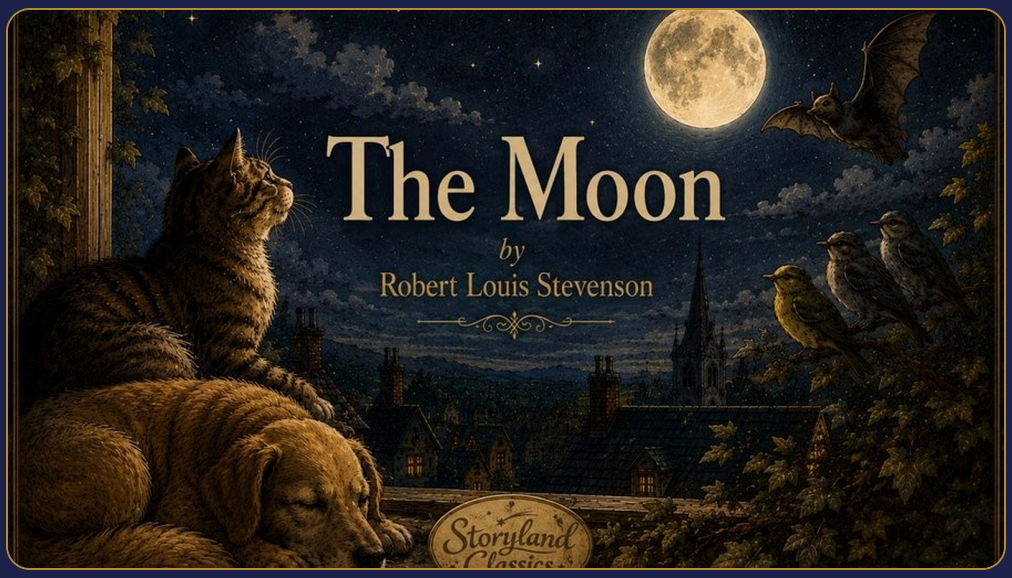
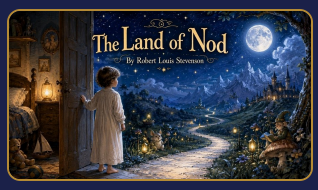
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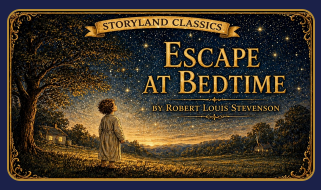
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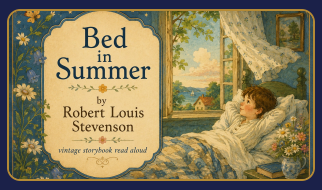
Robert Louis Stevenson

13 poems from A Child's Garden of Verses (1885)



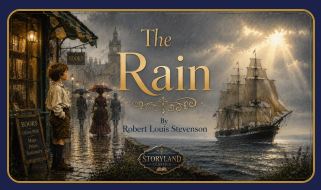




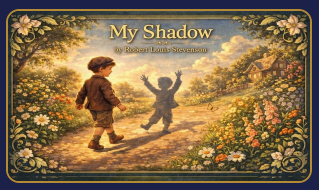


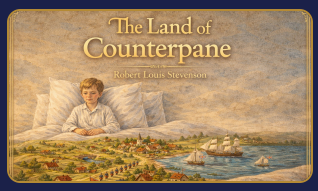


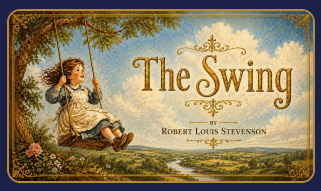


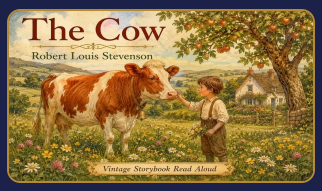














Ages 4–8 ✦ Pre-K to Grade 2 ✦ Aligned to Common Core ✦ Classroom & Homeschool

This cover is for your screen. Print from page 2 to save ink.

FOR GROWN-UPS

How to Use This Unit

This unit is a complete two-week poetry study. Each poem has its own pages, and the unit adds a day-by-day plan, activities that connect the poems, readers' theater scripts, a wrap-up with a recitation rubric and certificate, and full-color poem posters.

What's inside

Two-Week Plan	3
Poems (5 pages each)	9
Poems Together	78
Activities	81
Readers' Theater	87
Wrap-Up	91
Color Poem Posters	94
Answer Keys	108

NO QR SCANNER?

Open youtu.be/A7rPhWEzvLk and skip to the start times below.

PRINT TIP

Print the poem pages in black and white. Save color ink for the cover and the poem posters.

POEM	THEME	VIDEO	PAGES
The Moon	Night & Bedtime	0:13	10–14
The Land of Nod	Night & Bedtime	1:43	15–19
Escape at Bedtime	Night & Bedtime	3:14	20–24
Bed in Summer	Night & Bedtime	13:32	25–29
The Lamplighter	Night & Bedtime	14:26	30–34
The Wind	Weather	4:50	36–40
Rain	Weather	6:45	41–45
Foreign Lands	Play & Imagination	7:10	47–51
My Shadow	Play & Imagination	11:30	52–56
The Land of Counterpane	Play & Imagination	16:01	57–61
The Swing	Play & Imagination	17:13	62–66
The Cow	On the Farm	9:06	68–72
The Hayloft	On the Farm	10:16	73–77

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FOR GROWN-UPS

Two-Week Plan: Week 1

Each poem day: watch the read-aloud, read the poem together, talk through Let's Talk, then choose two more pages (Yes or No?, the word search or handwriting). About 20–30 minutes a day.

DAY	READ AND EXPLORE	PAGES	ALSO TRY
Day 1	"The Moon" and "The Land of Nod" Skill: Simile: comparing two things using "like" or "as"; Imagery, and telling real life from make-believe	10–14, 15–19	Reread a favorite poem aloud
Day 2	"Escape at Bedtime" and "Bed in Summer" Skill: Imagery, plus a science link to stars and constellations; Compare and contrast, plus a science link to seasons and daylight	20–24, 25–29	Poetry Passport: add your first stamps
Day 3	"The Lamplighter" Skill: Community helpers, then and now	30–34	Activity: Illustrate a Stanza
Day 4	"The Wind" and "Rain" Skill: Refrain (lines that repeat) and the five senses; Rhyme, and learning a poem by heart	36–40, 41–45	Activity: Rhyme Hunt
Day 5	"Foreign Lands" and "My Shadow" Skill: Point of view: how things look from a new place; Personification, plus a science link to light and shadows	47–51, 52–56	Activity: Write Your Own Verse

SHORT ON TIME?

Do one poem a day and skip the extras. Have more time? Add the Poem Poster for each poem to a class poetry wall as you go.

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FOR GROWN-UPS

Two-Week Plan: Week 2

Each poem day: watch the read-aloud, read the poem together, talk through Let's Talk, then choose two more pages (Yes or No?, the word search or handwriting). About 20–30 minutes a day.

DAY	READ AND EXPLORE	PAGES	ALSO TRY
Day 6	"The Land of Counterpane" Skill: Imagination and perspective	57–61	Activity: Shadow Science
Day 7	"The Swing" and "The Cow" Skill: Rhythm and action words; Describing words (adjectives)	62–66, 68–72	Activity: Then and Now: Lighting the Streets
Day 8	"The Hayloft" Skill: Setting, and comparing: the hay piles become mountains	73–77	Readers' Theater: choose parts and practice
Day 9	Poems Together: Sort the Poems, Compare Two Poems, The Poet's Patterns	78–80	Readers' Theater: dress rehearsal
Day 10	Wrap-Up: Which Poem Is It? and the poetry performance	91–93	Hand out certificates and hang the poem posters!

SHORT ON TIME?

Do one poem a day and skip the extras. Have more time? Add the Poem Poster for each poem to a class poetry wall as you go.

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FOR TEACHERS

Standards Alignment

Common Core State Standards for English Language Arts, kindergarten to grade 2. Codes also appear at the bottom of each page.

STANDARDS	WHAT CHILDREN PRACTICE	WHERE IN THIS GUIDE
RL.K.1 RL.1.1 RL.2.1	Ask and answer questions about key details in a text.	Let's Talk and Yes or No?; Let's Talk
RL.K.2 RL.1.2	Retell stories and poems, including key details, and show understanding of their message.	Let's Talk
RL.K.3 RL.1.3	Identify and describe characters, settings and major events.	Let's Talk
RL.K.4 RL.2.4	Understand words and phrases, including rhyme, rhythm and words that appeal to the senses.	Let's Talk: Words to Know; Write Your Own Verse
RL.2.5	Recognize types of texts and describe the overall structure (beginning, middle and end).	Let's Talk
RL.2.6	Identify who is speaking and use a different voice for each character when reading aloud.	Readers' Theater (different voices)
RL.K.9 RL.1.9	Compare and contrast the adventures and experiences of characters.	Poems Together; Poems Together; Compare Two Poems
RL.K.10 RL.1.10	Engage in group reading of poems and stories with purpose and understanding.	The Poem pages (reading together); The Poem (reading together)
RF.K.1b	Understand the organization of print (left to right, top to bottom).	Word Search
RF.K.2a	Hear and work with spoken words, rhymes and syllables.	Rhyme Hunt and Make New Rhymes; Rhyme Hunt activity
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Word Search
RF.1.4b RF.2.4b	Read aloud with accuracy, appropriate rate and expression.	Readers' Theater; Recitation; Readers' Theater
SL.K.1 SL.1.1	Take part in conversations about the text with classmates and adults.	Let's Talk and Meet the Poet (discussion); Let's Talk (discussion)
SL.K.2	Ask and answer questions about a text read aloud or presented through media.	Read-aloud video (QR code)
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Try It (drawing to add detail); Illustrate a Stanza
SL.K.6	Speak audibly and express ideas clearly.	Readers' Theater; Recitation
L.K.1a L.1.1a	Print upper- and lowercase letters and use common position words.	Handwriting Practice
L.K.2a L.1.2b	Use capital letters and end punctuation.	Handwriting checklist
L.K.4 L.1.4	Determine or clarify the meaning of unknown words and phrases.	Let's Talk: Words to Know
W.K.1 W.1.1	Use drawing and writing to share an opinion and give a reason.	My Favorite Line; My Favorite Poem; My Favorite Poem
W.K.2	Use a combination of drawing, dictating and writing to compose informative texts.	Try It
W.1.8	With guidance and support, recall information from experiences or gather information to answer a question.	Try It

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FOR TEACHERS

Skill Focus by Poem

Each poem's Let's Talk page starts with one skill to notice. The Try It activity practices it.

POEM	SKILL FOCUS
The Moon	Simile: comparing two things using "like" or "as"
The Land of Nod	Imagery, and telling real life from make-believe
Escape at Bedtime	Imagery, plus a science link to stars and constellations
Bed in Summer	Compare and contrast, plus a science link to seasons and daylight
The Lamplighter	Community helpers, then and now
The Wind	Refrain (lines that repeat) and the five senses
Rain	Rhyme, and learning a poem by heart
Foreign Lands	Point of view: how things look from a new place
My Shadow	Personification, plus a science link to light and shadows
The Land of Counterpane	Imagination and perspective
The Swing	Rhythm and action words
The Cow	Describing words (adjectives)
The Hayloft	Setting, and comparing: the hay piles become mountains

SCIENCE LINKS

Escape at Bedtime: stars and constellations. Bed in Summer: seasons and daylight. My Shadow: light and shadows (see Shadow Science). The Lamplighter: then and now.

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Name _____ Date _____

AUTHOR STUDY

Meet the Poet

Robert Louis Stevenson

1850–1894 ✦ The poet of A Child's Garden of Verses

Robert Louis Stevenson was born in Edinburgh, Scotland, in 1850. His family built lighthouses all around Scotland's coast. Louis was often sick as a boy and spent long days in bed, where his nurse, Alison Cunningham (he called her "Cummy"), cared for him and told him stories. When he grew up he wrote *Treasure Island* and remembered his own childhood in *A Child's Garden of Verses* (1885), which he dedicated to Cummy. He later lived on the island of Samoa, where people called him Tusitala, "teller of tales."

Questions About the Poet

1. In what country was Robert Louis Stevenson born?

2. Why did he spend long days in bed when he was a boy? Who looked after him?

3. Name a famous book he wrote. What did the people of Samoa call him?

THINK ABOUT IT

Stevenson spent a lot of time in bed as a child. Which poems in this unit do you think came from those days? (Hint: look for beds, pillows and night.)

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POETRY PASSPORT

My Robert Louis Stevenson Passport

Each time you finish a poem, add a stamp or sticker and check the boxes. Can you visit every poem?

