

GWENDOLYN

# Brooks

AGES  
4-6



PRE-K & KINDERGARTEN ACTIVITY PACK

**GOOSE GOOSE DUCK**

## PARENT GUIDE

You and your child will enjoy learning about notable Black Americans in history while exploring educational activities. The pages are packed with engaging lesson plans accompanied by colorfully illustrated activities for hours of interactive learning. Each lesson plan explores characteristics of the notable American presented in bite-sized pieces.

The activities in this pack are designed to be experienced in the order they are presented. We suggest you start from the beginning of the book and work to the end at your child's pace. The activities build on an age-appropriate skill while reinforcing the history. Communication and positive interaction is an integral part of each activity. Take your time with each lesson, allowing your child to answer the open ended questions presented.

### How to present the lessons:

For a positive learning session, begin when your child is rested and relaxed. Review the "Materials" section at the beginning of the first lesson. Prepare the materials needed as per the 1st few steps of the "Instructions". Familiarize yourself with the "Explain" section. The "Explain" portion is the section you will read out loud to your child. For additional information about the activity, take a look at the "Parent" section.

### How to present the lesson to your child:

Tell your child you will be teaching them about a famous American. Introduce the notable American by playing the age-appropriate animation presented on the next page. The short video is meant to stimulate your child's interest in the subject while illustrating the appearance of the notable American. After the video, read the "Explain" portion to your child. Follow the instructions to complete the activity with your child. Support your child as they expand their knowledge and strengthen core skills. Do not overload your child. Plan to complete the activities on multiple days. Stop while they are feeling accomplished, leaving them eager to learn more!

**Written by:** Monica L. Dorsey

**Curriculum Consultant:** Dana M. Wheeler, M.S. Ed.

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**Want to be the first to know about new Black History activity packs? Join our mailing list at:**

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The Gwendolyn Brooks activity pack is designed to supplement the video found below. Click to view: <http://goosegooseduck.com/Brooks>



For more Black history videos for kids, please subscribe to Goose Goose Duck TV at:



# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 1

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice visual observation sensory skills

### INSTRUCTIONS:

#### Materials:

*Take A Close Look Pictures (Included)*

**Explain:** Gwendolyn Brooks was a famous poet. She wrote carefully chosen words that made readers understand an idea or feeling through rhythm and rhyme. Gwendolyn is known as one of the best American poets. She won an important award called the Pulitzer Prize for her poems. The Pulitzer is the highest award a writer can earn.

Gwendolyn's poetry was about what she saw and heard in the street. She said she found most of her material looking out of the window of her second-floor apartment house in Chicago, Illinois. In her words, "I lived in a small second-floor apartment at the corner, and I could look first on one side and then the other. There was my material."

Are you able to pay attention to the details around you?

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 1

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice visual observation sensory skills

### INSTRUCTIONS:

#### Instructions:

#### Part 1:

1. Print out the *Take A Close Look* pictures.
2. Tell your child you are going to play the memory game.
3. Show your child picture "A". Tell them to take a careful look at the picture.
4. After 30 seconds remove the picture.
5. Ask, "What do you remember about the picture?" Listen to their answers.
6. Ask, "What color are the girl's shoes?" Allow them to answer.
7. Show them the picture again and allow them to check their answer.
8. Next show picture "B". Allow your child to observe the picture for 30 seconds and remove the picture.
9. Ask, "What do you remember about the picture?" Listen to their answer.
10. Say, "Describe the girl's hairstyle." Show them the picture again and allow them to check their answer.
11. Next show your child picture "C". Allow them to observe the picture for 30 seconds and remove the picture.
12. Ask, "What do you remember about the picture?" Listen to their answer.
13. Ask, "What is the girl holding in her hand?" Show them the picture again and allow them to check their answer.
14. Next show picture "D". Allow them to observe the picture for 30 seconds and remove the picture.
15. Ask, "What do you remember about the picture?" Listen to their answer.
16. Ask, "Is the picture inside or outside?"
17. Show them the picture again and allow them to check their answer.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 1

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice visual observation sensory skills

### INSTRUCTIONS:

#### Part 2:

1. Take your child to a different room.
2. Inform them you are going to play the memory game.
3. Stand or sit in one place.
4. Give them two minutes to look around.
5. After 2 minutes are up, have them close their eyes.
6. Ask them questions about the surroundings.
7. Discuss what they remembered and what they may have missed.

#### Part 3:

1. When you go to the park or public space, play the memory game.
2. At first always announce you are playing the memory game and let them know how much time they have before the questions begin.
3. After several outings, warn your child you will not tell them WHEN the game will start.
4. Have them close their eyes and answer questions at unexpected times.
5. Notice your child become more tuned in with anticipation of the game.
6. Continue to play the game on outings and allow observations to become a habit.

**Final Thought:** Gwendolyn Brooks was a great poet who wrote about what she observed everyday.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 2

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice hearing observation sensory skills

### INSTRUCTIONS:

#### Materials:

*What Do You Hear* sheets (Included)

Access Audio online at <http://goosegooseduck.com/brooks-observation/>

*Sound Walk Recording* sheet (Included)

Scissors

Pencil

Crayon

**Explain:** Gwendolyn Brooks was a famous poet. She wrote carefully chosen words that make readers understand an idea or feeling through rhythm and rhyme. Gwendolyn is known as one of the best American poets. She won an important award called the Pulitzer Prize for her poems. The Pulitzer is the highest award a writer can earn.

Gwendolyn wrote about what she saw and heard in the street. She said she found most of her material looking out of the window of her second-floor apartment house in Chicago, Illinois. In her words, "I lived in a small second-floor apartment at the corner, and I could look first on one side and then the other. There was my material."

Gwendolyn observed using her eyes as well as her ears. Let's practice being observant listeners.

**Parent:** Observation is one of the things that good writers do well. In this activity, your child will practice being aware of the sounds in their environment. This activity is completed in two parts. For the first part of the activity, visit the GGD website to play the sound clips.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 2

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice hearing observation sensory skills

### INSTRUCTIONS:

#### Instructions:

##### Part 1:

1. Print out the *What Do You Hear* sheets.
2. Cut out the white box on the tan page to create a view window.
3. Place the view window over the first row, so only the first three pictures show.
4. Click on Material List Audio link at: <http://goosegooseduck.com/brooks-observation/>
5. Have your child sit calmly in a quiet area. Do not allow your child to see the screen.
6. Tell them to listen carefully. Click the first sound marked number 1.
7. Show them the first row of pictures from the *What Do You Hear* sheet through the view window.
8. Ask your child to point to the picture that matches the sound. Allow them to tell you the name of the sound and imitate it if they wish. The answer is shown on the website above the recording.
9. Slide the view window down to the second row of pictures.
10. Click the second sound.
11. Ask your child to point to the picture that matches the sound. Allow them to tell you the name of the sound and imitate it if they wish. The answer is shown on the website above the recording.
12. Repeat for all 16 sounds.
13. Discuss what their favorite sound was and why as well as their least favorite sound and why.



# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 2

### CONTENT AREA:

STEM

### SKILL BUILDING/OBJECTIVE:

Practice hearing observation sensory skills

### INSTRUCTIONS:

#### Part 2:

**Explain:** Now we are going to take a sound walk. We are going to go outside and pay attention to all the sounds around us. What sounds do you think we will hear? (birds, dog barking, bicycles, airplane etc.)

1. Print out the *Sound Walk* sheet.
2. Have your child draw pictures of the sounds they think they will hear on their sound walk.
3. Go outside with your child and have them listen carefully.
4. Have your child make a check mark on the sounds they hear on their Sound Walk sheet.
5. On the back of the sheet, record any sound your child did not predict.
6. Whenever possible, allow your child to locate the source of the sound.
7. Discuss the sounds your child predicted and the sounds they discovered.
8. Ask your child to imitate their favorite sounds.

**Final thought:** Gwendolyn Brooks wrote about what she saw and heard in the street.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 3

### CONTENT AREA:

Social Emotional Learning

### SKILL BUILDING/OBJECTIVE:

Self-Awareness

### INSTRUCTIONS:

#### Materials:

*Feelings Cards* sheet (Included)  
*Feeling Stories* sheet (Included)  
Scissors

**Explain:** Gwendolyn Brooks observed the world around her and then expressed how it made her feel in her poetry. In this activity we are going to talk about our world and how different experiences make us feel.

**Parent:** In this exercise you will read your child a short passage. They will use the feelings cards to show how it makes them feel. There are no wrong answers. However, they should be able to explain their reasoning.

#### Instructions:

1. Print the *Feelings Card* sheet.
2. Cut the cards out on the brown lines.
3. Spread all the cards out in front of your child.
4. Point to each face and ask, "What feeling is this?"
5. Read the first story.
6. Ask your child to point to the card that shows how they would feel.
7. Ask, "Why would you feel that way in that story?"
8. Repeat with all the stories.

**Note:** The emotional cards can be used in everyday situations to help your child articulate how they feel. You can also use the cards in the morning or evening to "check-in" on how they are doing.

**Final thought:** Gwendolyn Brooks observed the world around her and then expressed how it made her feel in her poetry.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 4

### CONTENT AREA:

Literary

### SKILL BUILDING/OBJECTIVE:

Write a simple poem

### INSTRUCTIONS:

#### Materials:

*Ice Cream* sheet (Included)

*Lined Paper* sheet (Included)

*Brainstorm* sheet (Included)

**Explain:** Gwendolyn Brooks had a special point of view based on her observations. A point of view is the way someone looks at things based off of things you care about and how you feel. She was able to persuade her readers to believe her views about people and events. We can also tell people how we feel about a person, place or thing with poetry.

Let's write a poem to express your point of view about one of your favorite things.

What makes you feel good? It can be a food, a sport, a toy or even your best friend.

**Parent:** An acrostic poem spells out a particular word or phrase using the first letter from each line. It can be one of the easiest poems to write because the writer doesn't have to worry about meter or rhyme. They just have to make each line fit the theme of their chosen word. It is the ideal poem type to allow children to express their point of view. Here is an example of a simple acrostic poem.

#### **CANDY**

**C**runchy chewy

**A**wesome

**N**ice and sweet

**D**elightful and delicious

**Y**ummy treat

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 4

### CONTENT AREA:

Literary

### SKILL BUILDING/OBJECTIVE:

Write a simple poem

### INSTRUCTIONS:

#### Instructions:

1. Print out the *Writing Paper*, *Brainstorm* and *Ice Cream* sheets. Ask your child what they would like to write about. It can be anything that makes them happy - a food, a sport, a toy or a family member or best friend.
2. Tell them we are going to write a poem about that topic.
3. Pull out the example *Ice Cream* sheet.
4. Point out that the name of the favorite thing is the title of the poem.
5. Then show how the first letter of the word is the first letter of each line.
6. Point to each letter down the column and spell the word, "Ice Cream".
7. Read the poem to your child.
8. Explain that the poem does not have to rhyme but each line must talk about the favorite thing.
9. Pull out the *Lined Paper* sheet. Have them write the topic on the top line. This will serve as the title. For pre-writers, write the topic on the title line in all caps for your child. Then have them write each letter of the word down the column using the title as a letter reference.
10. Ask your child to tell you about their favorite thing. As they talk about their favorite thing, jot down their thoughts on the *Brainstorm* sheet. It can be words, phrases or full sentences.
11. For pre-readers, help them place words or phrases on the lines that begin with the same letters.
12. Readers can match the words and phrases on their own with less guidance.
13. Take a look at the open spots remaining. Work together to think of words or phrases to complete the poem.
14. Encourage your child. Say, "Congratulations! You are a poet!"

