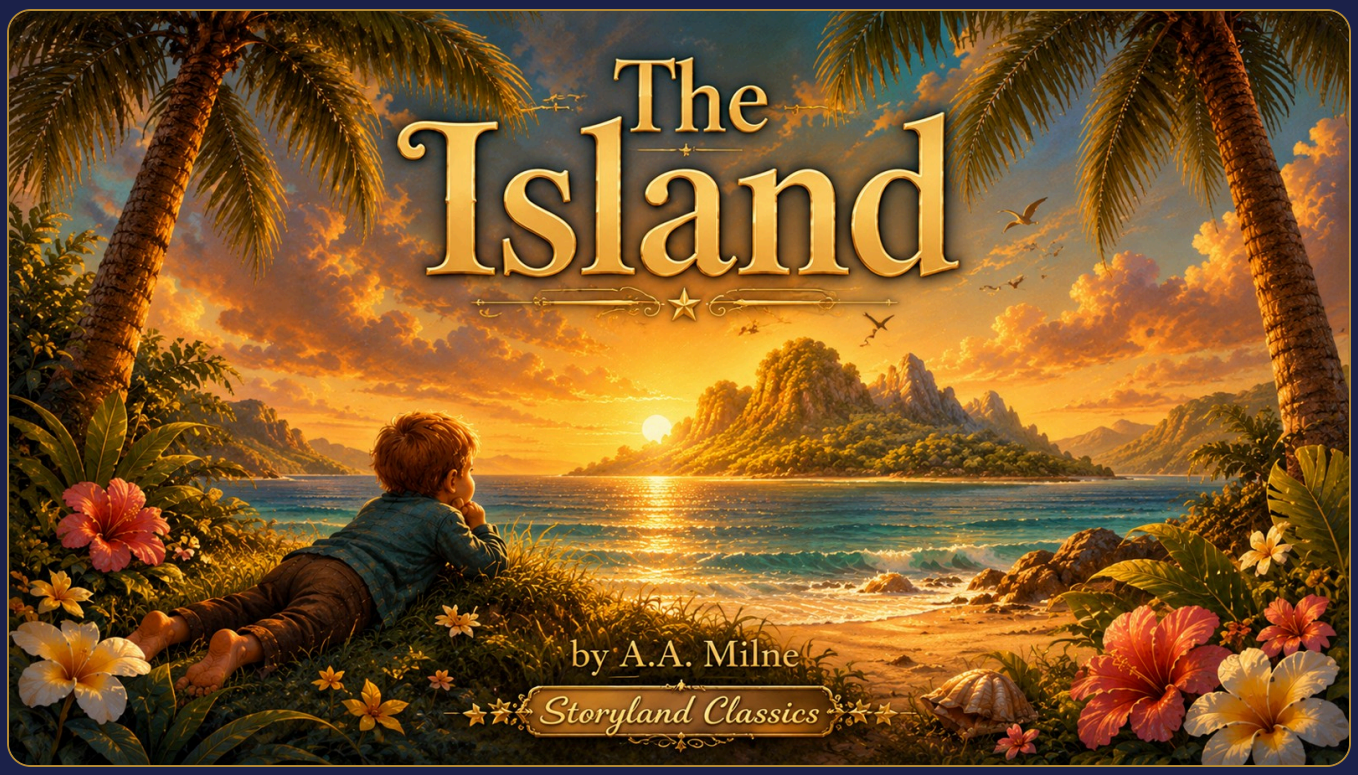
Storyland Classics

FREE POEM GUIDE

*From When We Were Very Young* (1924)




- ✦ The Poem
- ✦ Try It
- ✦ Missing Words
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Meet the Poet
- ✦ Word Match & Sort
- ✦ Yes or No & ABC Order
- ✦ Read It With Voices
- ✦ Answer Key
- ✦ Let's Talk
- ✦ Word Search
- ✦ Rhyme Hunt & Syllables
- ✦ Learn It by Heart
- ✦ Standards

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

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

FOR GROWN-UPS

# How to Use This Guide

This free guide goes with the Storyland Classics read-aloud of “The Island” by A. A. Milne. Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE POEM

A child imagines having a ship and sailing far away to an island. The waves go Boom! Boom! Boom! on the sand, and the child climbs up, up, up the cliff to six coconut trees at the very top. There the child lies down, chin in hands, and gazes at the sea, feeling as if the whole world was made just for them.