This passport belongs to _____

The Moon

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Land of Nod

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

Escape at Bedtime

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

Bed in Summer

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Lamplighter

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Wind

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

Rain

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

Foreign Lands

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

My Shadow

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Land of Counterpane

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Swing

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Cow

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

The Hayloft

stamp or sticker

- ☐ I listened
- ☐ I read it with a grown-up
- ☐ I can say a verse

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THEME

Night & Bedtime

The Moon ✦ The Land of Nod ✦ Escape at Bedtime ✦ Bed in Summer ✦ The Lamplighter

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NIGHT & BEDTIME

The Moon



The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

▸ Watch the read-aloud

Scan the code to start the video at "The Moon" (0:13), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Moon

SKILL FOCUS

Simile: comparing two things using "like" or "as"

WORDS TO KNOW

quays – places where boats tie up • squalling – crying loudly

1. The poet says the moon has a face "like the clock in the hall." How are the moon and a clock alike?

2. Name three animals that love to be out at night.

3. What do the "things that belong to the day" do when the moon comes out?

TRY IT

Finish this simile, then draw it: "The moon is like _____."

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Moon." Circle **Yes** if it is true. Circle **No** if it is not.

1. The moon has a face like a clock. Yes No
2. The bat sleeps at noon. Yes No
3. The cat and the mouse sleep all night. Yes No
4. Birdies sleep in the trees. Yes No
5. Flowers and children close their eyes at night. Yes No
6. The sun comes up at night. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

_____

_____

I like it because _____

_____

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Name _____ Date _____

WORD SEARCH

The Moon

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

I	R	D	I	F	J	R	C	A	T
C	U	T	P	R	M	M	E	C	O
L	H	B	W	O	S	O	E	S	D
O	G	A	B	U	Y	U	A	S	P
C	J	T	I	B	V	S	K	U	O
K	L	E	U	W	F	E	L	N	Y
J	S	U	M	O	O	N	G	N	V
D	O	G	S	S	K	G	T	L	M
F	S	B	R	T	I	W	J	W	V
L	V	F	L	O	W	E	R	S	L

WORD BANK

- ☐ MOON
- ☐ CLOCK
- ☐ CAT
- ☐ MOUSE
- ☐ DOG
- ☐ BAT
- ☐ FLOWERS
- ☐ SUN

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Name _____ Date _____

HANDWRITING PRACTICE

The Moon

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

The moon has a face like the clock in the hall;

The moon has a face
like the clock in the hall;

All love to be out by the light of the moon.

All love to be out
by the light of the moon.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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NIGHT & BEDTIME

The Land of Nod



From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

▸ Watch the read-aloud

Scan the code to start the video at "The Land of Nod" (1:43), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Land of Nod

SKILL FOCUS

Imagery, and telling real life from make-believe

WORDS TO KNOW

abroad – far from home • afar – far away • curious – strange

1. Where is the Land of Nod? How does the child get there?

2. Why does the child have to go "all by myself"?

3. Why can't he find his way back during the day?

TRY IT

Draw a map of your own Land of Nod. Label three things you might see there.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Land of Nod." Circle **Yes** if it is true. Circle **No** if it is not.

1. The child goes to the Land of Nod every night. Yes No
2. The child takes friends to the Land of Nod. Yes No
3. The Land of Nod is the land of dreams. Yes No
4. The child sees strange things there. Yes No
5. In the morning the child can find the way back. Yes No
6. The child hears curious music. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

_____

_____

I like it because _____

_____

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Name _____ Date _____

WORD SEARCH

The Land of Nod

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

A	R	K	M	U	S	I	C	H	N
P	E	T	K	N	T	W	P	D	M
K	J	T	F	D	R	D	G	R	O
N	V	M	H	M	E	U	O	E	U
I	N	O	D	O	A	L	M	A	N
G	R	R	V	R	M	N	A	M	T
H	H	K	P	N	S	D	W	S	A
T	V	P	A	I	T	R	Y	S	I
F	R	I	E	N	D	S	R	F	N
G	F	E	W	G	C	F	D	Y	G

WORD BANK

- ☐ DREAMS
- ☐ NIGHT
- ☐ STREAMS
- ☐ MUSIC
- ☐ MORNING
- ☐ FRIENDS
- ☐ MOUNTAIN
- ☐ NOD

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Name _____ Date _____

HANDWRITING PRACTICE

The Land of Nod

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

Afar into the land of Nod.

Afar into the
land of Nod.

All by myself I have to go,

All by myself
I have to go,

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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NIGHT & BEDTIME

Escape at Bedtime



The lights from the parlour and kitchen shone out
Through the blinds and the windows and bars;
And high overhead and all moving about,
There were thousands of millions of stars.
There ne'er were such thousands of leaves on a tree,
Nor of people in church or the Park,
As the crowds of the stars that looked down upon me,
And that glittered and winked in the dark.

The Dog, and the Plough, and the Hunter, and all,
And the star of the sailor, and Mars,
These shone in the sky, and the pail by the wall
Would be half full of water and stars.
They saw me at last, and they chased me with cries,
And they soon had me packed into bed;
But the glory kept shining and bright in my eyes,
And the stars going round in my head.

▸ Watch the read-aloud

Scan the code to start the video at "Escape at Bedtime" (3:14), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

Escape at Bedtime

SKILL FOCUS

Imagery, plus a science link to stars and constellations

WORDS TO KNOW

parlour – living room • ne'er – never • pail – bucket • glory – great beauty

1. Where did the child go when he "escaped"? What did he see?

2. How could a pail be "half full of water and stars"?

3. Who chased him, and where did they take him?

TRY IT

The Dog, the Plough and the Hunter are star pictures called constellations. Draw the seven stars of the Big Dipper (the Plough).

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "Escape at Bedtime." Circle **Yes** if it is true. Circle **No** if it is not.

1. The child goes outside after bedtime. Yes No
2. The child sees only a few stars. Yes No
3. The child sees the Dog, the Plough and the Hunter. Yes No
4. The grown-ups are happy the child is outside. Yes No
5. The child is put back into bed. Yes No
6. The child keeps thinking about the stars. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

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Name _____ Date _____

WORD SEARCH

Escape at Bedtime

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

T	W	A	T	E	R	L	K	D	F
S	D	K	L	H	R	P	H	W	S
P	P	Y	T	R	M	A	S	G	O
A	N	K	I	T	A	I	L	H	L
R	H	I	O	O	R	L	B	U	F
L	J	T	T	J	S	D	N	N	G
O	D	C	O	N	A	H	B	T	M
U	T	H	N	B	S	I	W	E	G
R	N	E	A	E	S	G	W	R	I
M	N	N	K	D	S	T	A	R	S

WORD BANK

- ☐ STARS
- ☐ KITCHEN
- ☐ PARLOUR
- ☐ HUNTER
- ☐ MARS
- ☐ PAIL
- ☐ WATER
- ☐ BED

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Name _____ Date _____

HANDWRITING PRACTICE

Escape at Bedtime

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

There were thousands of millions of stars.

There were thousands
of millions of stars.

And the stars going round in my head.

And the stars going
round in my head.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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NIGHT & BEDTIME

Bed in Summer



In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

▸ Watch the read-aloud

Scan the code to start the video at "Bed in Summer" (13:32), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

Bed in Summer

SKILL FOCUS

Compare and contrast, plus a science link to seasons and daylight

WORDS TO KNOW

candle-light – light from a candle

1. Why does the child get dressed by candle-light in winter?

2. What can he see and hear from his bed in summer?

3. Do you think it's fair that he goes to bed while it's still light? Why or why not?

TRY IT

Compare bedtime in winter and bedtime in summer. Write one thing that is the same and one that is different.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "Bed in Summer." Circle **Yes** if it is true. Circle **No** if it is not.

1. In winter the child gets up while it is still dark. Yes No
2. The child dresses by the light of a candle. Yes No
3. In summer the child goes to bed when it is dark. Yes No
4. The child can hear grown-ups walking in the street. Yes No
5. The child wants to go to bed early. Yes No
6. The birds are still hopping on the tree at bedtime. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

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Name _____ Date _____

WORD SEARCH

Bed in Summer

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

W	J	W	I	G	L	S	P	I	S
H	T	J	T	R	E	E	U	H	U
P	W	K	F	C	K	D	V	R	M
L	I	M	G	A	W	U	C	V	M
A	N	S	G	N	M	H	J	U	E
Y	T	I	C	D	I	M	K	H	R
W	E	V	Y	L	S	K	Y	E	S
W	R	C	O	E	T	K	M	I	H
E	R	S	T	R	E	E	T	Y	M
D	F	B	I	R	D	S	K	M	G

WORD BANK

- [ ] WINTER
- [ ] SUMMER
- [ ] CANDLE
- [ ] BIRDS
- [ ] TREE
- [ ] STREET
- [ ] SKY
- [ ] PLAY

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Name _____ Date _____

HANDWRITING PRACTICE

Bed in Summer

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

In summer, quite the other way,

In summer, quite
the other way,

I have to go to bed by day.

I have to go
to bed by day.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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NIGHT & BEDTIME

The Lamplighter



My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by;
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And O! before you hurry by with ladder and with light,
O Leerie, see a little child and nod to him to-night!

▸ Watch the read-aloud

Scan the code to start the video at "The Lamplighter" (14:26), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

Name _____ Date _____

LET'S TALK

The Lamplighter

SKILL FOCUS

Community helpers, then and now

WORDS TO KNOW

lamplighter – a worker who lit street lamps by hand • tea – an evening meal • posting – hurrying

1. What is Leerie's job? What tools does he carry?

2. What do Tom and Maria want to be? What does the child want to be?

3. What does the child ask Leerie to do at the end of the poem?

TRY IT

Street lights turn on by themselves today. Draw Leerie's job "then" and a street light "now."

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about “The Lamplighter.” Circle **Yes** if it is true. Circle **No** if it is not.

1. Leerie lights the street lamps. Yes No
2. Leerie comes in the morning. Yes No
3. Leerie carries a lantern and a ladder. Yes No
4. Tom wants to be a driver. Yes No
5. The child wants to be a banker. Yes No
6. There is a lamp right by the child’s door. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

_____

_____

I like it because _____

_____

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Name _____ Date _____

WORD SEARCH

The Lamplighter

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

E	U	E	J	W	I	V	J	W	L
O	G	B	W	N	P	Y	H	V	S
T	L	A	D	D	E	R	P	B	U
D	P	W	I	G	U	U	T	E	A
O	O	L	A	N	T	E	R	N	J
O	R	U	P	F	E	R	E	T	D
R	D	G	J	W	L	I	G	H	T
T	L	S	T	R	E	E	T	R	H
V	P	L	A	M	P	F	Y	P	G
P	G	K	L	E	E	R	I	E	C

WORD BANK

- ☐ LEERIE
- ☐ LAMP
- ☐ LADDER
- ☐ LANTERN
- ☐ STREET
- ☐ TEA
- ☐ DOOR
- ☐ LIGHT

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Name _____ Date _____

HANDWRITING PRACTICE

The Lamplighter

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

With lantern and with ladder he comes

With lantern and
with ladder he comes

O Leerie, see a little child

O Leerie, see
a little child

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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THEME

Weather

The Wind ✦ Rain

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WEATHER

The Wind



I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

▸ Watch the read-aloud

Scan the code to start the video at "The Wind" (4:50), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Wind

SKILL FOCUS

Refrain (lines that repeat) and the five senses

WORDS TO KNOW

toss – throw • on high – up in the sky • beast – animal

1. Which two lines repeat at the end of every verse?

2. Name three things the wind does in the poem.

3. The child can't see the wind. Which senses tell him it is there?

TRY IT

Write your own verse about something the wind does. End it with the refrain.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Wind." Circle **Yes** if it is true. Circle **No** if it is not.

1. The wind tossed the kites up high. Yes No
2. The child could see the wind. Yes No
3. The wind blew the birds about the sky. Yes No
4. The wind sings a loud song. Yes No
5. The wind is quiet all day. Yes No
6. The child wonders if the wind is young or old. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

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Name _____ Date _____

WORD SEARCH

The Wind

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

M	S	G	R	A	S	S	K	C	P
I	T	N	D	C	O	L	D	D	W
I	R	E	B	S	S	S	W	F	I
G	O	O	P	K	A	H	A	U	N
R	N	C	U	Y	B	L	O	R	D
T	G	S	B	N	I	S	E	S	O
E	F	O	V	J	R	O	N	R	A
P	R	N	A	B	D	S	W	G	E
H	B	G	O	D	S	B	E	L	O
C	A	K	I	T	E	S	Y	M	T

WORD BANK

- ☐ WIND
- ☐ KITES
- ☐ BIRDS
- ☐ SKY
- ☐ GRASS
- ☐ SONG
- ☐ STRONG
- ☐ COLD

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Name _____ Date _____

HANDWRITING PRACTICE

The Wind

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

O wind, a-blowing all day long,

O wind, a-blowing
all day long,

I saw you toss the kites on high

I saw you toss
the kites on high

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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WEATHER

Rain



The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

▸ Watch the read-aloud

Scan the code to start the video at "Rain" (6:45), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

Rain

SKILL FOCUS

Rhyme, and learning a poem by heart

WORDS TO KNOW

field – an open area of grass or crops

1. Which two words rhyme in this poem?

2. Name the four places where the rain falls.

3. If it rained right now, what would the rain fall on near you?

TRY IT

Learn "Rain" by heart and say it to a partner. Then add a new line: "It rains on _____."

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "Rain." Circle **Yes** if it is true. Circle **No** if it is not.