**Final thought:** Gwendolyn Brooks had a special point of view based on her observations.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 5

### CONTENT AREA:

Arts & Crafts

### SKILL BUILDING/OBJECTIVE:

Make a tambourine

### INSTRUCTIONS:

#### Materials:

*Tambourine* picture (Included)

Two paper plates

Stapler

Hole punch

String/yarn or thin fabric strips

Dried pasta, beans, sand or pebbles

Stickers, paint, markers, construction paper, ribbons (Optional)

**Explain:** In some of her most loved poems, Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry. Rhythm is the beat and pace of the poem.

We are going to make a percussion instrument called the tambourine.

**Parent:** The tambourine is easy to play and often used for teaching rhythm to children. We will use their custom tambourine in the next two lessons.

#### Instructions:

1. Decorate the outside of the plates with paint, markers, etc.
2. Fill one plate about 1/4 full of dried pasta or beans.
3. Place the other plate over the first and staple around the edge.
4. Punch two holes between each set of staples all the way around the plates.
5. Lace the plates together with string, ribbon, yarn or thin fabric strips.

**Final thought:** Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 6

### CONTENT AREA:

Literary

### SKILL BUILDING/OBJECTIVE:

Practice counting syllables in words

### INSTRUCTIONS:

#### Materials:

Tambourine (craft from Previous Lesson)  
*Syllable Cards* (Included)

**Explain:** In some of her most loved poems, Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry. Rhythm is the beat and pace of the poem. When we talk about words, the beats have a special name. The beats in a word are called syllables. All words have syllables. Some have only one, some have two, some have three, and some have more. We can break each word into syllables.

Let's play our tambourine to find the number of beats in a word.

#### Instructions:

1. Print and cut out the *Syllable Cards*.
2. Pull out the tambourine made in the last lesson.
3. Say your name. Emphasize the syllables in your name and hit the tambourine for each syllable. Explain that everytime you hit the tambourine that beat is a syllable.
4. Say your name again and hit the tambourine with each syllable again. Ask, "How many syllables are in my name?" Confirm or correct their answer.
5. Hand the tambourine to your child and ask them to say their name and clap out the beats or syllables. Ask, "How many syllables are in your name?"
6. Put the *Syllable Cards* in a pile face down.
7. Show your child the top card. Ask them to create the beat of the word with the tambourine and count the syllables.
8. Have your child tell you the amount of syllables in each word on the card.

**Final thought:** In some of her most loved poems, Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 7

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Write a free form poem

### INSTRUCTIONS:

#### Materials:

*I Am Poem* writing prompt

**Explain:** Gwendolyn Brooks mostly wrote about ordinary people like herself, and those who lived in her neighborhood. Her poems aligned her with them and encouraged her community to keep their individuality and not be afraid to be themselves.

Let's write a poem that talks about who you are and what makes you special.

**Parent:** In this exercise, your child will write a poem all about them. The poem is not meant to rhyme. We will have them feel the rhythm by reading the poem out loud while playing the tambourine.

#### Instructions:

1. Print out the *I Am Poem* writing prompt.
2. Allow your child to write a poem by filling in the lines based off of the prompts in parentheses.
3. Write in the responses for pre-writers.
4. Have your child read their poem while beating the syllables on the tambourine.

**Final thought:** Gwendolyn Brooks was not afraid to be herself and wrote poetry to encourage people to be themselves.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 8

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Practice rhyming skills

### INSTRUCTIONS:

#### Materials:

*Rhyme Domino* sheets  
Clear contact paper (Optional)  
Scissors

**Explain:** In some of her most loved poems, Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry. Rhyme is the repetition of the final sound or sounds of a word. For example, "hat" rhymes with "mat," and "play" rhymes with "say".

Let's play a game of dominoes to practice our rhyming skills.

**Parent:** The goal of Rhyming Dominoes is to build a string of dominoes by matching a word on your domino to one of the rhyming words on the domino path. Because our focus is on learning to rhyme, we are not that concerned with "official" dominoes rules. If there is no place at the end of the domino path, it is okay to play a domino from the middle of the path, creating a new "branch".

#### Instructions:

1. Print out the *Rhyme Domino* sheets.
2. Cover the front and back of each sheet with clear contact paper.
3. Cut out each domino on the white lines.
4. Turn all the dominoes face down on the table. You and your child both take seven dominoes.
5. Push the remaining dominoes to the side. They will be used as the draw pile.
6. You can hold the dominoes in your hand like cards or place them on the table.
7. Have your child start by placing one domino on the table.
8. Have your child read the words or picture of the domino out loud.



# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 8

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Practice rhyming skills

### INSTRUCTIONS:

#### Instructions:

9. Take the next turn. Select a domino from your hand that rhymes with one side of the domino in the center. Say the rhyming words out loud.
10. Next, your child must select a domino from their hand with a word that rhymes with a domino in the center. Dominoes can be laid end to end or at right angles, as long as the joined ends rhyme.
11. Play continues, back and forth. Point out when a word rhymes but are spelled differently.
12. Explain that words can sound the same but have different spellings.
13. When a player does not have a domino with a rhyming word they must pick a domino from the pile. If they pick a domino with a matching rhyme, they should immediately play the piece.
14. The game continues until all dominoes are played.

**Final thought:** In some of her most loved poems, Brooks used rhythm and rhyme to make the reader feel what she feels in her poetry

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 9

### CONTENT AREA:

Math  
Literary

### SKILL BUILDING/OBJECTIVE:

Identifying patterns  
Using Rhyming words

### INSTRUCTIONS:

#### Materials:

*Complete The Pattern* sheet (Included)  
*Missing Words Poem* (Included)  
Scissors  
Glue Stick

**Explain:** Gwendolyn Brooks won many awards for her poetry. Along with rhythm and rhyme, her award winning poetry used rhyme schemes. A rhyme scheme are the lines in a piece of poetry that rhyme, by using words at the end of each line that sound similar. Every line does not have to rhyme. The rhyming words at the end of each line create a pattern.

Let's take a look at what we mean by a pattern.

#### General Instructions:

1. Print out the *Complete The Pattern* sheet and the *Missing Words Poem* sheet.
2. Cut out the word bank missing words on the white lines.
3. Set the poems and word bank poems aside.

#### Activity 1:

**Explain:** A pattern is something that repeats. Here are some patterns using items about Gwendolyn Brooks. The items are (point to each as you describe):

1. The United States postal stamp of Gwendolyn Brooks that was issued to celebrate and remind people of her great poetry.
2. The front of the Pulitzer Prize Medal awarded to Gwendolyn Brooks.
3. A typewriter that was used by Gwendolyn to type poems before computers.
4. The back of the Pulitzer Prize Medal awarded to Gwendolyn Brook.
5. The book of poetry called "Annie Allen" won Gwendolyn the Pulitzer Prize.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 9

### CONTENT AREA:

Math  
Literary

### SKILL BUILDING/OBJECTIVE:

Identifying patterns  
Using Rhyming words

### INSTRUCTIONS:

#### Instructions:

1. Ask your child to cut out each item on the bottom using the dotted lines.
2. Point to the first row and say, "Take a look at the first line across (The items are placed in a pattern). Can you name each item across in order?"
3. Ask, "What should be the next item in the pattern?" Have them paste the correct answer.
4. Repeat for each line asking them to name each item and then paste the correct answer in the box. Each item will only be used once.

#### Activity 2:

**Explain:** Poetry also has patterns. The pattern of rhyming words in a poem is called the rhyme scheme. Let's use the poem 'I'm A Little Teapot' as an example.

Let's sing it together:

I'm a little teapot  
Short and stout  
Here is my handle (one hand on hip)  
Here is my spout (other arm out with elbow and wrist bent)  
When I get all steamed up  
Hear me shout  
Tip me up and pour me out! (lean over toward spout)

Can you hear the rhyming words in the poem?

We can take a look at the written poem to see the pattern or rhyme scheme.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 9

### CONTENT AREA:

Math  
Literacy

### SKILL BUILDING/OBJECTIVE:

Identifying patterns  
Using Rhyming words

### INSTRUCTIONS:

#### Instructions:

1. Show your child the 'I'm A Little Teapot' poem page.
2. Explain the rhyming word in a poem is usually the last word on the line. In this poem, every other line rhymes.
3. Give your child the four missing words for the poem (the background color of the words matches each poem).
4. Have them read the word out loud and ask them to arrange the words to complete the poem.
5. When they have the correct response have them paste down the words.
6. For pre-readers, read the poem and the words and allow your child to assist you in finding the correct rhyming words.
7. Pull out the next poem. Explain, "This is a copycat poem." That means it is a new version of the original poem, "I'm a Little Teapot." The rhyme pattern is also similar with rhyming words on every other line.
8. Give your child the 4 words for the poem and have them arrange and then paste down the missing rhyming words.
9. Repeat with the remaining poems.

**Final thought:** Gwendolyn Brooks won many awards for her poetry. Along with rhythm and rhyme, her award winning poetry used rhyme schemes.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 10

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Analyze a poem

### INSTRUCTIONS:

#### Materials:

*Tommy* sheet (Included)

Tambourine ( Made in previous activity)

Explain: Gwendolyn Brooks had 20 books of poetry published. How about we read one of her poems?

#### Instructions:

1. Print the *Tommy* sheet.
2. Read the poem "Tommy" to your child starting with the title.
3. Have your child read the poem. If your child is a pre-reader skip this step.
4. Ask, "Is there anything about this poem that reminds you of anything that has ever happened to you or anyone you know?" " Is there anything about this poem that reminds you of anything you've ever read before or seen on TV or in a film?"
5. Ask, "Who planted the seed in the poem?" If they are uncertain, point to the title.
6. Have your child read the poem again. This time have them beat the rhythm of the poem with the tambourine.
7. Ask if they can tell you how many beats or syllables are in the first line of the poem. (The answer is 8)
8. Ask if they can tell you how many beats or syllables are in the first line of the poem. (The answer is 6)
9. Repeat for each line of the poem. They should find that the rhythm is the same for both verses 8. 6. 8.6
10. Next, ask if they can spot the rhyming words. (Answer grow, know, see, me)
11. Ask, "Do you see any patterns?" (Repetition of the beat and/or the pattern of the rhyming words on every other line.)
12. Ask your child to draw and color a picture of *Tommy* watering his seed on the *Tommy* sheet.

**Final thought:** Gwendolyn Brooks had 20 books of poetry published.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 11

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Develop research skills

### INSTRUCTIONS:

#### Materials:

*I Wonder* sheet (Included)  
*Passion Project* cover page (Included)  
*Fact* sheets (Included)  
Stapler

**Explain:** Gwendolyn Brooks published her first poem, "Eventide", in a children's magazine called American Childhood, when she was only 13 years old. By the age of 16, she had written and published 75 poems! Gwendolyn wrote so many wonderful poems because she was passionate about writing and poetry. She enjoyed learning about different poetry styles and writing about the world around her. What about you?

What do you love doing?

**Parent:** As parents, we have the challenge of helping our children discover their passion. Though a child may figure it out on their own, we can guide them to discover natural gifts without overwhelming them. The more your child explores new things, the better chance they'll have to discover their passion. This Passion Project is a research activity to teach your child how to investigate and find information on their own. With time and exploration, they can figure out what interests and drives them so they can unlock their potential in a positive way.