SKILL FOCUS

Imagery: action and sound words

## A simple routine

1. **Day 1.** Watch the read-aloud together (scan the QR code on the poem page), then read the poem aloud.
2. **Day 2.** Read it again. Meet the poet, then use Let’s Talk and Try It.
3. **Day 3.** Learn the words with the word match, word sort, word search and missing words.
4. **Day 4.** Listen for rhymes and syllables, put the poem in order, and perform it with voices.

## What’s inside

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## Standards

Every activity is aligned to the Common Core State Standards for kindergarten to grade 2. Codes appear at the bottom of each page, and the full table is on the last page.

## Younger children

Children who aren’t writing yet can answer out loud or tell a grown-up what to write.

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THE POEM

# The Island



If I had a ship,
I'd sail my ship,
I'd sail my ship
Through Eastern seas;
Down to a beach where the slow waves thunder—
The green curls over and the white falls under—
Boom! Boom! Boom!
On the sun-bright sand.
Then I'd leave my ship and I'd land,
And climb the steep white sand,
And climb to the trees,
The six dark trees,
The coco-nut trees on the cliff's green crown—
Hands and knees
To the coco-nut trees,
Face to the cliff as the stones patter down,
Up, up, up, staggering, stumbling,
Round the corner where the rock is crumbling,
Round this shoulder,
Over this boulder,
Up to the top where the six trees stand. . . .

And there would I rest, and lie,
My chin in my hands, and gaze
At the dazzle of sand below,
And the green waves curling slow,
And the grey-blue distant haze
Where the sea goes up to the sky. . . .

And I'd say to myself as I looked so lazily down at the sea:
"There's nobody else in the world, and the world was made for me."

▸ Watch the read-aloud

Scan the code to watch "The Island" read aloud, or visit storylandclassics.com/island.

*A. A. Milne, When We Were Very Young (1924). Public domain.*

Name _____ Date _____

MEET THE POET

# A. A. Milne

1882–1956 ✦ The poet who wrote Winnie-the-Pooh

A. A. Milne was born in London, England, in 1882. He wrote plays, stories and funny pieces for magazines. When his son, Christopher Robin, was little, Milne began writing poems about the things a small child sees, wonders about and plays. They were collected in *When We Were Very Young* in 1924, and children have loved them ever since. A few years later he wrote *Winnie-the-Pooh*, about Christopher Robin and his toy bear.

## Questions About the Poet

1. In what city was A. A. Milne born?

2. Who was Christopher Robin?

3. What famous bear did Milne write about?

## Who Is Talking?

This poem is told by one person. Read it again, then answer.

1. Who is telling this poem? Is it really happening, or is the person imagining it? Which words tell you?

2. Where is the person at the very end of the poem, and how do they feel?

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Name _____ Date _____

LET'S TALK

# The Island

Young children can answer out loud. Older children can write their answers.

## REMEMBER

1. Where would the child sail the ship?

2. What sound do the waves make on the sand?

3. How many trees stand at the top of the cliff?

## THINK

4. Why does the poem say "Up, up, up, staggering, stumbling"? How does the climb feel?

5. Why does the child feel that "the world was made for me"?

## CONNECT

6. If you could sail anywhere, where would you go? What would you do when you got there?

### NARRATION

Close the book and tell the poem back in your own words. Where did the child sail, how did the child get to the top, and what did the child do there?

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Name _____ Date _____

TRY IT

# The Island

SKILL FOCUS

Imagery: action and sound words

Imagine you have your own ship. Where would you sail? Write two sentences about the island you would find.