1. The rain falls on the fields and trees. Yes No
2. The rain falls on umbrellas. Yes No
3. It is a sunny day. Yes No
4. The rain falls on ships at sea. Yes No
5. The poem is very long. Yes No
6. The rain is falling all around. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

Name _____ Date _____

WORD SEARCH

Rain

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

A	T	W	P	H	J	V	I	W	W
F	U	M	B	R	E	L	L	A	S
F	A	L	L	S	O	T	B	K	S
A	V	F	K	Y	B	R	E	S	H
A	F	I	E	L	D	E	R	B	I
R	H	V	S	E	A	E	R	D	P
O	D	I	V	U	G	K	A	J	S
U	T	E	T	K	J	W	I	U	P
N	R	W	N	J	S	A	N	J	D
D	P	H	R	U	J	C	O	G	D

WORD BANK

- [ ] RAIN
- [ ] FIELD
- [ ] TREE
- [ ] UMBRELLAS
- [ ] SHIPS
- [ ] SEA
- [ ] AROUND
- [ ] FALLS

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Name _____ Date _____

HANDWRITING PRACTICE

Rain

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

The rain is raining all around,

The rain is raining

all around,

It falls on field and tree,

It falls on field

and tree,

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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CCSS L.K.1a · L.1.1a · L.K.2a

THEME

Play & Imagination

Foreign Lands ✦ My Shadow ✦ The Land of Counterpane ✦ The Swing

PLAY & IMAGINATION

Foreign Lands



Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

▸ Watch the read-aloud

Scan the code to start the video at "Foreign Lands" (7:10), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

Name _____ Date _____

LET'S TALK

Foreign Lands

SKILL FOCUS

Point of view: how things look from a new place

WORDS TO KNOW

foreign – from another country • adorned – decorated • looking-glass – mirror • tramping – walking heavily

1. Where does the child climb? What does he hold on to?

2. The river is "the sky's blue looking-glass." What does that mean?

3. What does he think he could see from an even higher tree?

TRY IT

Draw what you would see from the top of the tallest tree near your home.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "Foreign Lands." Circle **Yes** if it is true. Circle **No** if it is not.

1. The child climbs a cherry tree. Yes No
2. The child sees the next-door garden. Yes No
3. The child is standing on the ground. Yes No
4. The river looks like a mirror. Yes No
5. The child wants a smaller tree. Yes No
6. The child imagines toys coming alive in fairy land. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

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Name _____ Date _____

WORD SEARCH

Foreign Lands

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

I	C	F	W	N	U	M	C	K	N
N	E	L	M	V	B	E	J	S	Y
M	Y	O	G	E	U	R	K	C	F
W	V	W	A	S	A	T	Y	H	T
T	N	E	R	A	G	T	W	E	R
R	C	R	D	O	Y	K	T	R	I
E	G	S	E	A	I	R	O	R	V
E	V	J	N	S	J	E	W	Y	E
R	U	U	S	K	F	G	N	J	R
R	O	A	D	S	H	I	P	S	R

WORD BANK

- ☐ CHERRY
- ☐ TREE
- ☐ GARDEN
- ☐ FLOWERS
- ☐ RIVER
- ☐ ROADS
- ☐ TOWN
- ☐ SHIPS

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Name _____ Date _____

HANDWRITING PRACTICE

Foreign Lands

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

Up into the cherry tree

Up into the

cherry tree

Who should climb but little me?

Who should climb

but little me?

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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PLAY & IMAGINATION

My Shadow



I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

▸ Watch the read-aloud

Scan the code to start the video at "My Shadow" (11:30), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

My Shadow

SKILL FOCUS

Personification, plus a science link to light and shadows

WORDS TO KNOW

notion – idea • arrant – complete, total • india-rubber ball – a bouncy rubber ball

1. How is the shadow like the child? How is it different?

2. Why does the shadow sometimes grow tall and sometimes disappear?

3. Why didn't the child see his shadow early in the morning?

TRY IT

See the Shadow Science page: trace a partner's shadow in the morning and afternoon, then compare.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "My Shadow." Circle **Yes** if it is true. Circle **No** if it is not.

1. The child's shadow looks just like the child. Yes No
2. The shadow always stays the same size. Yes No
3. The shadow jumps into bed before the child. Yes No
4. The shadow sticks close to the child. Yes No
5. The child got up after the sun one morning. Yes No
6. Early one morning the shadow stayed in bed. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

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Name _____ Date _____

WORD SEARCH

My Shadow

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

F	N	W	S	H	B	D	B	O	P
R	L	G	R	J	U	P	E	D	L
O	H	B	U	V	T	C	D	E	A
T	E	A	H	R	T	D	I	W	Y
D	P	L	L	E	E	T	K	P	T
V	J	L	K	V	R	B	K	M	G
R	Y	I	R	J	C	A	B	O	R
S	U	N	G	C	U	T	U	E	O
W	V	K	C	M	P	J	U	M	P
N	E	S	H	A	D	O	W	F	W

WORD BANK

- ☐ SHADOW
- ☐ JUMP
- ☐ BED
- ☐ BALL
- ☐ BUTTERCUP
- ☐ DEW
- ☐ SUN
- ☐ PLAY

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Name _____ Date _____

HANDWRITING PRACTICE

My Shadow

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

I have a little shadow that goes in and out

I have a little shadow

that goes in and out

with me,

with me,

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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PLAY & IMAGINATION

The Land of Counterpane



When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay,
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.

▸ Watch the read-aloud

Scan the code to start the video at "The Land of Counterpane" (16:01), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Land of Counterpane

SKILL FOCUS

Imagination and perspective

WORDS TO KNOW

counterpane – bedspread • leaden – made of lead metal • fleets – groups of ships • dale – valley

1. Why is the child in bed? How does he keep himself happy?

2. What do the bed-clothes and pillows become in his game?

3. Why does he call himself a giant?

TRY IT

Draw your own Land of Counterpane as the giant on the pillow-hill would see it.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Land of Counterpane." Circle **Yes** if it is true. Circle **No** if it is not.

1. The child is sick in bed. Yes No
2. The child plays with toy soldiers. Yes No
3. The child is outside in the garden. Yes No
4. Ships sail among the sheets. Yes No
5. The child pretends to be a giant. Yes No
6. The child is bored all day. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

Name _____ Date _____

WORD SEARCH

The Land of Counterpane

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

A	F	S	H	I	P	S	H	S	G
P	B	P	H	I	L	L	S	O	M
G	P	C	I	T	I	E	S	L	D
I	R	S	H	E	E	T	S	D	B
A	I	F	K	V	H	J	K	I	N
N	M	Y	B	J	K	H	G	E	M
T	F	C	T	T	O	Y	S	R	S
V	E	U	M	L	W	S	L	S	H
U	C	P	I	L	L	O	W	S	T
C	B	U	B	R	K	E	N	V	D

WORD BANK

- ☐ PILLOWS
- ☐ TOYS
- ☐ SOLDIERS
- ☐ SHIPS
- ☐ SHEETS
- ☐ HILLS
- ☐ GIANT
- ☐ CITIES

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Name _____ Date _____

HANDWRITING PRACTICE

The Land of Counterpane

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

The pleasant land of counterpane.

The pleasant land
of counterpane.

When I was sick and lay a-bed,

When I was sick
and lay a-bed,

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

PLAY & IMAGINATION

The Swing



How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

▸ Watch the read-aloud

Scan the code to start the video at "The Swing" (17:13), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

Name _____ Date _____

LET'S TALK

The Swing

SKILL FOCUS

Rhythm and action words

WORDS TO KNOW

pleasantest – most enjoyable • cattle – cows

1. How does the child feel about swinging? Which words tell you?

2. What can the child see from the top of the swing?

3. Find all the "up" and "down" words in the poem.

TRY IT

Read the poem aloud while swinging your arms forward and back to the beat.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about “The Swing.” Circle **Yes** if it is true. Circle **No** if it is not.

1. The child loves to go up in a swing. Yes No
2. The child can see over the wall. Yes No
3. The child sees rivers, trees and cattle. Yes No
4. The child thinks swinging is boring. Yes No
5. The child looks down on the garden. Yes No
6. The swing stays still. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

I like it because _____

Name _____ Date _____

WORD SEARCH

The Swing

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

I	L	F	T	R	E	E	S	N	A
B	L	U	E	W	K	C	P	M	I
G	P	C	P	Y	R	O	O	F	R
G	D	P	J	L	D	K	W	C	C
L	N	Y	W	A	L	L	C	R	R
G	C	O	D	C	A	T	T	L	E
H	P	F	W	V	J	E	W	E	N
T	R	I	V	E	R	S	F	S	N
A	H	G	I	Y	E	O	Y	J	M
C	S	W	I	N	G	N	H	E	A

WORD BANK

- ☐ SWING
- ☐ AIR
- ☐ BLUE
- ☐ WALL
- ☐ RIVERS
- ☐ TREES
- ☐ CATTLE
- ☐ ROOF

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Name _____ Date _____

HANDWRITING PRACTICE

The Swing

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

Up in the air so blue?

Up in the air
so blue?

Up in the air and down!

Up in the air
and down!

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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THEME

On the Farm

The Cow ✦ The Hayloft

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ON THE FARM

The Cow



The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

▸ Watch the read-aloud

Scan the code to start the video at "The Cow" (9:06), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Cow

SKILL FOCUS

Describing words (adjectives)

WORDS TO KNOW

lowing – mooing • stray – wander off and get lost • meadow – a grassy field

1. What colors is the cow? What other word describes her in the first line?

2. What does the cow give the child? What does he eat it with?

3. Where does the cow walk, and what does she eat?

TRY IT

Pick a farm animal. Write three describing words for it and draw a picture.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Cow." Circle **Yes** if it is true. Circle **No** if it is not.

1. The cow is red and white. Yes No
2. The cow gives the child cream. Yes No
3. The child does not like the cow. Yes No
4. The cow eats the meadow flowers. Yes No
5. The cow lives inside the house. Yes No
6. The cow gets wet when it rains. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

_____

_____

I like it because _____

_____

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Name _____ Date _____

WORD SEARCH

The Cow

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

N	N	I	L	O	V	T	B	F	D
D	C	G	F	I	M	T	R	D	O
H	W	F	V	O	P	P	C	O	W
L	N	U	A	P	P	L	E	O	J
G	R	A	S	S	J	K	H	F	M
W	C	S	J	R	Y	N	G	L	E
I	R	J	B	M	S	M	B	K	A
N	E	G	K	C	T	A	R	T	D
D	A	F	L	O	W	E	R	S	O
S	M	O	A	L	N	D	P	R	W

WORD BANK

- ☐ COW
- ☐ CREAM
- ☐ APPLE
- ☐ TART
- ☐ MEADOW
- ☐ GRASS
- ☐ FLOWERS
- ☐ WINDS

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Name _____ Date _____

HANDWRITING PRACTICE

The Cow

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

The friendly cow all red and white,

The friendly cow
all red and white,

I love with all my heart:

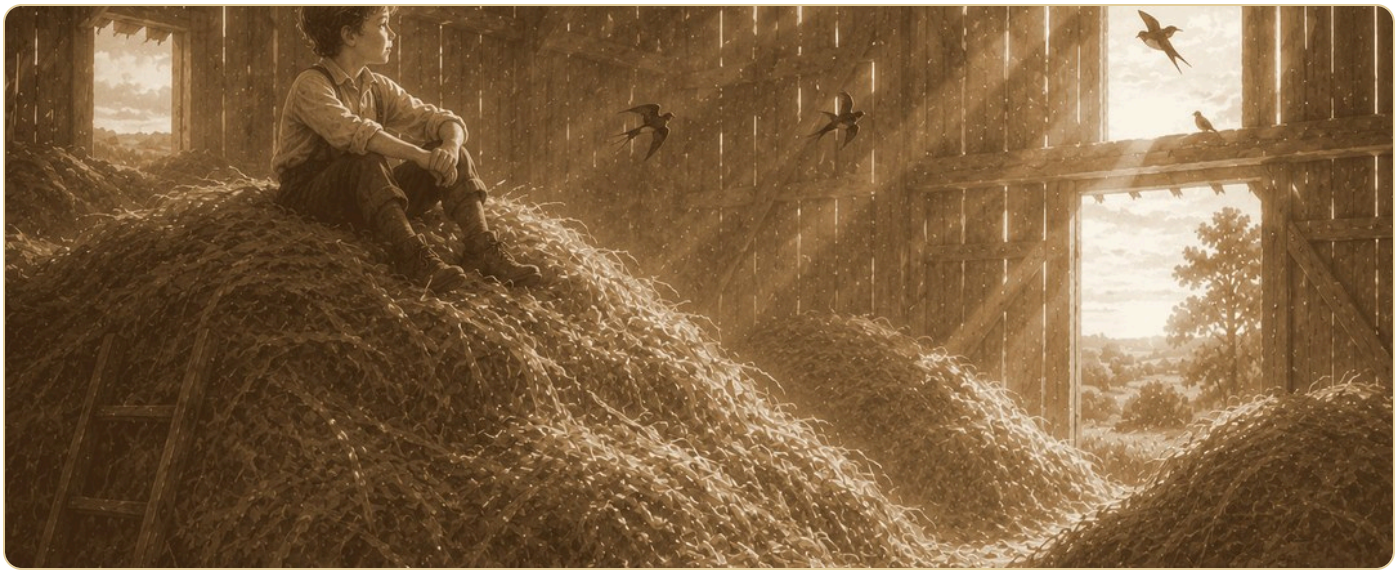
I love with all
my heart:

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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ON THE FARM

The Hayloft



Through all the pleasant meadow-side
The grass grew shoulder-high,
Till the shining scythes went far and wide
And cut it down to dry.