#### Instructions:

1. Set up the dictation tool on your Windows or iPad. Dictation will allow them to speak their questions into the computer without typing or knowing the correct spelling.
2. Set up the Windows Narrator or iPad Text to Speech Option. These options will read the web pages searches and text out loud to your child.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 11

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Develop research skills

### INSTRUCTIONS:

3. Start by asking your child questions: What do you want to know? What questions do you have? What do you want to know about?
4. Write down their questions on the *I Wonder* sheet.
5. Say, "You can research to find out answers to your questions. What does research look like? What does it mean?" Listen to their answers. Explain research is collecting information about something through reading, investigating and experimenting.
6. Ask, "What are the different ways you can investigate?" Listen to their answer and add they can investigate through a book, an online search or asking experts.
7. Select one question they would like to find out more information about and use that as the topic for their Passion Project.
8. Have your child fill out the Passion Project cover page with their name and subject of interest.
9. Next, teach your child how to conduct a web search using the dictation option or typing their question into the search engine. Always have them type or say "for kids" after the question. Adding "for kids" helps bring up more relevant appropriate content.
10. Show them how to conduct an image search with Google images. Children learn a lot from pictures. As with the standard search, have them type "for kids" at the end of the question. Another option is to explore stock photos with a free search on [istock.com](http://istock.com) or [shutterstock.com](http://shutterstock.com)
11. Don't forget to have them search for books using your local library's online tool. Check out the books for them to explore.
12. Have your child record the most interesting facts they would like to share with family or friends. They can draw a picture to represent the information and write a sentence about their findings on the Fact sheets.

# GOOSE, GOOSE, DUCK LESSON EXTENSIONS

## LESSON 11

### CONTENT AREA:

Literacy

### SKILL BUILDING/OBJECTIVE:

Develop research skills

### INSTRUCTIONS:

13. Allow your child days or weeks to research their topic. When your child has four Fact pages they feel together answers their question, have them staple the pages together with the cover.
14. Have them present their research to you, their family and friends.

**Final thought:** Gwendolyn Brooks wrote so many wonderful poems because she was passionate about writing and poetry.



# TAKE A CLOSE LOOK

A



B





C

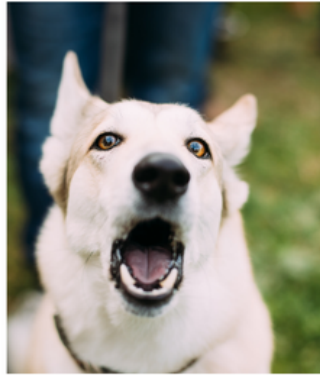
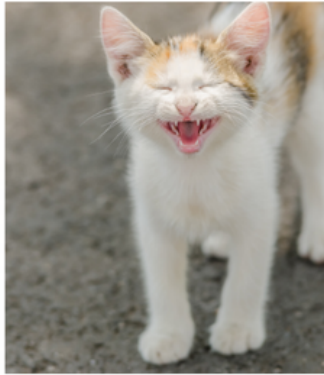


D

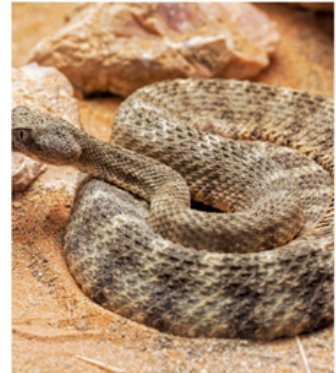
# WHAT DO YOU HEAR?

Play the sound clips at <http://goosegooseduck.com/brooks-observation/>

1.



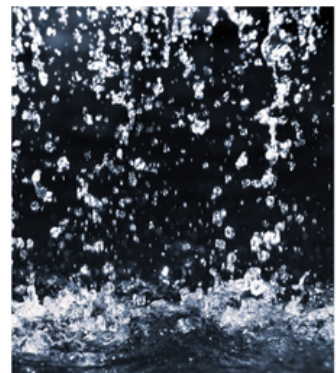
2.



3.



4.



# WHAT DO YOU HEAR?

5.



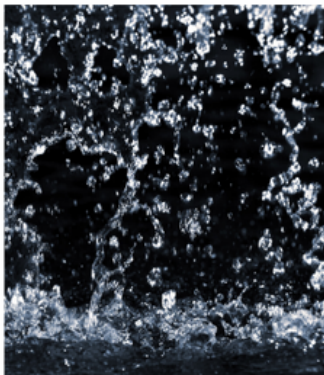
6.



7.



8.



# WHAT DO YOU HEAR?

9.



10.



11.



12.



# WHAT DO YOU HEAR?

13.



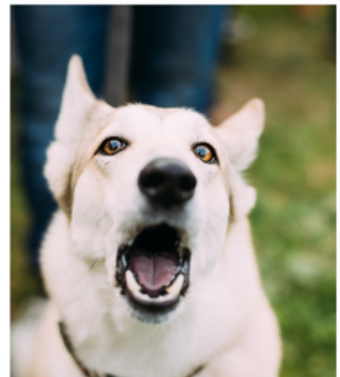
14.



15.



16.

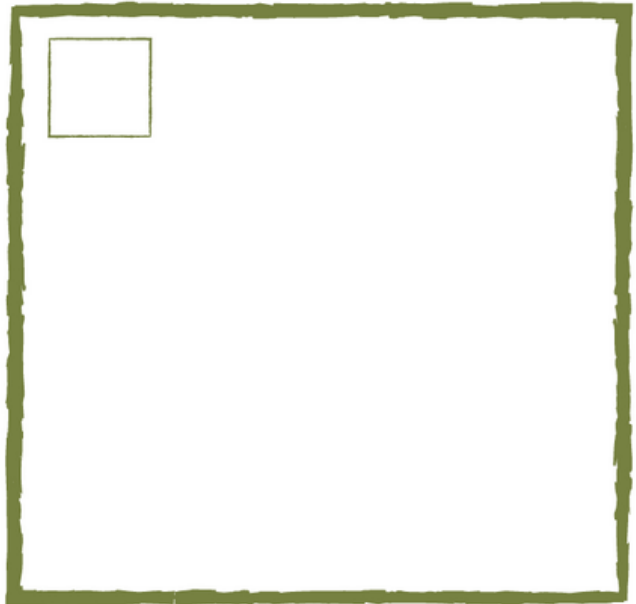
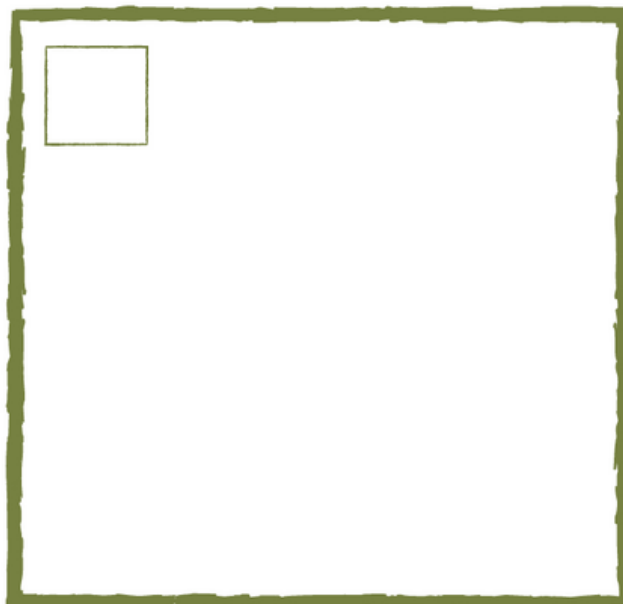
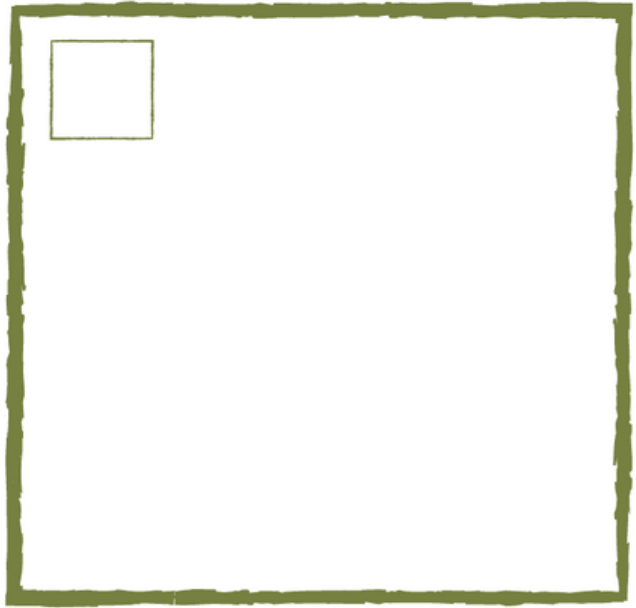
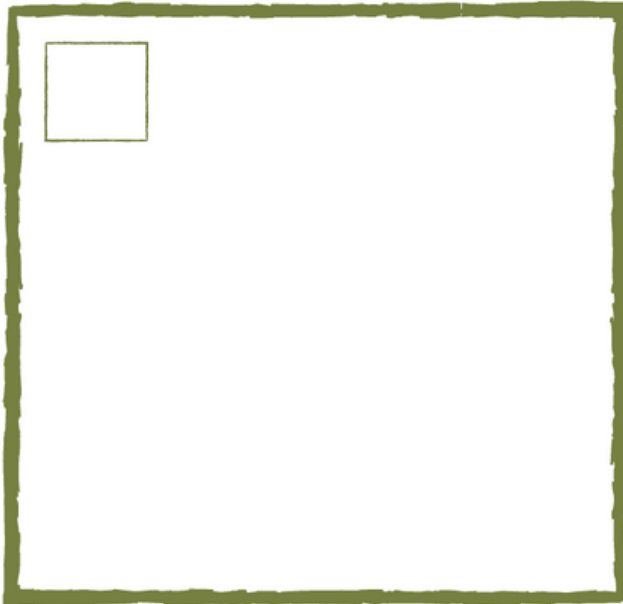
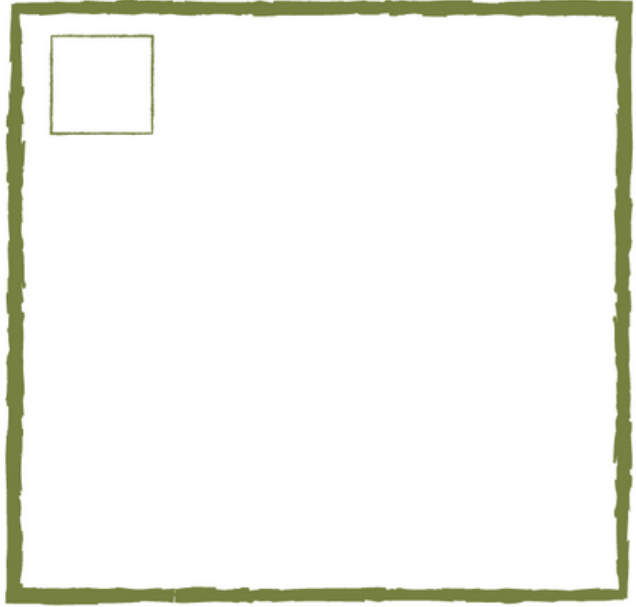
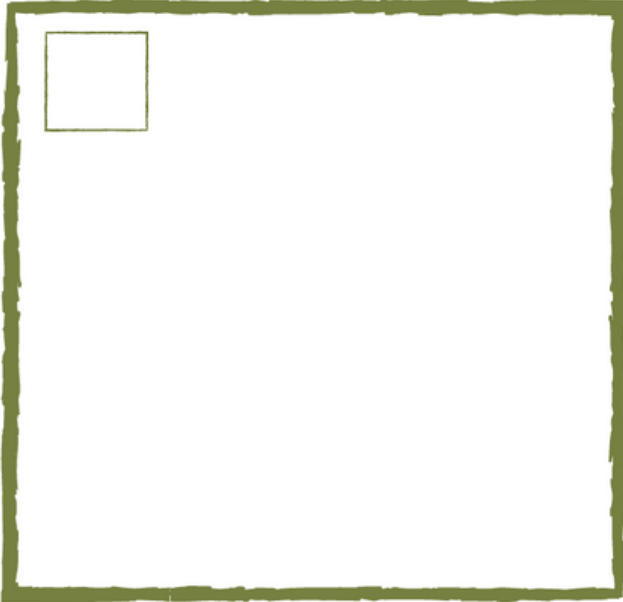




# WHAT SOUND DID YOU HEAR?

CUT OUT THE WHITE BOX  
TO MAKE A WINDOW

# SOUND WALK



# FEELINGS STORIES

#1 Elijah finally finished his LEGO® dinosaur. It took a whole week to complete. He put together the last piece and carefully placed it on his desk. Elijah ran to show his Dad the creature. When he returned he saw his little brother drop it on the ground. The dinosaur smashed on the floor as the pieces scattered across the room.

