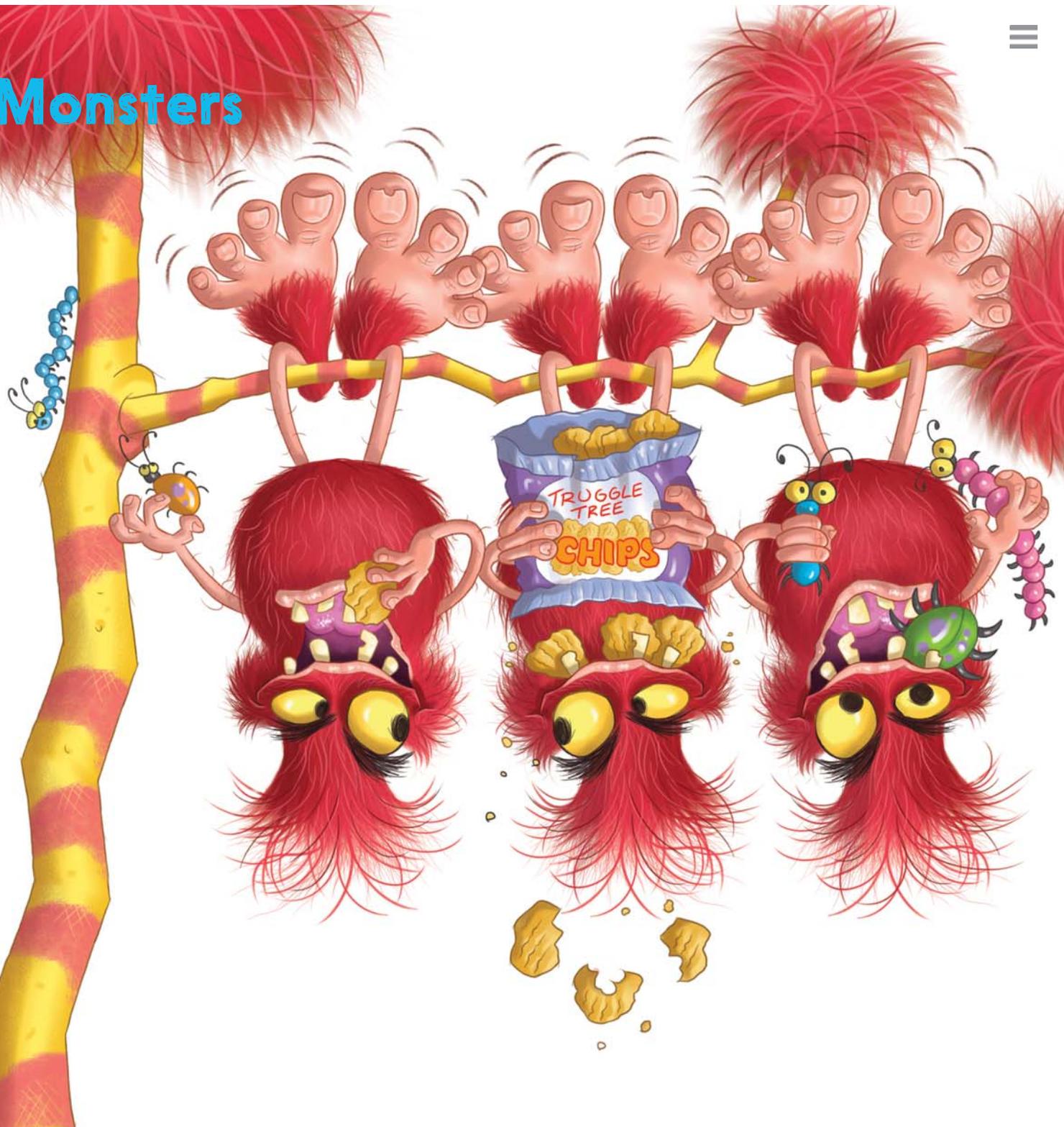


Truggle Tree Monsters

Truggle tree monsters hang by their knees, way up high in red truggle trees. Hanging in bunches, hanging in rows, **giggling** and **wiggling** their monstrous toes. **Hooting** and **howling** and smacking their lips and crunching on bugs and truggle tree chips.



Truggle Tree Monsters

DAY 1: Comprehension

Introduce the title of the poem, *Truggle Tree Monsters*.

Look at the illustration.

What kind of a poem do you think this is? (nonsense)

What makes you think that?

Read the poem to the 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:

How do you know there are no such things as *Truggle Tree* monsters?

Would you like it if there were *Truggle Tree Monsters*? Why do you say that?

Ask students what questions they would ask the *Truggle Tree* monsters.

They can use *How, Why, When, Where, What*.

DAY 2: Vocabulary

Read the poem to the students again.

Now get the students to read it with you out loud together.

Focus on the words: *hooting, howling*

Ask the students what these words mean and what other words could have been used instead.

Act out the *Truggle Tree* monsters *smacking their lips*.

DAY 3: Reading with Fluency

Put a circle with your finger around a period, comma, bold font and illustrative text (*giggling, wiggling*).

Ask students what these are for.

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

DAY 4: Reinforce Phonics/Phonemic Awareness

Read the poem out loud together.

- Write the word *monster* and *monstrous* on the board.
- Show students how the word *monster* is the base word of *monstrous*.
- Write the words *crunching, munching, giggling, wiggling*.
- Write the base words. Discuss the final e dropped on *giggle* and *wiggle*.
- Write the words *bunches* and *trees* on the board.
- Talk about these words being plural nouns. Focus on how the endings are different.
- Find some other plural nouns in the poem.

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.

Each child needs to have a copy of the poem from the blackline master glued into his or her own notebook.

Encourage them to illustrate the poem in their own way.

Key Links Poetry

G2

by Jill Eggleton



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Developed by Jill Eggleton
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Truggle Tree Monsters

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