These green and sweetly smelling crops
They led in waggons home;
And they piled them here in mountain tops
For mountaineers to roam.

Here is Mount Clear, Mount Rusty-Nail,
Mount Eagle and Mount High;—
The mice that in these mountains dwell,
No happier are than I!

Oh, what a joy to clamber there,
Oh, what a place for play,
With the sweet, the dim, the dusty air,
The happy hills of hay!

▸ Watch the read-aloud

Scan the code to start the video at "The Hayloft" (10:16), or visit youtu.be/A7rPhWEzvLk.

Robert Louis Stevenson, A Child's Garden of Verses (1885). Public domain.

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Name _____ Date _____

LET'S TALK

The Hayloft

SKILL FOCUS

Setting, and comparing: the hay piles become mountains

WORDS TO KNOW

hayloft – top floor of a barn where hay is kept • scythes – long curved blades for cutting grass • dwell – live • clamber – climb using hands and feet

1. What happened to the tall grass in the meadow?

2. What does the child pretend the piles of hay are?

3. Name the four "mountains." Why do you think he gave them those names?

TRY IT

Draw your own hay mountain and give it a name.

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about "The Hayloft." Circle **Yes** if it is true. Circle **No** if it is not.

1. The grass grew as high as the child's shoulders. Yes No
2. The grass was cut with scythes. Yes No
3. The hay was carried home in boats. Yes No
4. The child calls the hay piles mountains. Yes No
5. One mountain is called Mount Rusty-Nail. Yes No
6. The child is sad in the hayloft. Yes No

My Favorite Line

Copy your favorite line from the poem. Then tell why you like it.

_____

_____

I like it because _____

_____

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Name _____ Date _____

WORD SEARCH

The Hayloft

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

G	P	M	B	P	U	P	G	F	D
F	B	O	B	B	E	A	R	C	F
O	T	U	M	I	C	E	A	R	R
H	M	N	R	H	A	Y	S	O	K
T	E	T	E	M	P	E	S	P	R
A	A	A	B	P	U	E	B	S	J
W	D	I	V	L	L	A	E	K	B
K	O	N	M	A	R	G	K	R	W
Y	W	W	C	Y	E	L	P	P	M
L	I	J	S	V	N	E	D	A	J

WORD BANK

- ☐ HAY
- ☐ MEADOW
- ☐ GRASS
- ☐ MOUNTAIN
- ☐ MICE
- ☐ EAGLE
- ☐ CROPS
- ☐ PLAY

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Name _____ Date _____

HANDWRITING PRACTICE

The Hayloft

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

The happy hills of hay!

The happy hills
of hay!

Oh, what a place for play,

Oh, what a place
for play,

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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Name _____ Date _____

POEMS TOGETHER

Sort the Poems by Theme

Write each poem title in the box where it belongs.

Bed in Summer | The Swing | The Hayloft | Foreign Lands | The Land of Counterpane | The Lamplighter | The Cow | My Shadow | The Land of Nod | The Moon | Rain | Escape at Bedtime | The Wind

Night & Bedtime

Weather

Play & Imagination

On the Farm

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Name _____ Date _____

POEMS TOGETHER

Compare Two Poems

Read “The Moon” and “The Land of Nod” again. Fill in the chart. Then tell how the two poems are alike.

	The Moon	The Land of Nod
Who is in it?		
Where does it happen?		
How does it make you feel?		
My favorite line		

How are they alike?

Which one do you like better? Why?

Name _____ Date _____

POEMS TOGETHER

The Poet's Patterns

Poets often come back to the same ideas. Check each box when the poem has that thing in it. Which idea did Robert Louis Stevenson use most?

	THE MOON OR STARS	A BED OR SLEEP	ANIMALS	WIND, RAIN OR WEATHER
The Moon	☐	☐	☐	☐
The Land of Nod	☐	☐	☐	☐
Escape at Bedtime	☐	☐	☐	☐
Bed in Summer	☐	☐	☐	☐
The Lamplighter	☐	☐	☐	☐
The Wind	☐	☐	☐	☐
Rain	☐	☐	☐	☐
Foreign Lands	☐	☐	☐	☐
My Shadow	☐	☐	☐	☐
The Land of Counterpane	☐	☐	☐	☐
The Swing	☐	☐	☐	☐
The Cow	☐	☐	☐	☐
The Hayloft	☐	☐	☐	☐

Robert Louis Stevenson wrote most about _____

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Name _____ Date _____

ACTIVITY 1

Illustrate a Stanza

Pick a poem. Copy your favorite stanza on the lines, then draw a picture of it in the frame.

Poem title _____

Name _____ Date _____

ACTIVITY 2

Rhyme Hunt

Rhyming words sound the same at the end, like *moon* and *spoon*. Choose a poem and find six pairs of rhyming words.

Poem title _____

	WORD		WORD
1		rhymes with	
2		rhymes with	
3		rhymes with	
4		rhymes with	
5		rhymes with	
6		rhymes with	

Now make your own

Write two new words that rhyme with *night*.

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Name _____ Date _____

ACTIVITY 3

Write Your Own Verse

Stevenson's "Rain" is only four lines long. Use it as a pattern to write a poem about a different kind of weather.

THE PATTERN

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

Title _____

The _____ is _____ing all around,

It falls on _____ and _____,

It _____s on the _____ here,

And on the _____ at _____.

Example: The snow is snowing all around, it falls on roof and hill…

Read it aloud

Read your verse to a partner. Did you keep the same beat as "Rain"?

Name _____ Date _____

ACTIVITY 4

Shadow Science

In “My Shadow,” the shadow grows tall and shrinks small. Let’s find out why! Go outside three times on a sunny day. Stand in the same spot each time while a partner traces your shadow with chalk.

Time	Where is the sun? (low or high)	Is my shadow long or short?	Which way does it point?
Morning			
Noon			
Afternoon			

When was my shadow the shortest? Why do you think so?

DRAW YOUR THREE SHADOWS

Morning

Noon

Afternoon

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Name _____ Date _____

ACTIVITY 5

Then and Now: Lighting the Streets

In “The Lamplighter,” Leerie lit every street lamp by hand. Today streetlights turn on by themselves. Compare then and now.

	Then (Leerie’s time)	Now
How do the lights turn on?		
Who takes care of them?		
What do they use for light?		

Would you like Leerie’s job? Why or why not?

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Name _____ Date _____

ACTIVITY 6

My Favorite Poem

Think about all the Robert Louis Stevenson poems you heard. Which one did you like best?

My favorite poem is _____

I like it because _____

My favorite line from the poem

Rate the poem

Color the stars.



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READERS' THEATER

Perform the Poems

Readers' theater means reading a poem aloud as a group, with each person taking a part. Nobody needs to memorize anything or wear a costume. Just read your lines with lots of expression!

HOW IT WORKS

1. Choose a script and hand out the parts (some parts can be shared). 2. Highlight your lines. 3. Practice once together, slowly. 4. Perform for family, another class or a stuffed-animal audience!

STAGE DIRECTIONS

Words in *italics* tell you what to do, not what to say.

Scripts in this unit

1. **The Moon** (4 parts): Narrator 1, Narrator 2, Animals (cat, mouse, dog, bat), Everyone
2. **The Wind** (4 parts): Reader 1, Reader 2, Reader 3, Everyone (the chorus)
3. **My Shadow** (5 parts): Child 1, Child 2, Child 3, The Shadow (acts it out), Everyone

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READERS' THEATER SCRIPT

The Moon

Narrator 1 · Narrator 2 · Animals (cat, mouse, dog, bat) · Everyone

NARRATOR 1

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

ANIMALS

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,

Cat says "Meow!" Mouse says "Squeak!"

Dog howls.

Bat flaps its wings.

EVERYONE

All love to be out by the light of the moon.

NARRATOR 2

But all of the things that belong to the day
Cuddle to sleep to be out of her way;

EVERYONE

And flowers and children close their eyes
Till up in the morning the sun shall arise.

Everyone closes their eyes.

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READERS' THEATER SCRIPT

The Wind

Reader 1 · Reader 2 · Reader 3 · Everyone (the chorus)

READER 1
I saw you toss the kites on high
And blow the birds about the sky;

READER 2
And all around I heard you pass,
Like ladies' skirts across the grass—

EVERYONE
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Whoosh like the wind!

READER 3
I saw the different things you did,
But always you yourself you hid.

READER 1
I felt you push, I heard you call,
I could not see yourself at all—

EVERYONE
O wind, a-blowing all day long,
O wind, that sings so loud a song!

READER 2
O you that are so strong and cold,
O blower, are you young or old?

READER 3
Are you a beast of field and tree,
Or just a stronger child than me?

EVERYONE
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Biggest whoosh of all!

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READERS' THEATER SCRIPT

My Shadow

Child 1 · Child 2 · Child 3 · The Shadow (acts it out) · Everyone

CHILD 1

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The Shadow stands behind Child 1 and copies every move.

CHILD 2

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

The Shadow stretches up tall, then crouches small.

CHILD 3

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

EVERYONE

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

The Shadow lies down and snores.

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Name _____ Date _____

WRAP-UP

Which Poem Is It?

Read each line. Which poem does it come from? Write the title on the line. Use the title bank to help.

The Land of Nod | The Wind | Rain | The Moon | The Land of Counterpane | The Lamplighter | Foreign Lands | Escape at Bedtime | My Shadow | Bed in Summer

1. "The moon has a face like the clock in the hall;"

2. "Afar into the land of Nod."

3. "There were thousands of millions of stars."

4. "In summer, quite the other way,"

5. "With lantern and with ladder he comes"

6. "O wind, a-blowing all day long,"

7. "The rain is raining all around,"

8. "Up into the cherry tree"

9. "I have a little shadow that goes in and out"

10. "The pleasant land of counterpane."

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Name _____ Date _____

WRAP-UP

Recitation Program & Rubric

Plan a poetry performance for family or classmates. Each reader chooses a poem or a verse to say by heart.

#	Reader	Poem
1		
2		
3		
4		
5		
6		

How did I do?

Circle one box in each row after you perform.

	Getting there	Got it!	Wow!
Loud and clear	Hard to hear	Most people could hear	Everyone could hear every word
Knew the words	Needed lots of help	Needed a little help	Said it all by heart
Expression	Same voice all the way	Some changes in voice	Voice matched the poem's feelings
Looked at the audience	Looked down	Looked up sometimes	Looked at the audience

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✦ CERTIFICATE ✦

Child's Garden Explorer

This certifies that

_____

has finished the **Robert Louis Stevenson Poetry Unit**
and can share the poems of **Robert Louis Stevenson**.

Date _____ Signed _____

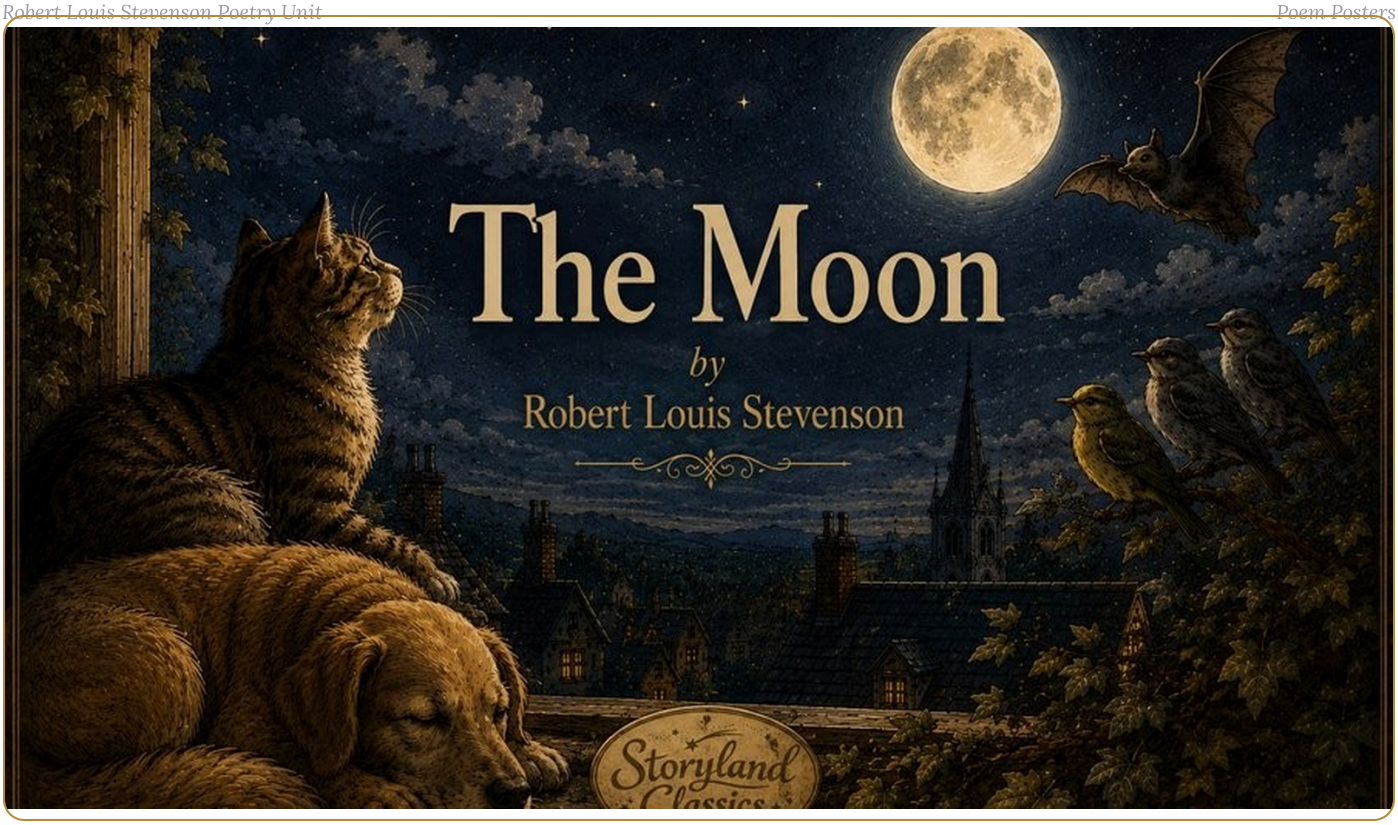
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POEM POSTERS

Poems for Your Wall

Print these pages in color for a classroom wall, a memory corner or a bedtime binder. Each poster has the full poem and its picture from the read-aloud.