#2 Destiny went to her best friend's ballerina birthday party. All the decorations were Destiny's favorite color, pink. She even had a pink polka dot birthday cake and a rose colored flower tutu. Destiny wished she had a pink ballerina party too.

#3 Jamir was running a race. He was in first place when suddenly he tripped and fell. Jamir scraped his knee and finished the race in last place.

#4 It was Nathan's family reunion. Today he was going to the amusement park with his whole family. He couldn't wait to ride the bumper cars with his cousins and eat strawberry funnel cake.

#5 Gabriel went out to breakfast with his Grandfather. They were celebrating Gabriel's 6th birthday. When his Grandfather took him home, Gabrielle opened the front door. He heard voices shout, "Happy Birthday!"

#6 On Saturday, Malik cleaned his room. His Mother thought he did a great job. She made Malik his favorite snack and let him play video games for the rest of the afternoon.

#7 Amira went on a trip to visit her Grandmother. She did not see her Grandmother often because she lived far away. Amira was having a fun time with her Grandmother. They played dress up, baked Grandma's famous sweet potato pie and stayed up late reading books and sharing secrets. It was now time to say goodbye and travel back home.

#8 Zoe and her friends had a funny face contest. She crossed her eyes, sucked in her cheeks and pretended to be a fish.

# FEELINGS CARDS



**WORRIED**



**HAPPY**



**SURPRISED**



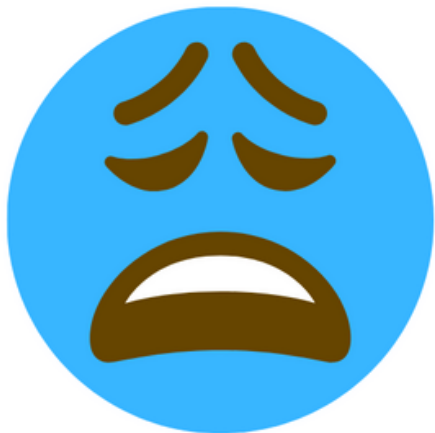
**SILLY**



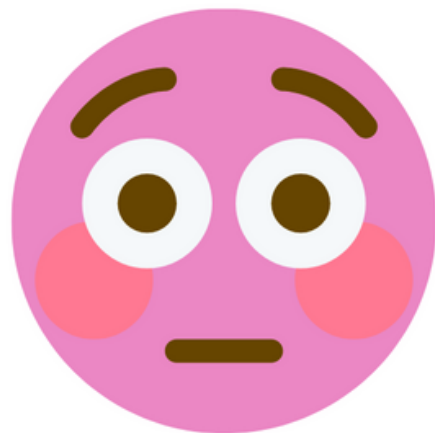
**JEALOUS**



**EXCITED**



**SAD**



**EMBARRASSED**



**ANGRY**

# ICE CREAM



**I** love the taste.

**C**reamy and refreshing

**E**veryone screams for ice cream

**C**hocolate sauce on vanilla

**R**ing ding of the truck

**E**veryone runs

**A**tasty summer treat

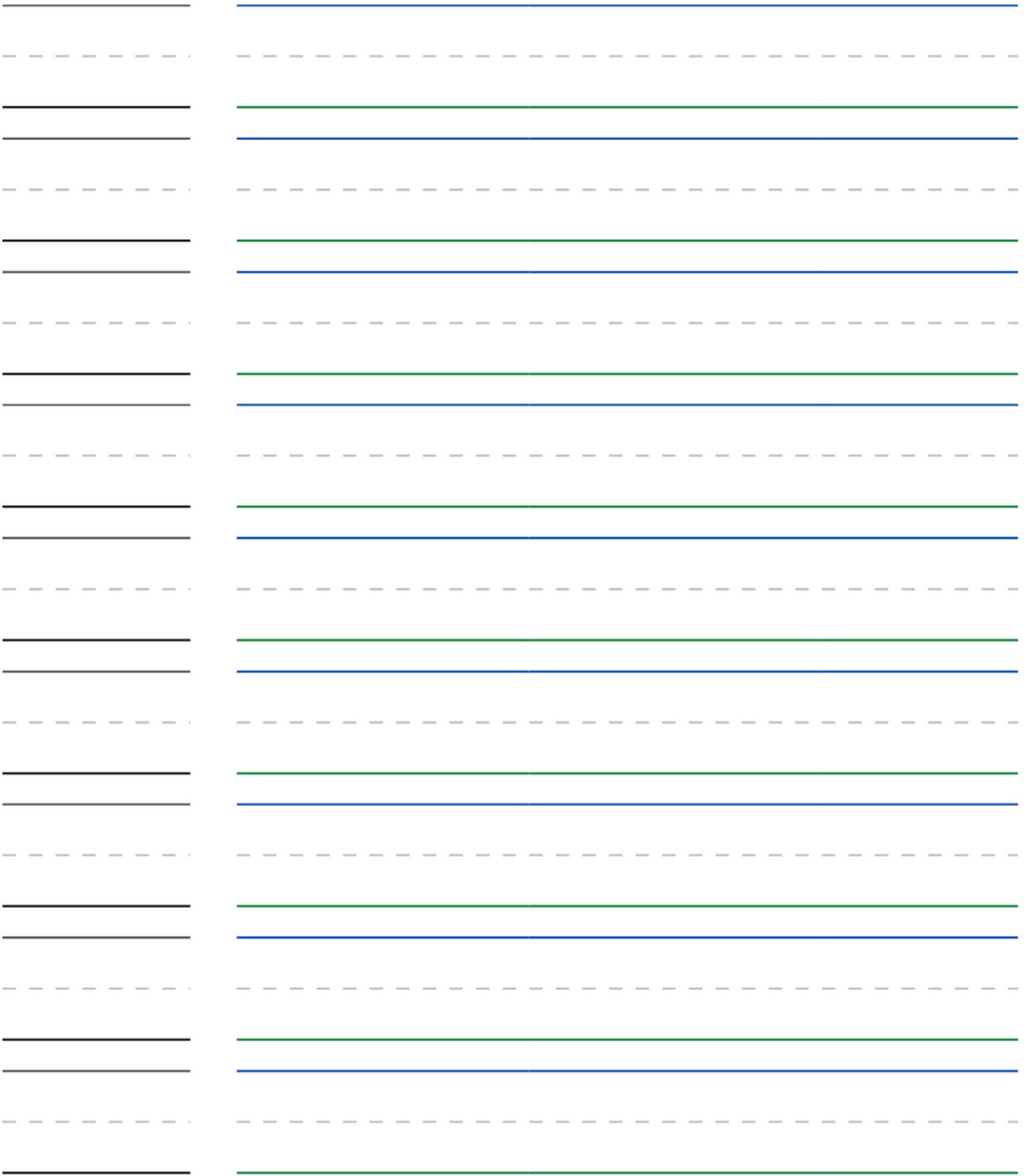
**M**mmm, yummy!

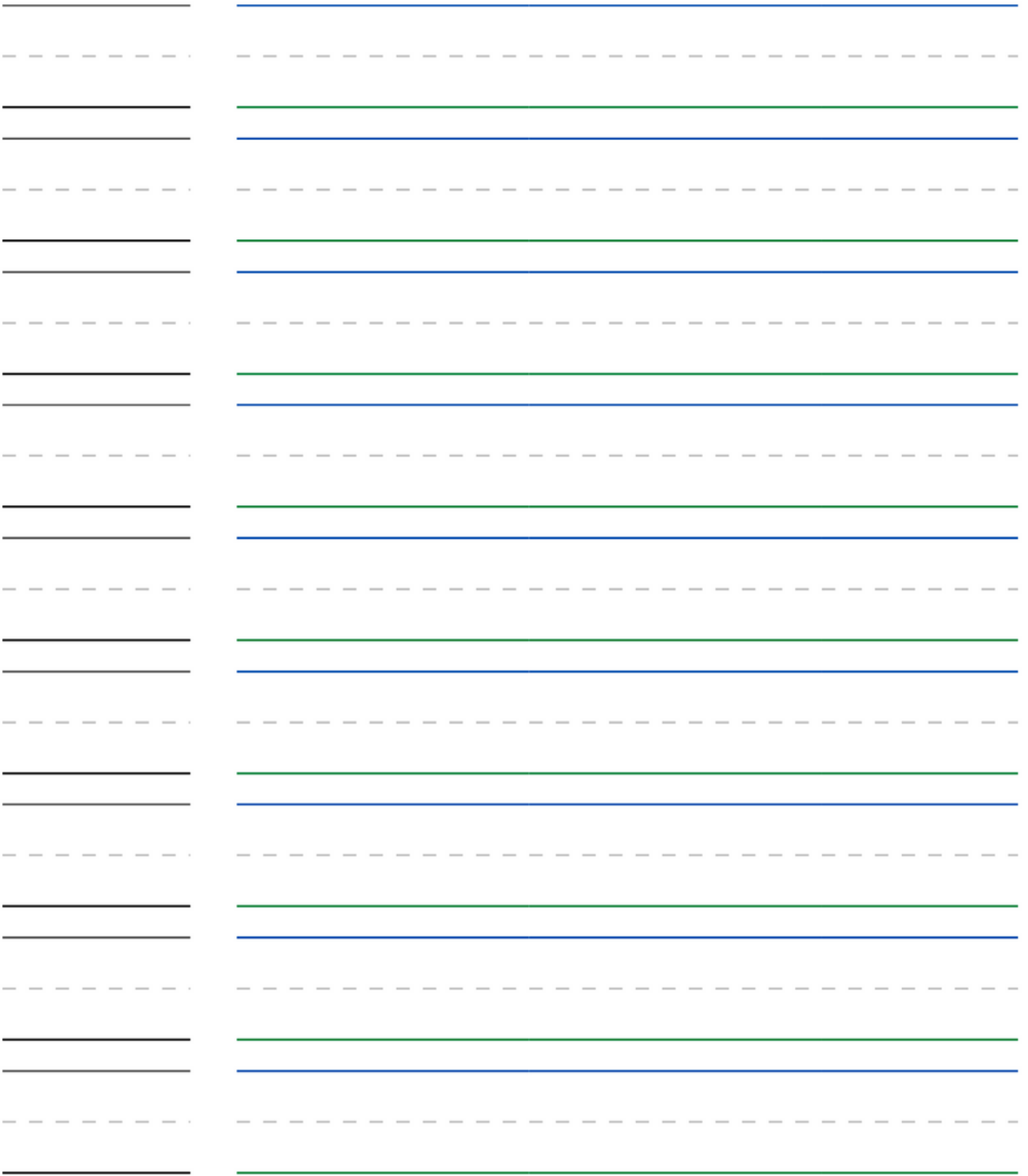
# BRAINSTORM

Jot all your thoughts below.

A large, empty rectangular box with a thin teal border, intended for writing or drawing thoughts during a brainstorming session.







# TAMBOURINE CRAFT



# SYLLABLE CARDS



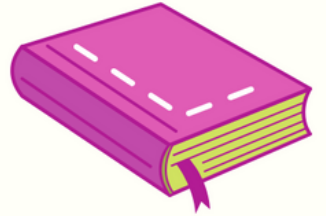
strawberry



hippopotamus



bed



book



can



bike



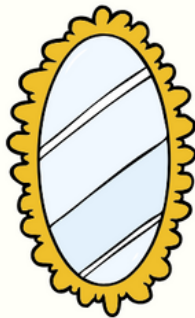
pencil



bookbag



cookie



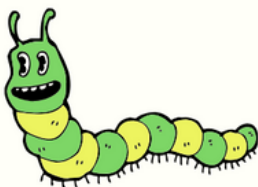
mirror



umbrella



basketball



caterpillar



butterfly



motorcycle



alligator

# I am

(write 2 descriptive words about yourself)

# I wonder

(write something you wonder about)

# I listen to

(write an imaginary sound)

# I see

(write an imaginary sight)

# I am

(same as first line of poem)

crown



pie



kite



down



robot



boat



bat



hat



rat



cat



mat



frown

fly



cry



light



goat



night



eye



town



knot



pot



squat



tote



coat

write



white



apricot



mop



zip



top



tie



sky



fighting



drip



jar



lip

raindrop



plate



gate



soap



microscope



crate



trip



stop



star



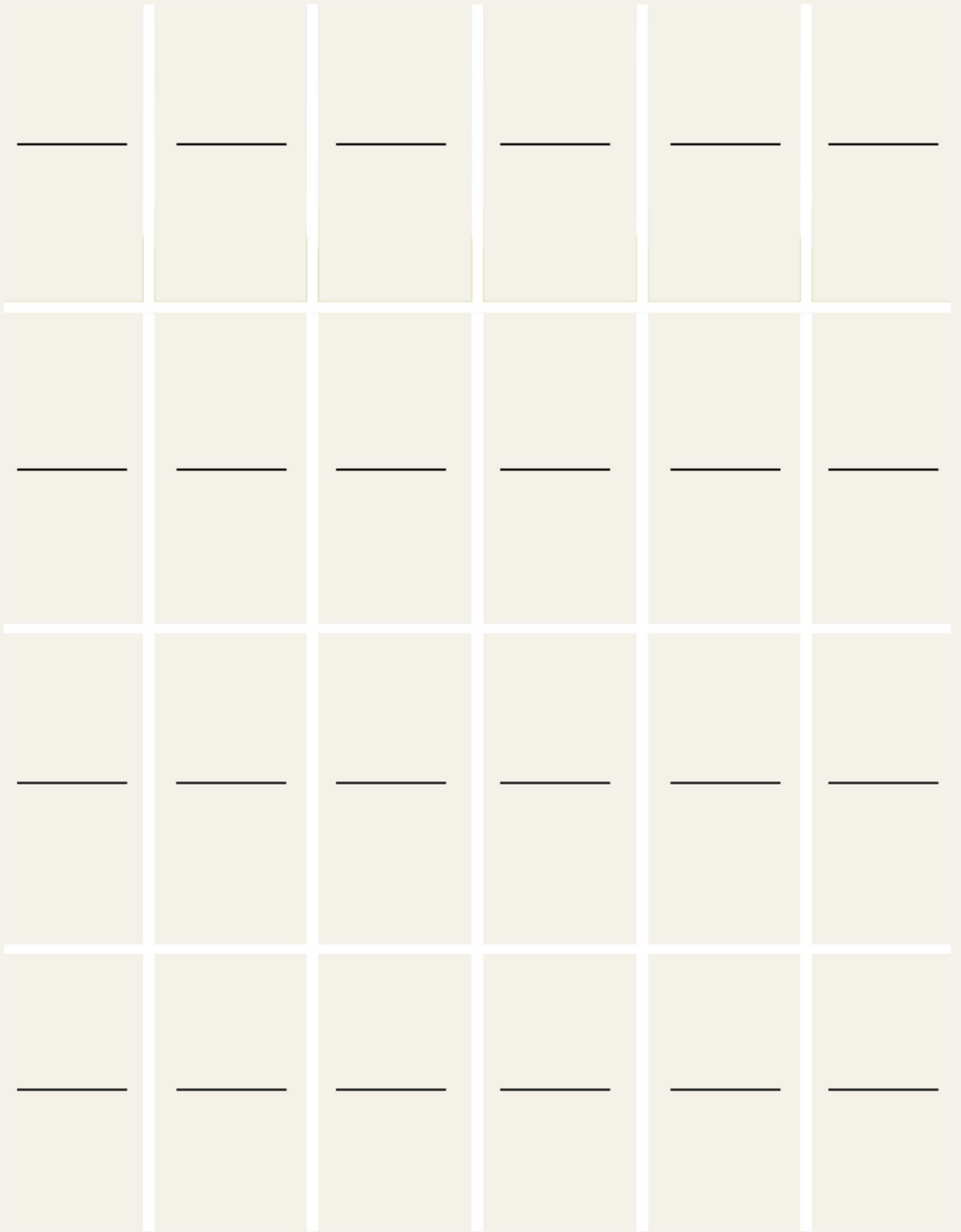
guitar



car

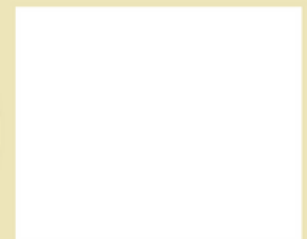


rope



# Complete The Pattern

Cut out the items below. Paste each in the correct box to complete the pattern.







I'M A LITTLE TEAPOT

SHORT AND -----

HERE IS MY HANDLE

AND HERE IS MY -----

WHEN I GET ALL STEAMED UP

HEAR ME -----

TIP ME OVER AND POUR ME -----



I'M A LITTLE PUMPKIN

SHORT AND -----

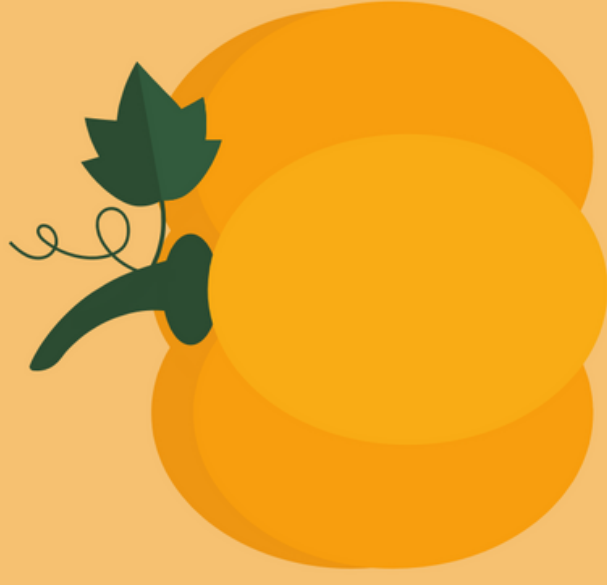
HERE IS MY STEM

AND THERE IS THE -----

WHEN I GET ALL CUT UP

DON'T YOU -----

JUST OPEN ME UP, AND SCOOP ME -----





I'M A LITTLE SNOWMAN

SHORT AND -----

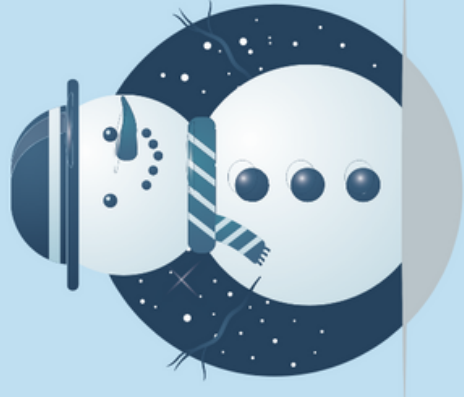
HERE IS MY SCARF

AND HERE IS MY -----

WHEN I SEE THE SNOWFALL

HEAR ME -----

ALL YOU CHILDREN COME OUT TO -----





I'M A MEAN OLD DINOSAUR

BIG AND -----

HERE IS MY TAIL

AND HERE IS MY -----

WHEN I GET ALL HUNGRY

I JUST -----

LOOK OUT KIDS, I'M ON THE -----

ROUND

GROUND

SHOUT

OUT

STOUT

SPOUT

SHOUT

OUT

FAT

HAT

SAY

PLAY

TALL

CLAW

GROWL

PROWL

# Tommy

I put my seed into the ground

And said, 'I'll watch it grow.'

I watered it and cared for it

As well as I could know.