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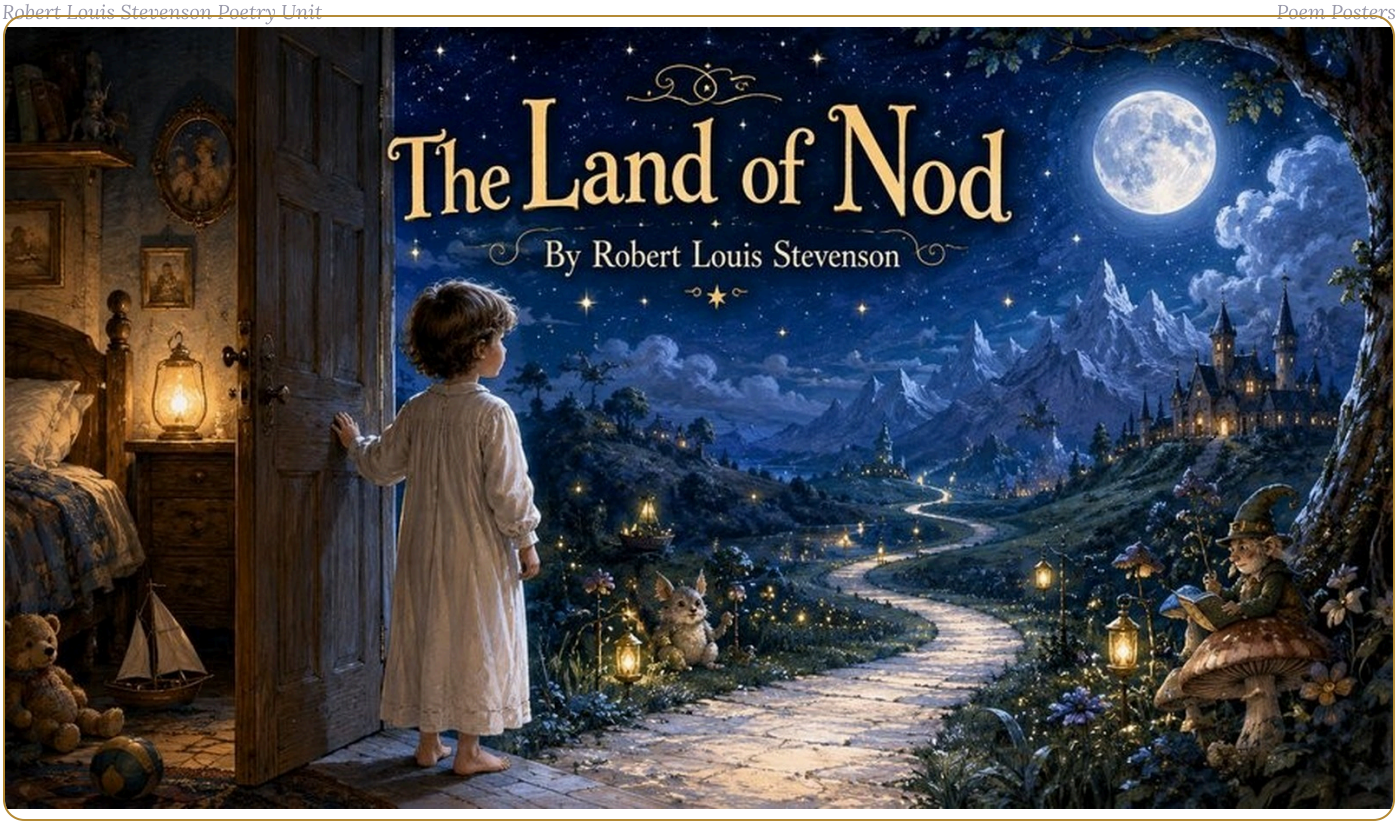


The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

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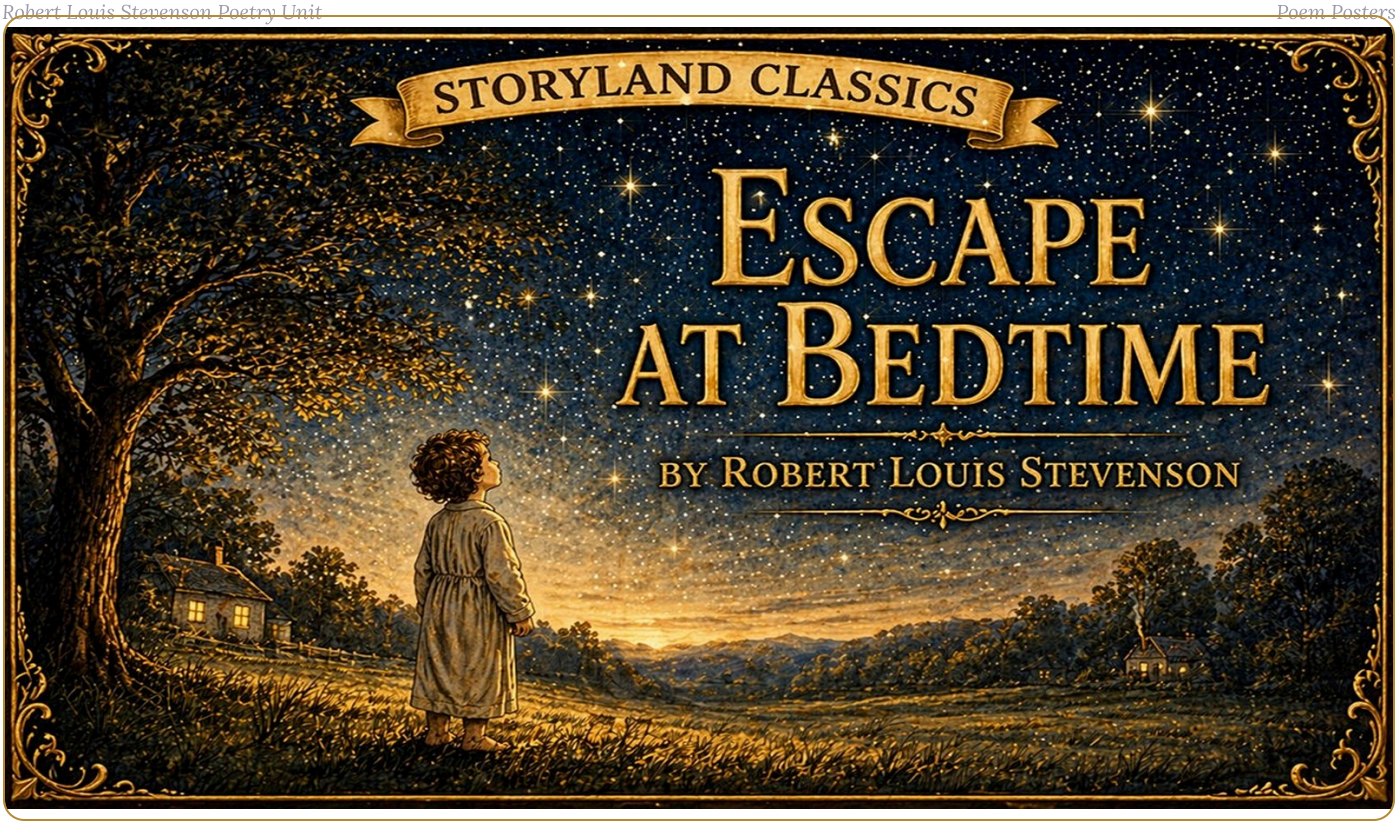
From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

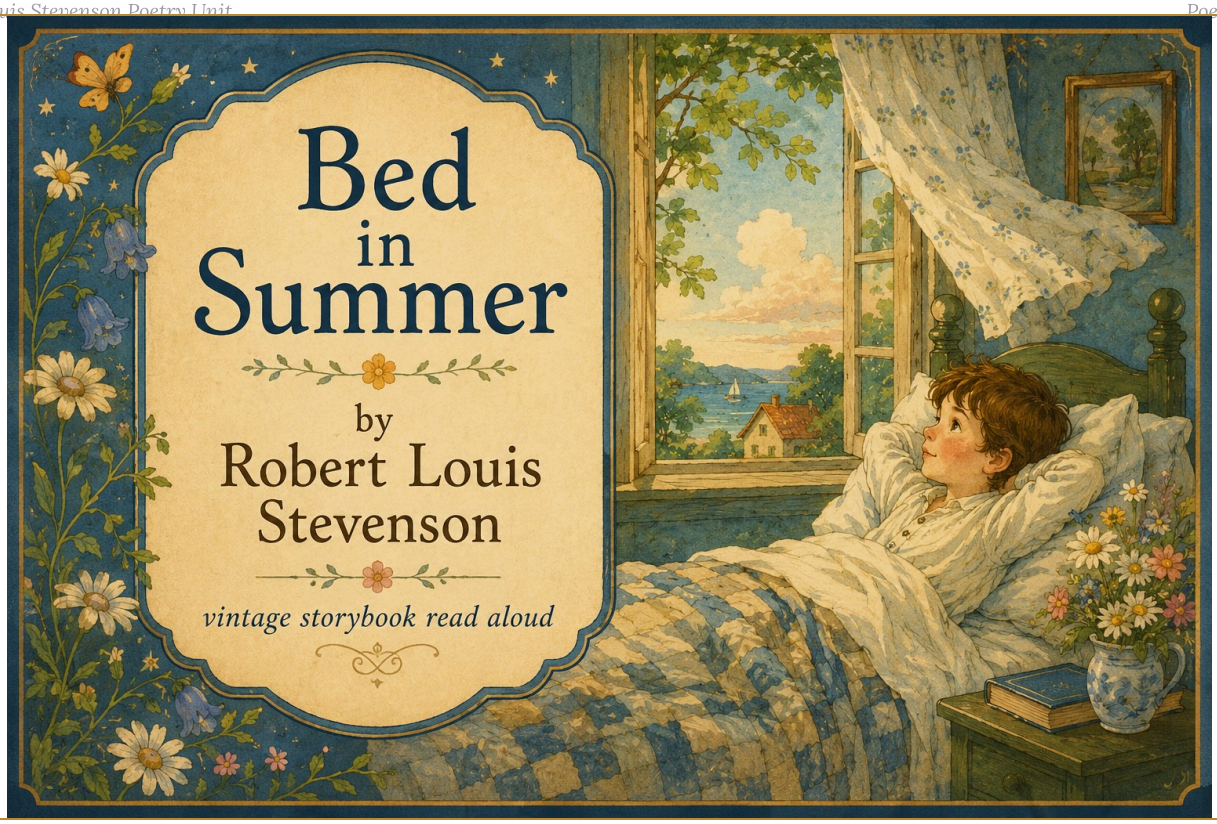
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The lights from the parlour and kitchen shone out
Through the blinds and the windows and bars;
And high overhead and all moving about,
There were thousands of millions of stars.
There ne'er were such thousands of leaves on a tree,
Nor of people in church or the Park,
As the crowds of the stars that looked down upon me,
And that glittered and winked in the dark.

The Dog, and the Plough, and the Hunter, and all,
And the star of the sailor, and Mars,
These shone in the sky, and the pail by the wall
Would be half full of water and stars.
They saw me at last, and they chased me with cries,
And they soon had me packed into bed;
But the glory kept shining and bright in my eyes,
And the stars going round in my head.