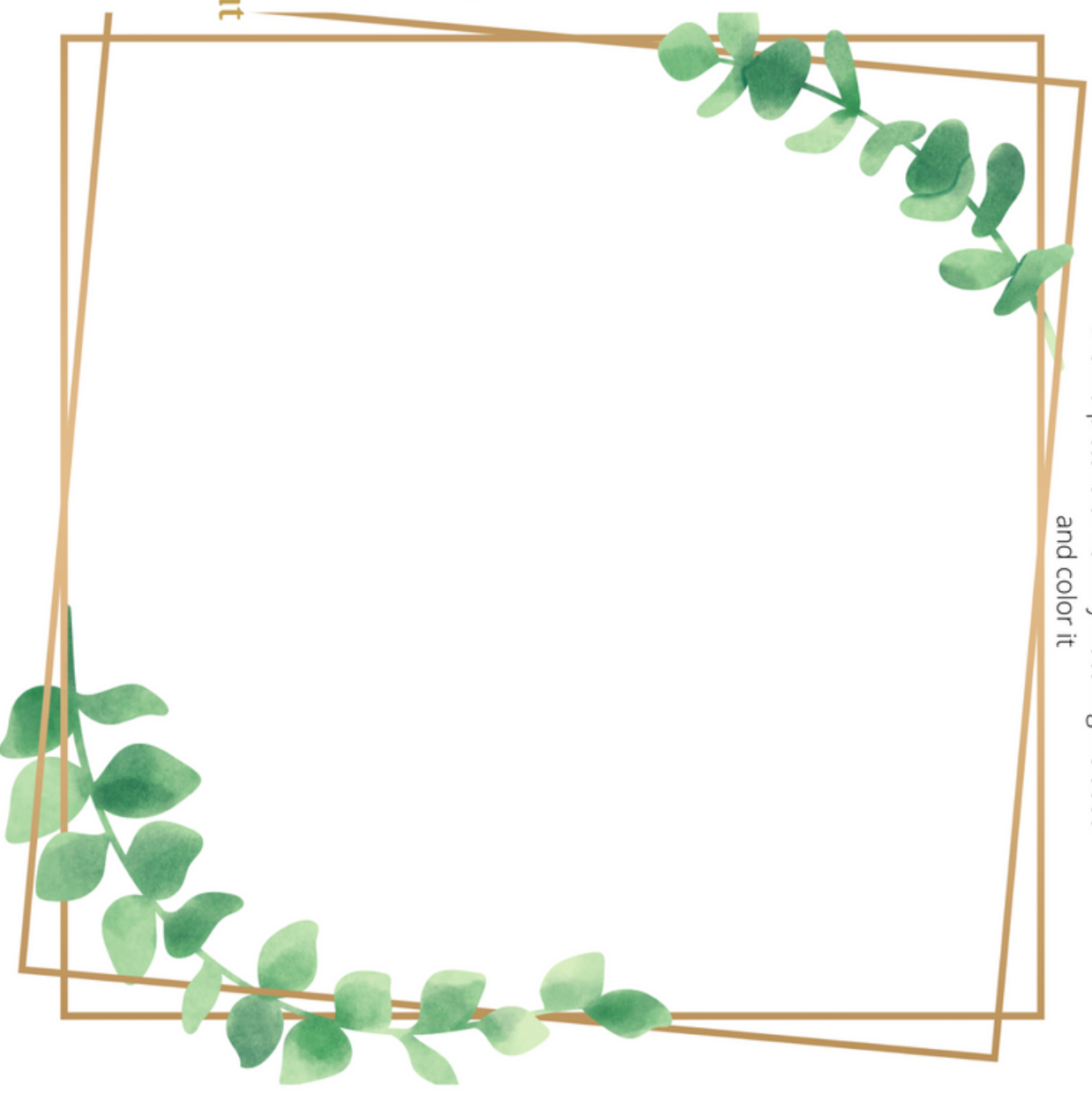
One day I walked in my back yard,

And oh. what did I see!

My seed had popped itself right out

Without consulting me.

Draw a picture of Tommy watering his seed  
and color it



by Gwendolyn Brooks

I WONDER...



A series of 15 horizontal lines for writing, with a vertical column of 15 yellow question marks on the right side.

'S

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**PASSION**

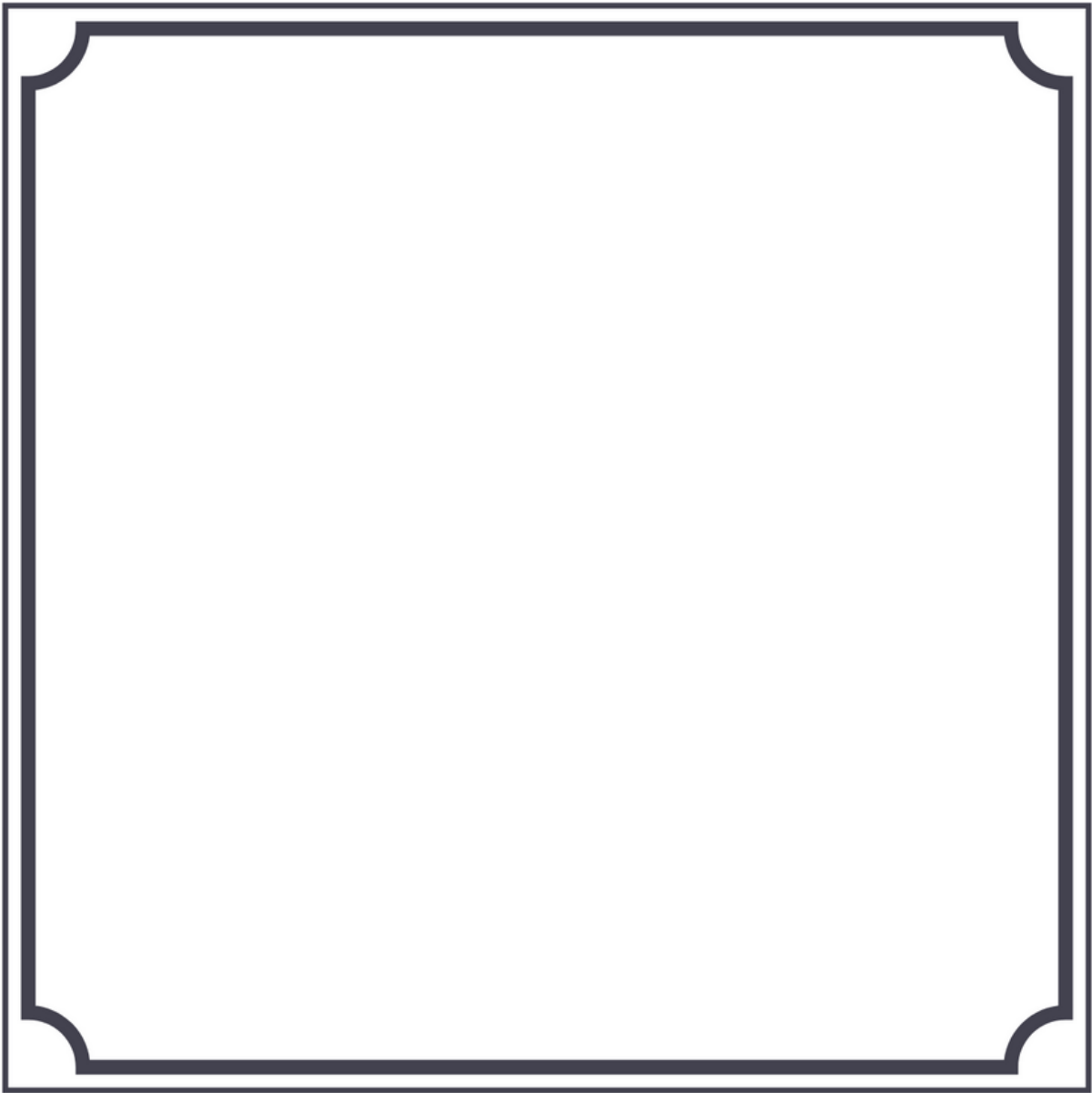
**PROJECT**

**about**

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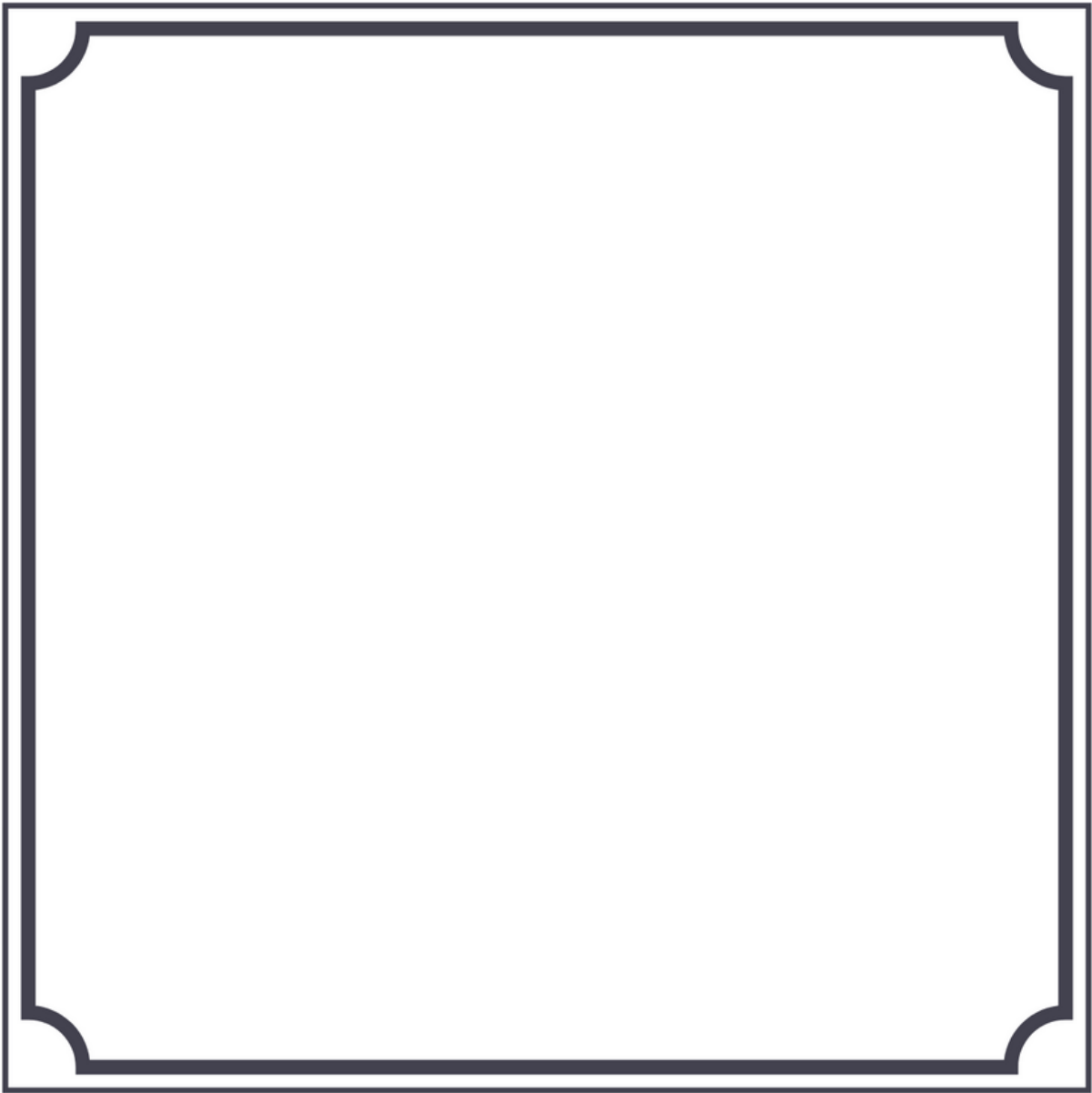
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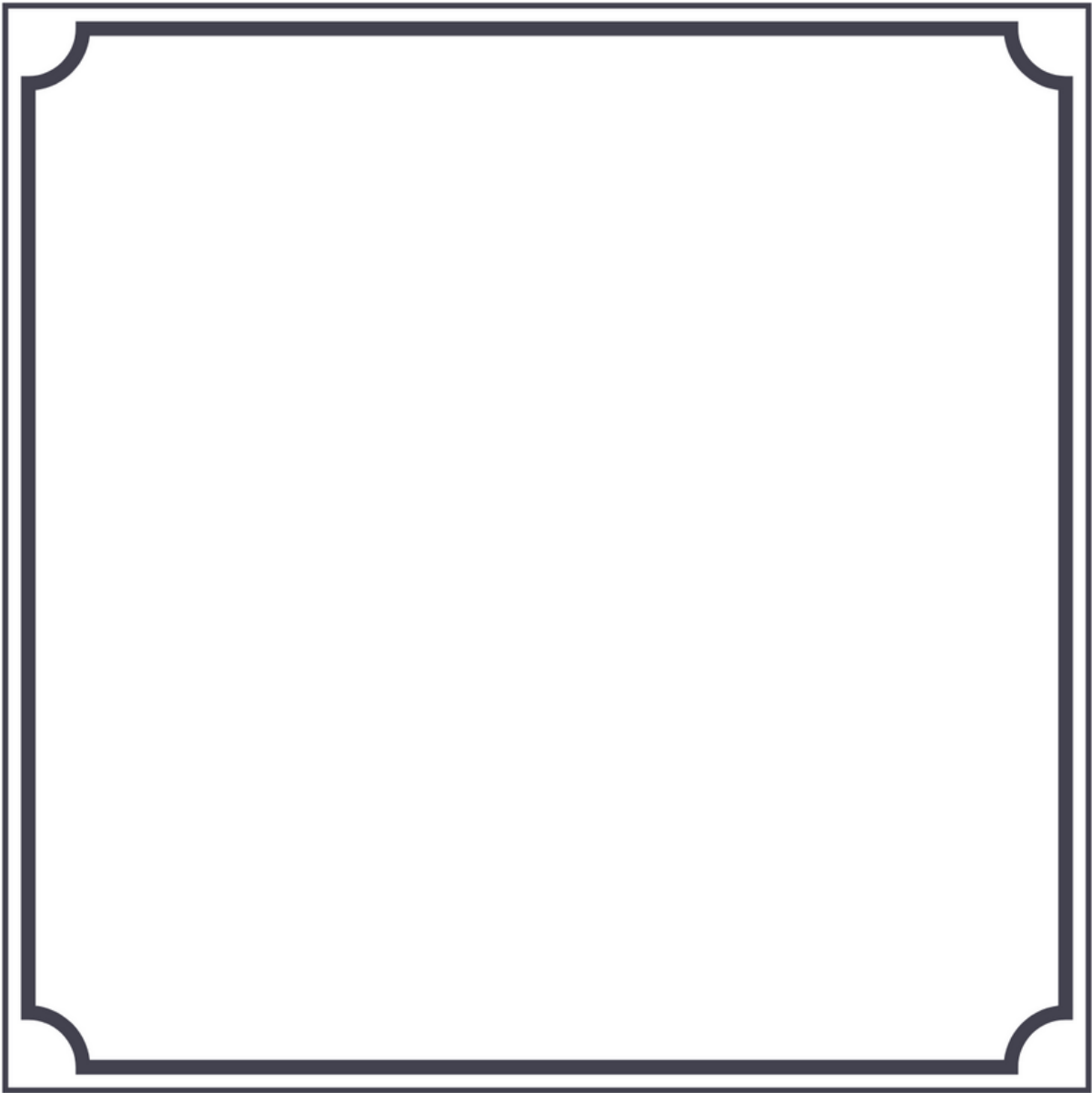
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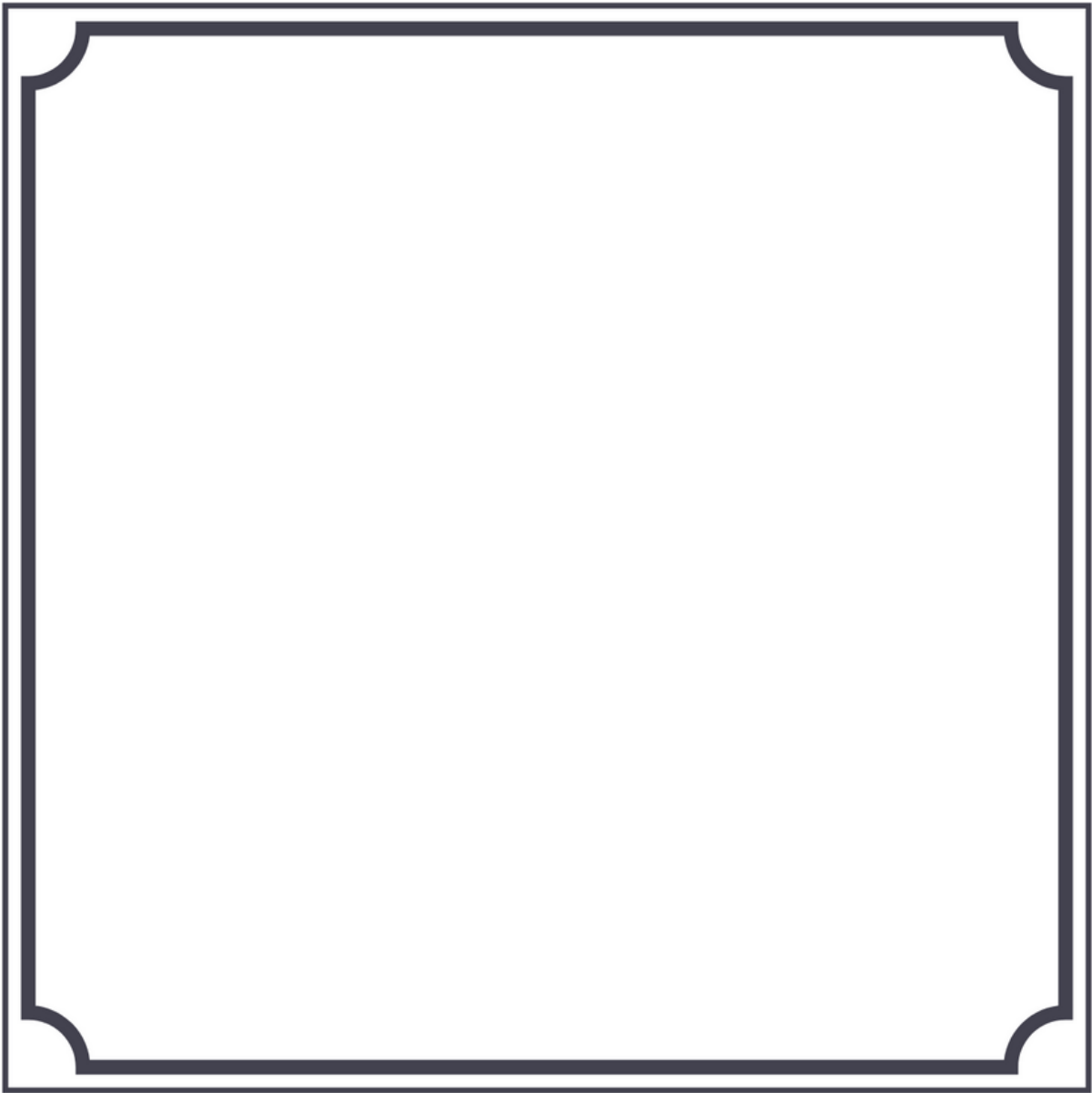
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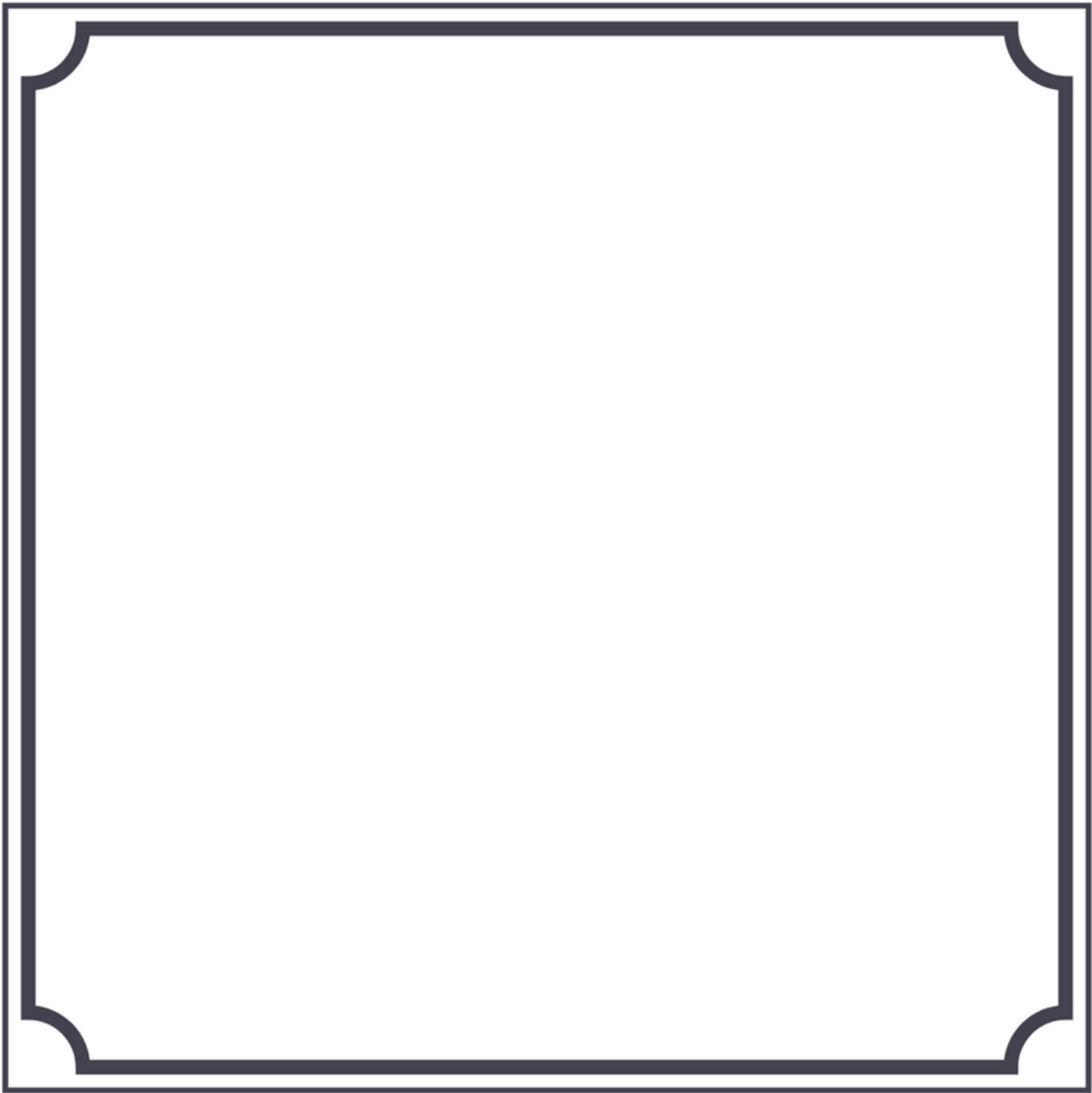
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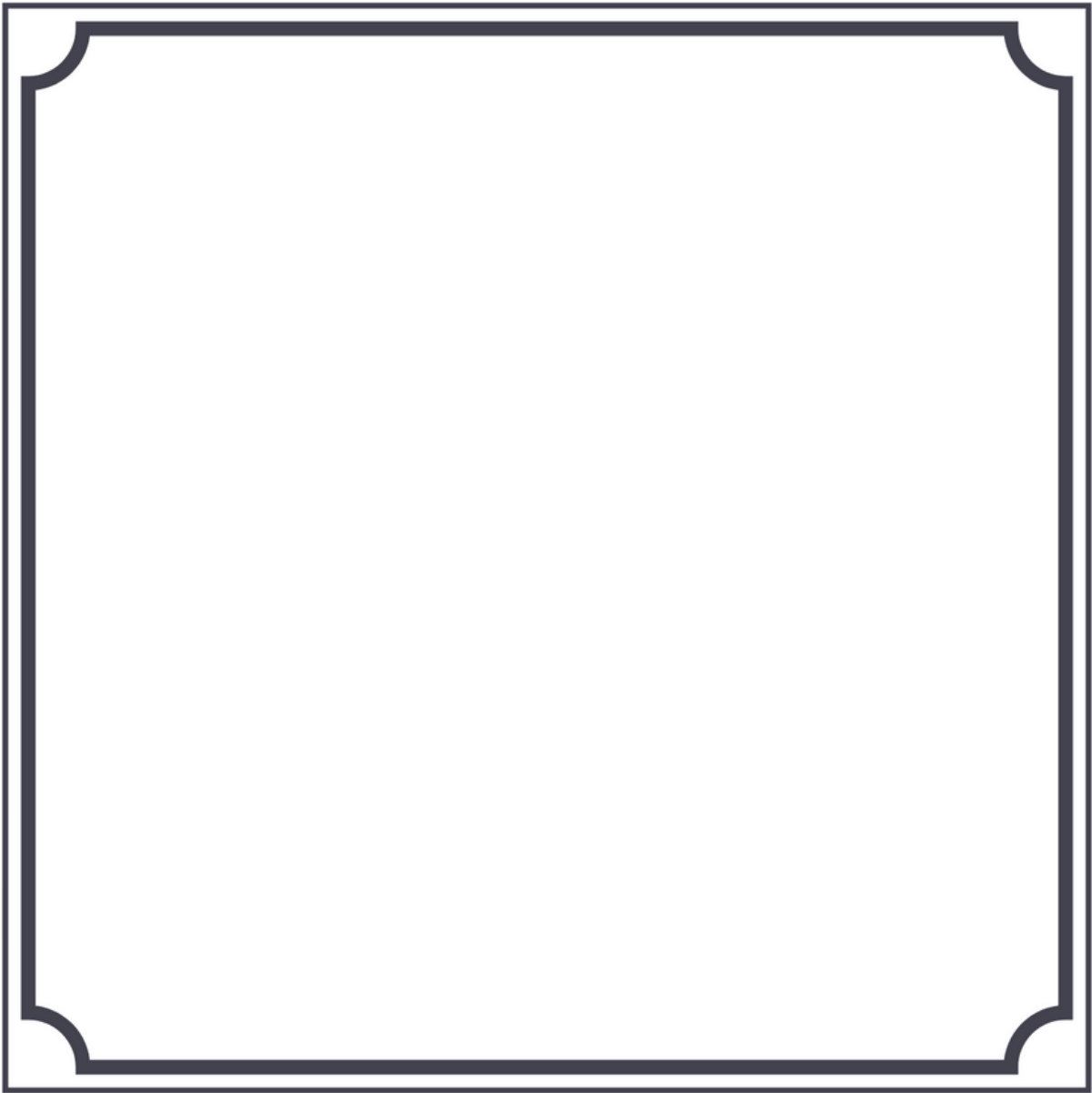
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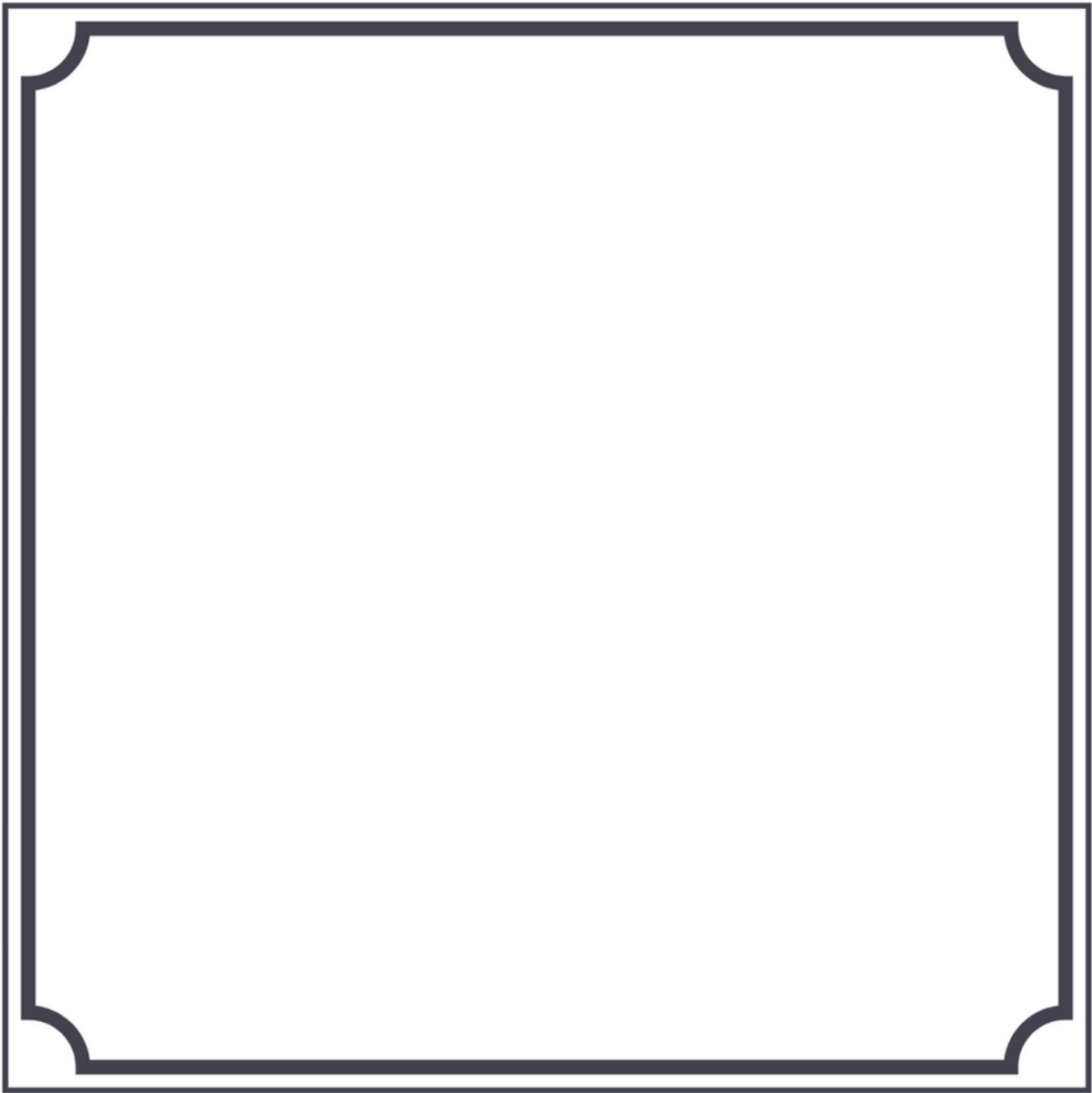
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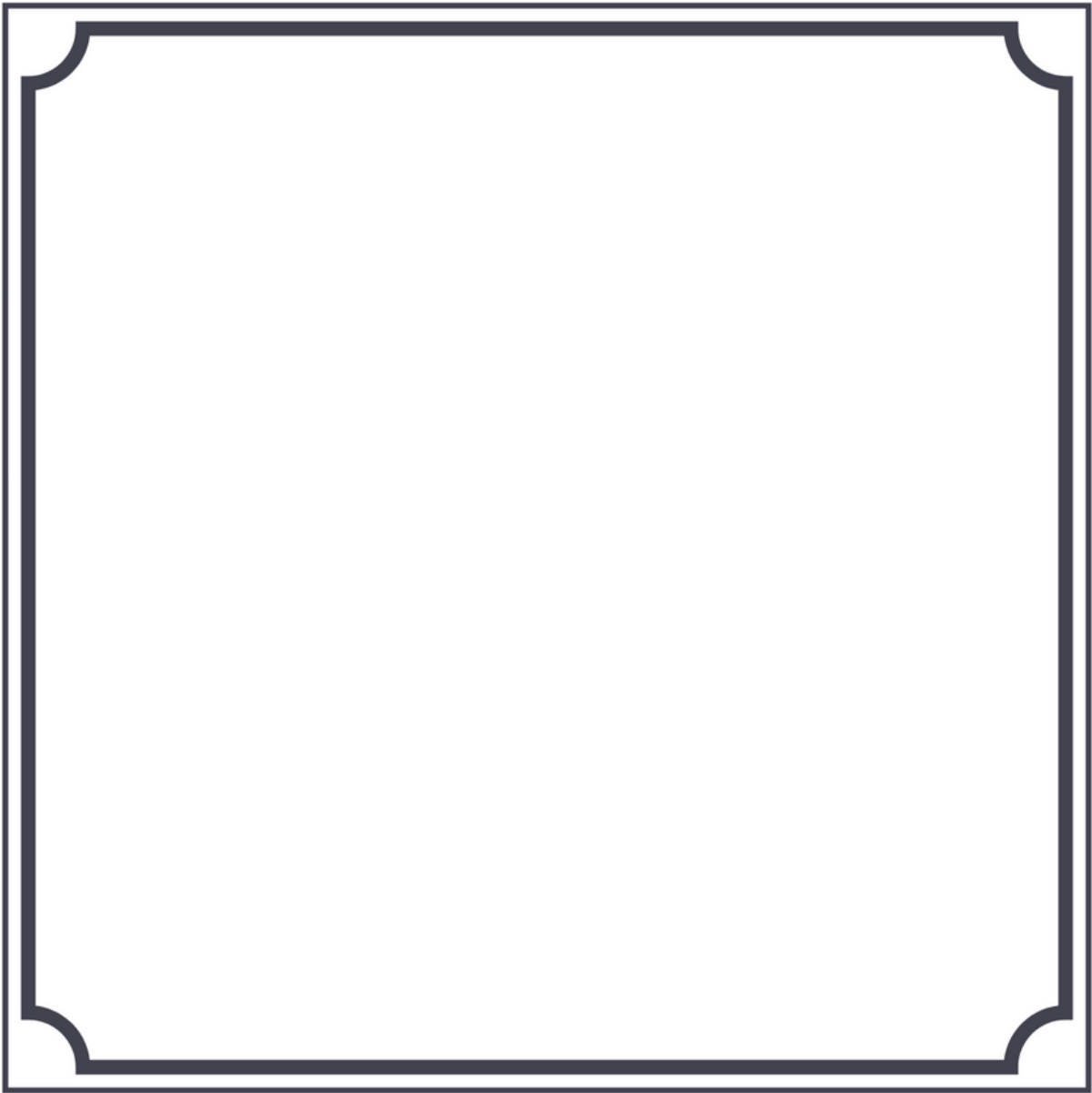
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### **Author's Note:**

Thank you for joining me in empowering young children with positive Black history lessons and activities. When my girls were just little pumpkins, my husband and I went on a mission to find age appropriate videos and educational activities normalizing Black history. Unable to find resources that allowed young kids to be kids, we decided to create our own. Our girls are now six and three. We are excited to share the activities and lesson plans our daughters inspire. Each activity pack is designed to be shared from parent to child, with the same love and care that they were created.



*Author, Monica D. and her pumpkins.*

If you love this activity pack and have a minute to spare, I would really appreciate a short review that we may add to the Amazon page sent to [contact@goosegooseduck.com](mailto:contact@goosegooseduck.com)

Your help in spreading the word is greatly appreciated. Reviews from readers like you make a huge difference to helping new parents find Black history resources for our youngest learners.