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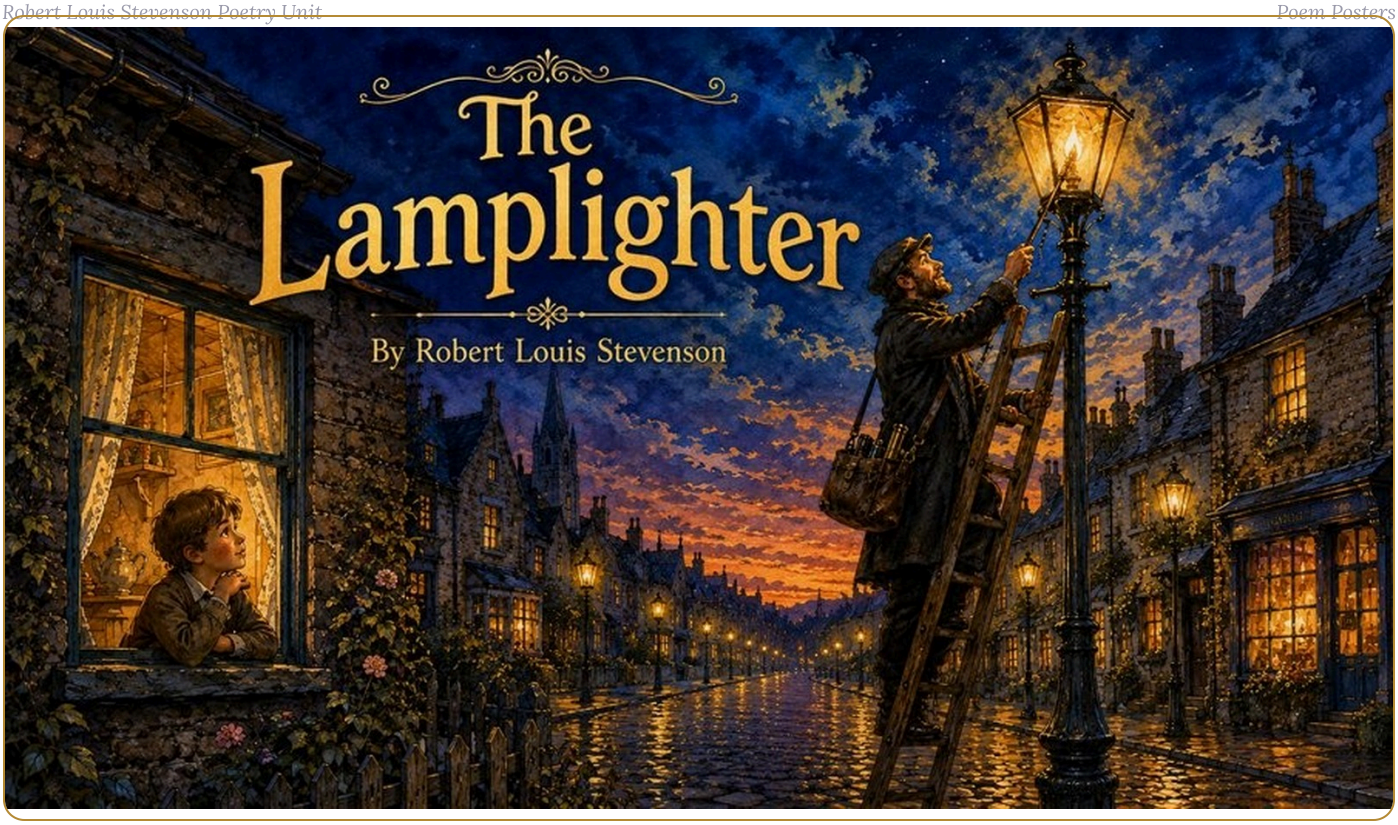


In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

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My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by;
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And O! before you hurry by with ladder and with light,
O Leerie, see a little child and nod to him to-night!

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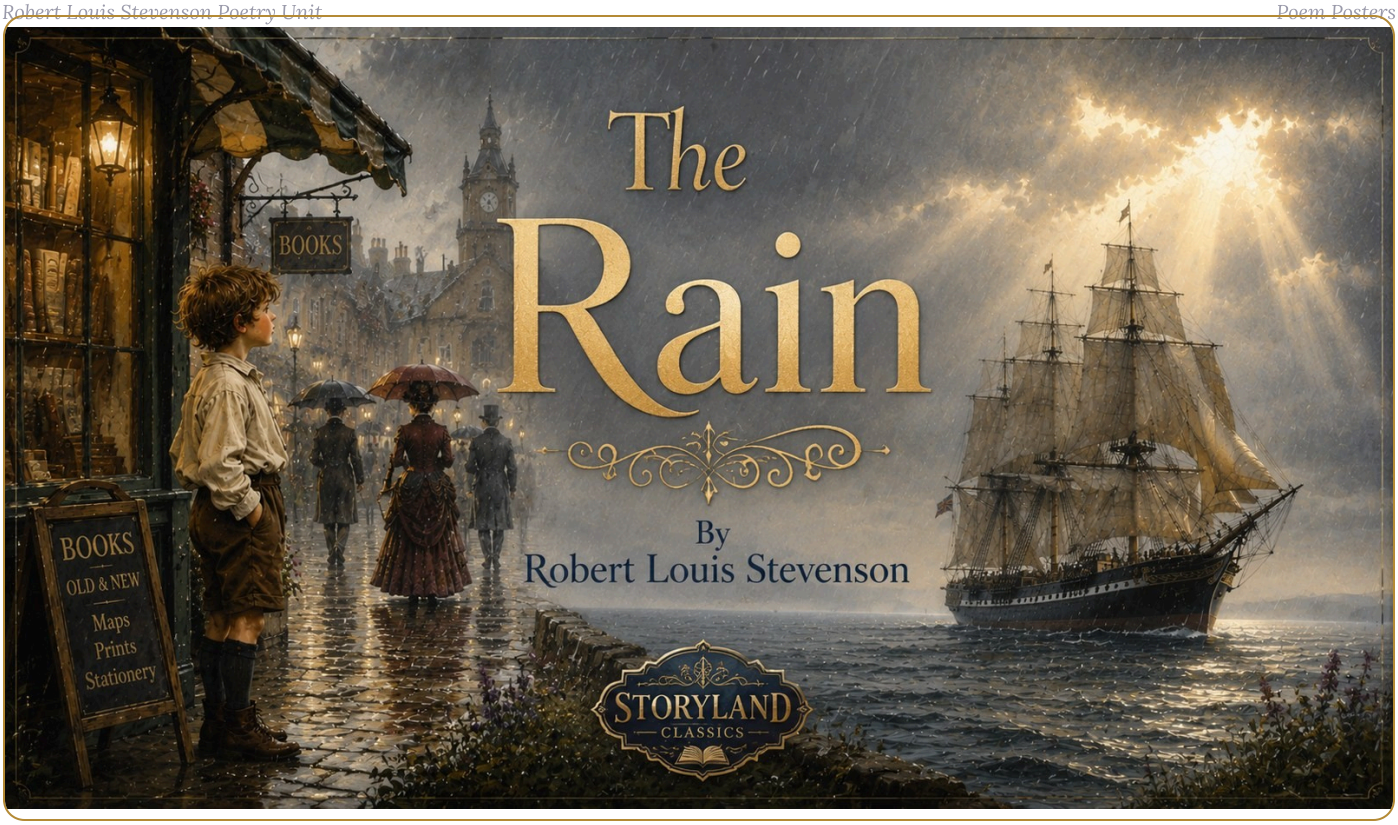


I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

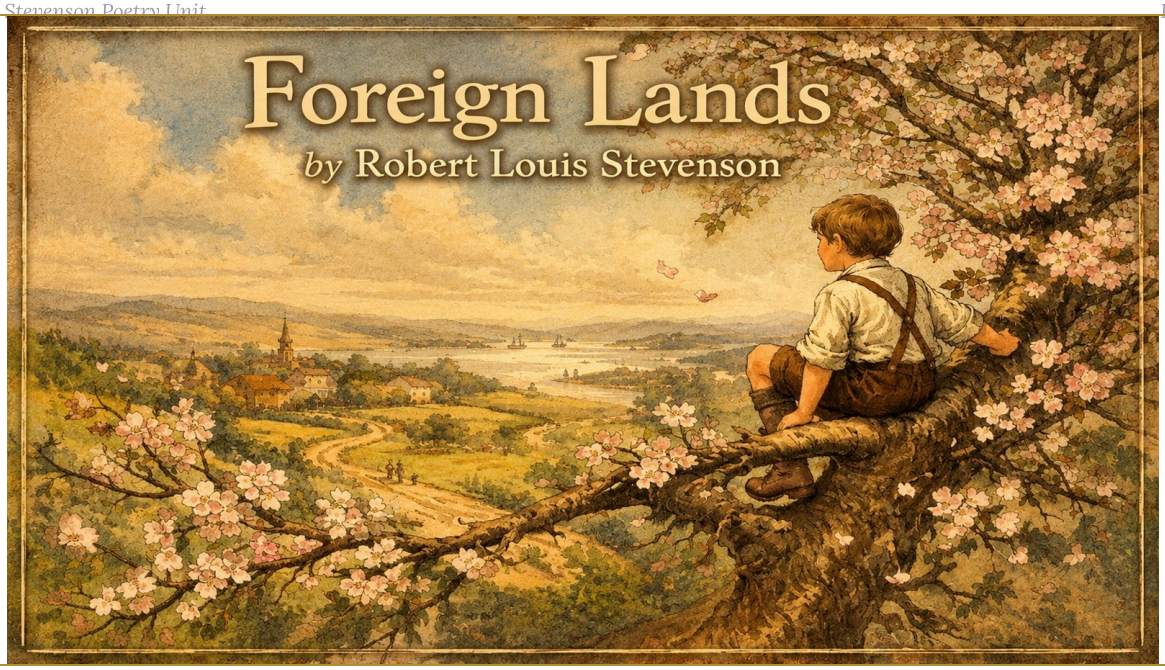
O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

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The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

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Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

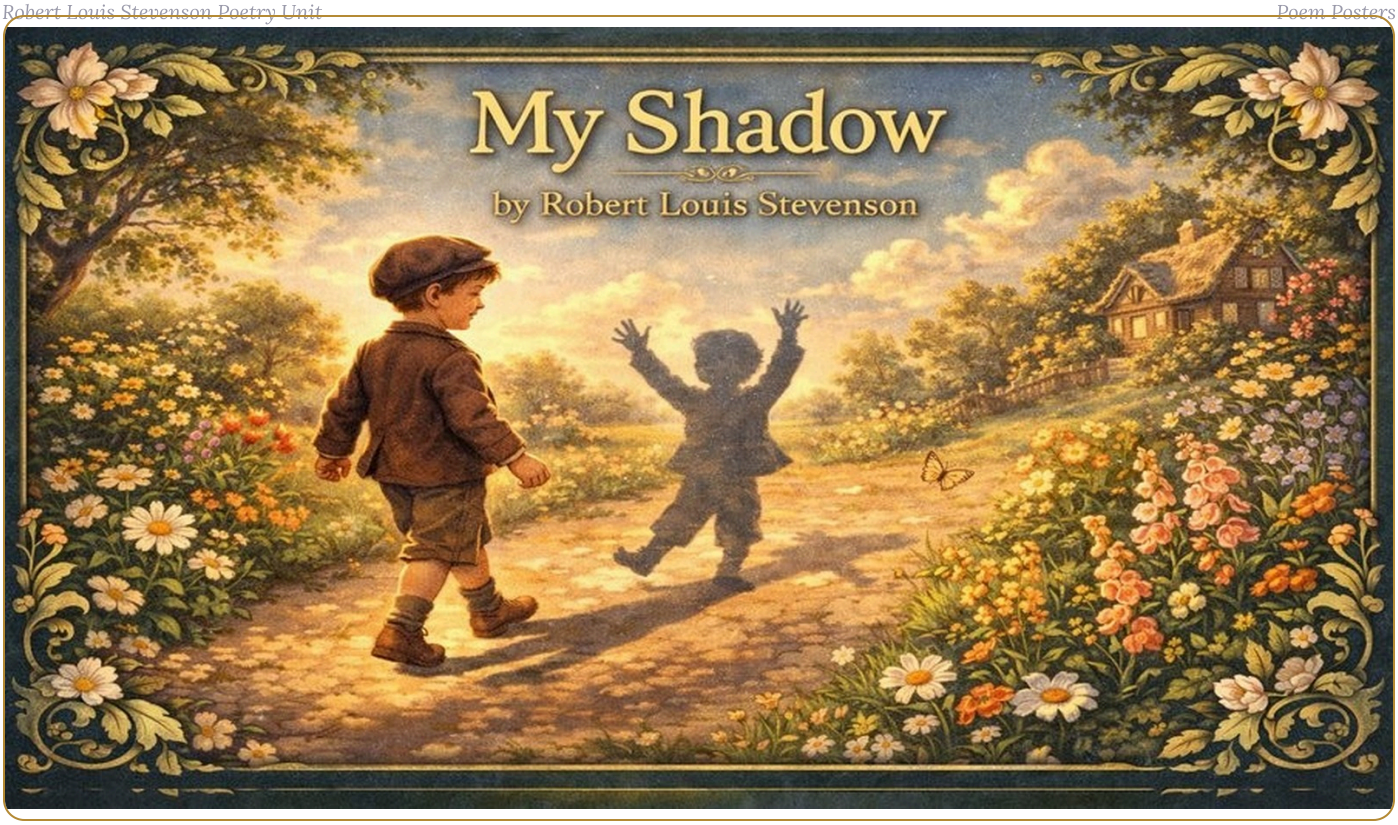
I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

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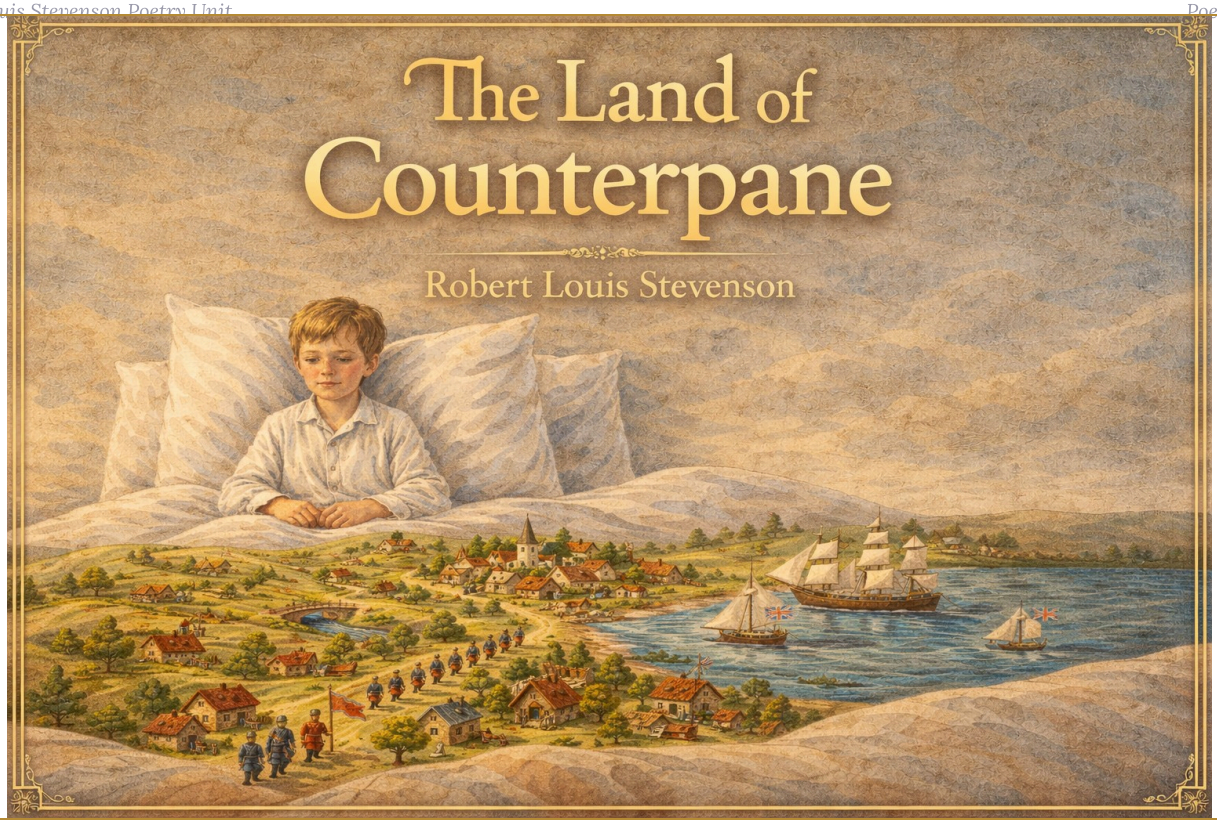
I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

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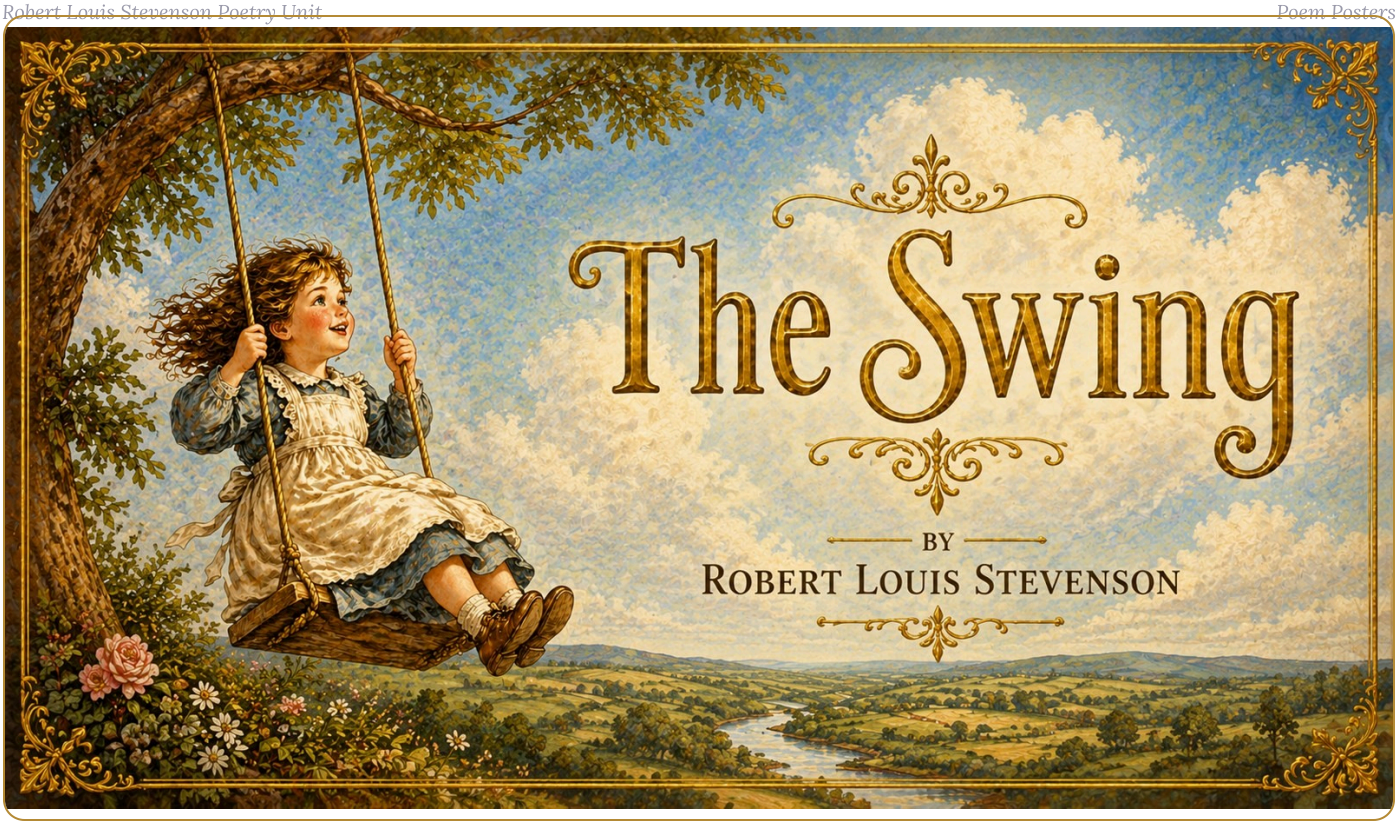
When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay,
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.

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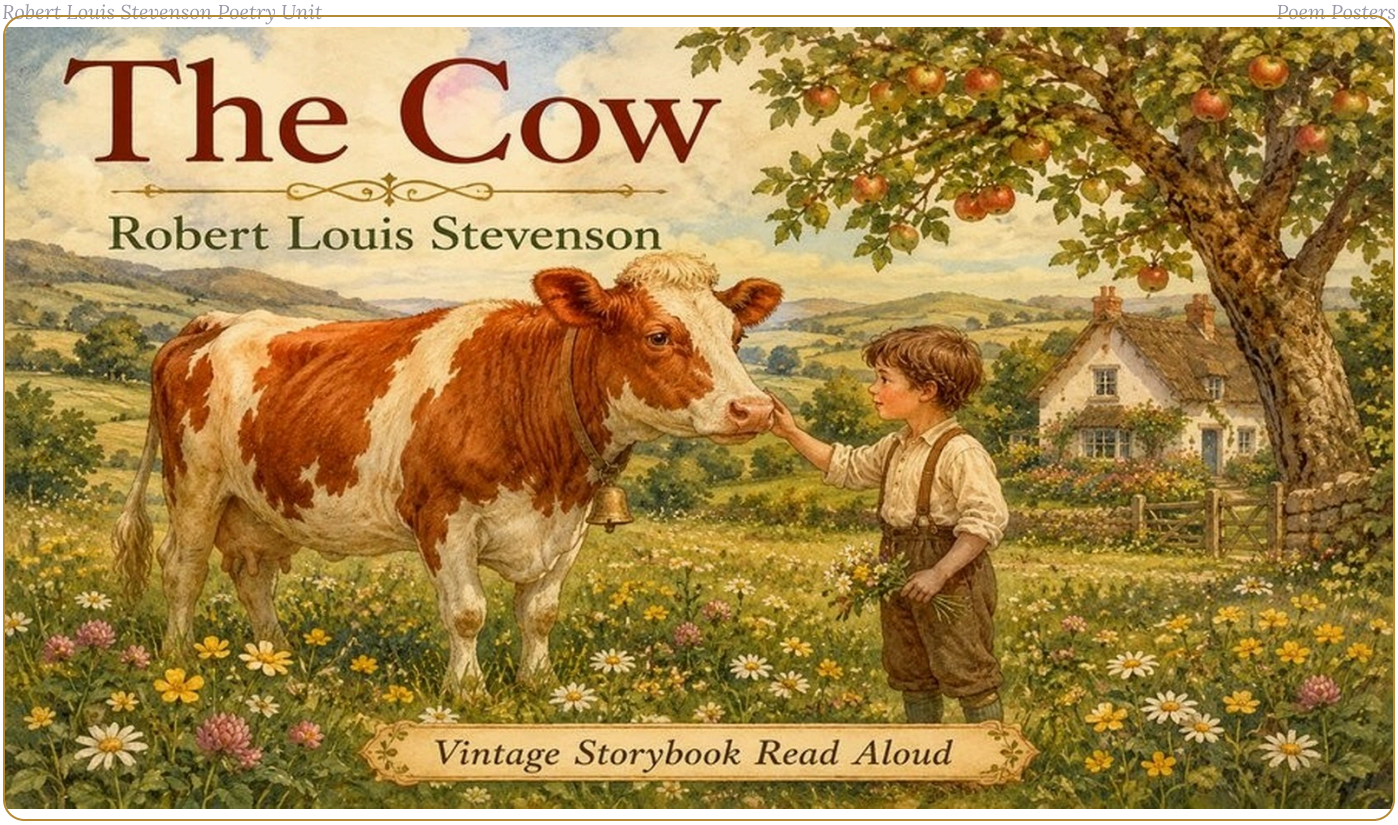


How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

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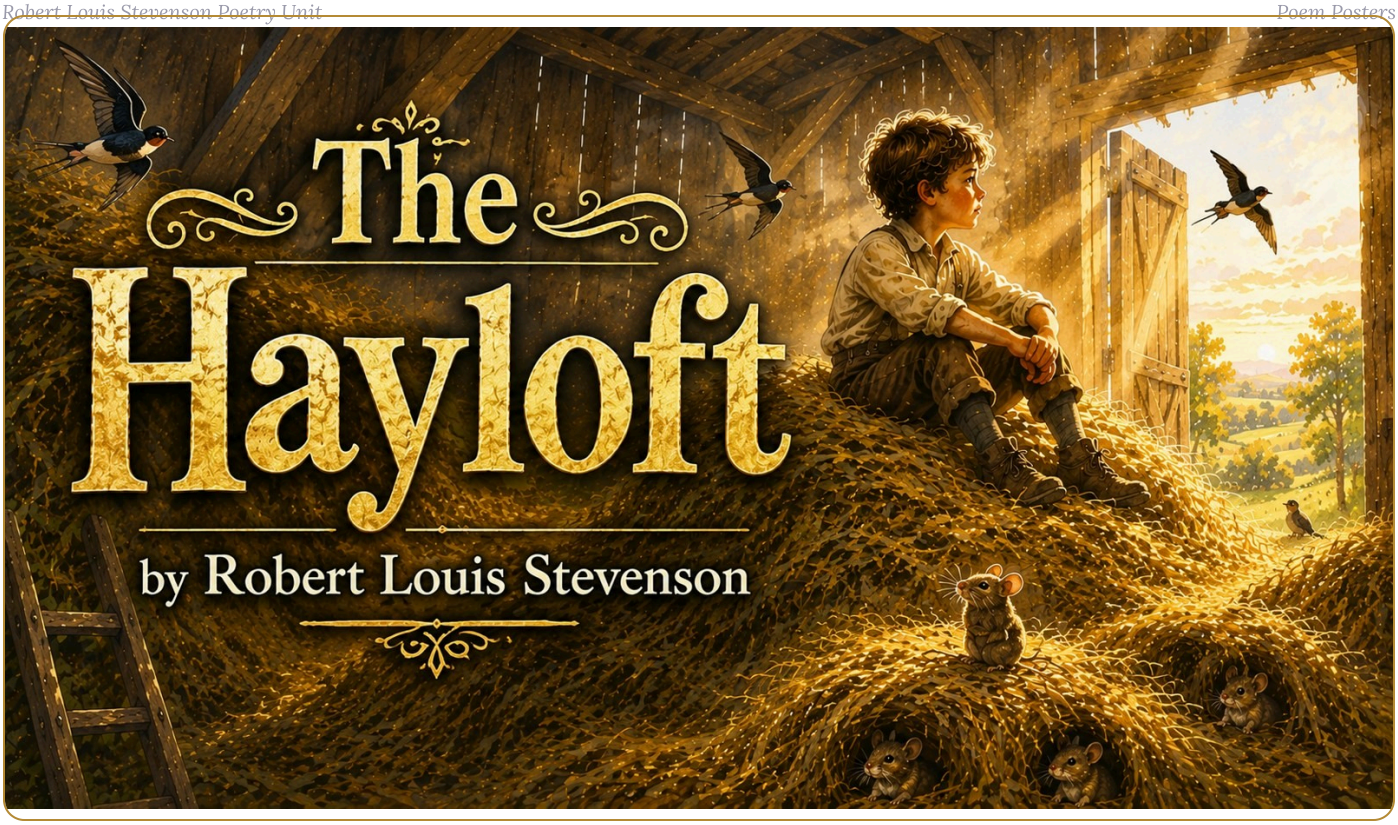


The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

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Through all the pleasant meadow-side
The grass grew shoulder-high,
Till the shining scythes went far and wide
And cut it down to dry.

These green and sweetly smelling crops
They led in waggons home;
And they piled them here in mountain tops
For mountaineers to roam.

Here is Mount Clear, Mount Rusty-Nail,
Mount Eagle and Mount High;—
The mice that in these mountains dwell,
No happier are than I!

Oh, what a joy to clamber there,
Oh, what a place for play,
With the sweet, the dim, the dusty air,
The happy hills of hay!

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FOR GROWN-UPS

Answer Key: Let's Talk

Sample answers. Accept any answer children can support with words from the poem.

POEM	1	2	3
The Moon	Both are round and have a "face."	The cat, mouse, dog and bat.	They go to sleep until morning.
The Land of Nod	Dreamland; he gets there by falling asleep.	Everyone dreams alone.	Dreams end when we wake up.
Escape at Bedtime	Outside at night; thousands of stars.	The stars were reflected in the water.	The grown-ups chased him back to bed.
Bed in Summer	Winter mornings are still dark.	Birds hopping, people walking in the street.	Opinions will vary.
The Lamplighter	He lights the street lamps; a lantern and a ladder.	A driver and a sailor; a lamplighter.	To nod to him tonight.
The Wind	"O wind, a-blowing all day long, / O wind, that sings so loud a song!"	Tosses kites, blows birds, pushes, calls.	Touch (he feels it push) and hearing.
Rain	Tree and sea.	Field, tree, umbrellas, ships at sea.	Answers will vary.
Foreign Lands	A cherry tree; the trunk.	The river reflects the sky like a mirror.	The sea, ships and fairy land.
My Shadow	Same shape, jumps when he jumps; it grows and shrinks fast.	The sun's position in the sky changes.	The sun wasn't up, so there was no light to make a shadow.
The Land of Counterpane	He is sick; he plays with his toys.	Hills, seas and land for his soldiers, ships and cities.	He is huge compared to his toys.
The Swing	He loves it ("the pleasantest thing").	Rivers, trees, cattle, the countryside, the garden and the roof.	Up, over, down, flying.
The Cow	Red and white; friendly.	Cream; apple tart.	In the meadow; grass and flowers.
The Hayloft	It was cut down with scythes and dried.	Mountains.	Mount Clear, Mount Rusty-Nail, Mount Eagle, Mount High; reasons vary.

SCIENCE NOTES

In "Escape at Bedtime," the Dog is Canis Major, the Plough is the Big Dipper, the Hunter is Orion, and the "star of the sailor" is the North Star; Mars is a planet. In "Bed in Summer," Scotland is far north, so summer evenings there stay light very late. In "My Shadow," shadows are longest when the sun is low (morning and afternoon) and shortest near noon.

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FOR GROWN-UPS

Answer Key: Reading & Poems Together

Yes or No?

The Moon	1. Y 2. Y 3. N 4. Y 5. Y 6. N
The Land of Nod	1. Y 2. N 3. Y 4. Y 5. N 6. Y
Escape at Bedtime	1. Y 2. N 3. Y 4. N 5. Y 6. Y
Bed in Summer	1. Y 2. Y 3. N 4. Y 5. N 6. Y
The Lamplighter	1. Y 2. N 3. Y 4. Y 5. N 6. Y
The Wind	1. Y 2. N 3. Y 4. Y 5. N 6. Y
Rain	1. Y 2. Y 3. N 4. Y 5. N 6. Y
Foreign Lands	1. Y 2. Y 3. N 4. Y 5. N 6. Y
My Shadow	1. Y 2. N 3. Y 4. Y 5. N 6. Y
The Land of Counterpane	1. Y 2. Y 3. N 4. Y 5. Y 6. N
The Swing	1. Y 2. Y 3. Y 4. N 5. Y 6. N
The Cow	1. Y 2. Y 3. N 4. Y 5. N 6. Y
The Hayloft	1. Y 2. Y 3. N 4. Y 5. Y 6. N

Sort the Poems by Theme

Night & Bedtime: The Moon, The Land of Nod, Escape at Bedtime, Bed in Summer, The Lamplighter ✦ **Weather:** The Wind, Rain ✦ **Play & Imagination:** Foreign Lands, My Shadow, The Land of Counterpane, The Swing ✦ **On the Farm:** The Cow, The Hayloft

Which Poem Is It?

1. The Moon · 2. The Land of Nod · 3. Escape at Bedtime · 4. Bed in Summer · 5. The Lamplighter · 6. The Wind · 7. Rain · 8. Foreign Lands · 9. My Shadow · 10. The Land of Counterpane

The Poet's Patterns

	THE MOON OR STARS	A BED OR SLEEP	ANIMALS	WIND, RAIN OR WEATHER
The Moon	✓	✓	✓	
The Land of Nod		✓		
Escape at Bedtime	✓	✓	✓	✓
Bed in Summer		✓	✓	✓
The Lamplighter		✓		✓
The Wind			✓	✓
Rain				✓
Foreign Lands				
My Shadow		✓	✓	
The Land of Counterpane		✓		
The Swing			✓	
The Cow			✓	✓
The Hayloft			✓	

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FOR GROWN-UPS

Answer Key: Word Searches

The Moon

I	R	D	I	F	J	R	C	A	T
C	U	T	P	R	M	M	E	C	O
L	H	B	W	O	S	O	E	S	D
O	G	A	B	U	Y	U	A	S	P
C	J	T	I	B	V	S	K	U	O
K	L	E	U	W	F	E	L	N	Y
J	S	U	M	O	O	N	G	N	V
D	O	G	S	S	K	G	T	L	M
F	S	B	R	T	I	W	J	W	V
L	V	F	L	O	W	E	R	S	L

The Land of Nod

A	R	K	M	U	S	I	C	H	N
P	E	T	K	N	T	W	P	D	M
K	J	T	F	D	R	D	G	R	O
N	V	M	H	M	E	U	O	E	U
I	N	O	D	O	A	L	M	A	N
G	R	R	V	R	M	N	A	M	T
H	H	K	P	N	S	D	W	S	A
T	V	P	A	I	T	R	Y	S	I
F	R	I	E	N	D	S	R	F	N
G	F	E	W	G	C	F	D	Y	G

Escape at Bedtime

T	W	A	T	E	R	L	K	D	F
S	D	K	L	H	R	P	H	W	S
P	P	Y	T	R	M	A	S	G	O
A	N	K	I	T	A	I	L	H	L
R	H	I	O	O	R	L	B	U	F
L	J	T	T	J	S	D	N	N	G
O	D	C	O	N	A	H	B	T	M
U	T	H	N	B	S	I	W	E	G
R	N	E	A	E	S	G	W	R	I
M	N	N	K	D	S	T	A	R	S

Bed in Summer

W	J	W	I	G	L	S	P	I	S
H	T	J	T	R	E	E	U	H	U
P	W	K	F	C	K	D	V	R	M
L	I	M	G	A	W	U	C	V	M
A	N	S	G	N	M	H	J	U	E
Y	T	I	C	D	I	M	K	H	R
W	E	V	Y	L	S	K	Y	E	S
W	R	C	O	E	T	K	M	I	H
E	R	S	T	R	E	E	T	Y	M
D	F	B	I	R	D	S	K	M	G

The Lamplighter

E	U	E	J	W	I	V	J	W	L
O	G	B	W	N	P	Y	H	V	S
T	L	A	D	D	E	R	P	B	U
D	P	W	I	G	U	U	T	E	A
O	O	L	A	N	T	E	R	N	J
O	R	U	P	F	E	R	E	T	D
R	D	G	J	W	L	I	G	H	T
T	L	S	T	R	E	E	T	R	H
V	P	L	A	M	P	F	Y	P	G
P	G	K	L	E	E	R	I	E	C

The Wind

M	S	G	R	A	S	S	K	C	P
I	T	N	D	C	O	L	D	D	W
I	R	E	B	S	S	S	W	F	I
G	O	O	P	K	A	H	A	U	N
R	N	C	U	Y	B	L	O	R	D
T	G	S	B	N	I	S	E	S	O
E	F	O	V	J	R	O	N	R	A
P	R	N	A	B	D	S	W	G	E
H	B	G	O	D	S	B	E	L	O
C	A	K	I	T	E	S	Y	M	T

Rain

A	T	W	P	H	J	V	I	W	W
F	U	M	B	R	E	L	L	A	S
F	A	L	L	S	O	T	B	K	S
A	V	F	K	Y	B	R	E	S	H
A	F	I	E	L	D	E	R	B	I
R	H	V	S	E	A	E	R	D	P
O	D	I	V	U	G	K	A	J	S
U	T	E	T	K	J	W	I	U	P
N	R	W	N	J	S	A	N	J	D
D	P	H	R	U	J	C	O	G	D

Foreign Lands

I	C	F	W	N	U	M	C	K	N
N	E	L	M	V	B	E	J	S	Y
M	Y	O	G	E	U	R	K	C	F
W	V	W	A	S	A	T	Y	H	T
T	N	E	R	A	G	T	W	E	R
R	C	R	D	O	Y	K	T	R	I
E	G	S	E	A	I	R	O	R	V
E	V	J	N	S	J	E	W	Y	E
R	U	U	S	K	F	G	N	J	R
R	O	A	D	S	H	I	P	S	R

My Shadow

F	N	W	S	H	B	D	B	O	P
R	L	G	R	J	U	P	E	D	L
O	H	B	U	V	T	C	D	E	A
T	E	A	H	R	T	D	I	W	Y
D	P	L	L	E	E	T	K	P	T
V	J	L	K	V	R	B	K	M	G
R	Y	I	R	J	C	A	B	O	R
S	U	N	G	C	U	T	U	E	O
W	V	K	C	M	P	J	U	M	P
N	E	S	H	A	D	O	W	F	W

FOR GROWN-UPS

Answer Key: Word Searches

The Land of Counterpane

A	F	S	H	I	P	S	H	S	G
P	B	P	H	I	L	L	S	O	M
G	P	C	I	T	I	E	S	L	D
I	R	S	H	E	E	T	S	D	B
A	I	F	K	V	H	J	K	I	N
N	M	Y	B	J	K	H	G	E	M
T	F	C	T	T	O	Y	S	R	S
V	E	U	M	L	W	S	L	S	H
U	C	P	I	L	L	O	W	S	T
C	B	U	B	R	K	E	N	V	D

The Swing

I	L	F	T	R	E	E	S	N	A
B	L	U	E	W	K	C	P	M	I
G	P	C	P	Y	R	O	O	F	R
G	D	P	J	L	D	K	W	C	C
L	N	Y	W	A	L	L	C	R	R
G	C	O	D	C	A	T	T	L	E
H	P	F	W	V	J	E	W	E	N
T	R	I	V	E	R	S	F	S	N
A	H	G	I	Y	E	O	Y	J	M
C	S	W	I	N	G	N	H	E	A

The Cow

N	N	I	L	O	V	T	B	F	D
D	C	G	F	I	M	T	R	D	O
H	W	F	V	O	P	P	C	O	W
L	N	U	A	P	P	L	E	O	J
G	R	A	S	S	J	K	H	F	M
W	C	S	J	R	Y	N	G	L	E
I	R	J	B	M	S	M	B	K	A
N	E	G	K	C	T	A	R	T	D
D	A	F	L	O	W	E	R	S	O
S	M	O	A	L	N	D	P	R	W

The Hayloft

G	P	M	B	P	U	P	G	F	D
F	B	O	B	B	E	A	R	C	F
O	T	U	M	I	C	E	A	R	R
H	M	N	R	H	A	Y	S	O	K
T	E	T	E	M	P	E	S	P	R
A	A	A	B	P	U	E	B	S	J
W	D	I	V	L	L	A	E	K	B
K	O	N	M	A	R	G	K	R	W
Y	W	W	C	Y	E	L	P	P	M
L	I	J	S	V	N	E	D	A	J

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