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Name _____ Date _____

WORDS TO KNOW

# Word Match

Draw a line from each word to what it means.

| | |
|---|---|
| ship | breaking into small pieces |
| thunder | a loud, booming sound |
| cliff | a soft mist that is hard to see through |
| staggering | a big boat |
| crumbling | look for a long time |
| boulder | a high, steep wall of rock |
| gaze | a very big rock |
| haze | walking in a wobbly way |

## Word Sort: Sea Words or Land Words?

Write each word in the right box.

waves · sand · ship · cliff · seas · trees · beach · boulder

| Sea words | Land words |
|---|---|
| | |

Name _____ Date _____

WORD SEARCH

# The Island

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

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

WORD BANK

- ☐ SHIP
- ☐ SEAS
- ☐ SAND
- ☐ TREES
- ☐ CLIFF
- ☐ WAVES
- ☐ ROCK
- ☐ SKY

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Name _____ Date _____

MISSING WORDS

# The Island

Read each line from the poem. Choose the missing word from the word bank and write it on the line. Then read the whole line aloud.

crumbling | down | haze | sand | under

1. The green curls over and the white falls _____ —
2. On the sun-bright _____ .
3. Face to the cliff as the stones patter _____ ,
4. Round the corner where the rock is _____ ,
5. And the grey-blue distant _____

## Make New Rhymes

Write a new word that rhymes with each word from the poem. Silly words count too!

under _____ _____ sand _____ _____

down _____ _____ crumbling _____ _____

DID YOU NOTICE?

Every missing word comes at the end of a line, and each one rhymes with another line in the poem. Find its rhyming partner!

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Name _____ Date _____

CHECK YOUR READING

# Yes or No?

Read each sentence about the poem. Circle **Yes** if it is true. Circle **No** if it is not.

1. The child would sail through Eastern seas. Yes No
2. The waves go “Boom! Boom! Boom!” Yes No
3. There are ten coco-nut trees. Yes No
4. The child climbs on hands and knees. Yes No
5. The child rests at the top and looks at the sea. Yes No
6. The child wants lots of people on the island. Yes No

## ABC Order

Write these words from the poem in ABC order. Look at the first letter of each word.

ship trees cliff waves rock

1 _____

2 _____

3 _____

4 _____

5 _____

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Name _____ Date _____

SOUNDS OF THE POEM

# Rhyme Hunt

Find each word's rhyming partner in the word bank and write it on the line.

boulder · crumbling · down · haze · sand · under

thunder _____ land _____

crown _____ stumbling _____

shoulder _____ gaze _____

LISTEN

Listen for the sound words: "Boom! Boom! Boom!" and "patter down." Words that sound like what they mean make the poem feel real. Say them out loud!

## Clap the Syllables

Say each word and clap for every part. Write the number of claps.

| | | |
|---|---|---|
| island claps: ___ | coco-nut claps: ___ | thunder claps: ___ |
| boulder claps: ___ | ship claps: ___ | staggering claps: ___ |

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Name _____ Date _____

PUT IT IN ORDER

# What Happens First?

Read each sentence. Write 1 in the circle next to what happens first, 2 next to what happens next, and so on up to 6.

- ◯ The child climbs up, up, up the cliff, round the boulder.
- ◯ The child imagines having a ship.
- ◯ The child says, “The world was made for me.”
- ◯ The child lands on a beach where the waves go Boom!
- ◯ The child rests at the top, chin in hands, and gazes at the sea.
- ◯ The ship sails through Eastern seas.

## Retell the Poem

Use the order words to tell the poem in your own words. Say it out loud, or write it.

**First,** _____

**Next,** _____

**Then,** _____

**Last,** _____

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Name _____ Date _____

PERFORM IT

# Read It With Voices

Reader | Everyone (the sound words)

One **reader** reads the poem. **Everyone** joins in on “Boom! Boom! Boom!” and on “Up, up, up!” Try acting it out: sail with your arms, climb on hands and knees, then lie down with your chin in your hands for the quiet ending.

TIPS FOR READING ALOUD

Start the climb slowly and get faster and puffier on “staggering, stumbling.” Then slow way down and get quiet for the second verse. Read the last line softly and happily.

## Read It Three Times

Read the poem aloud three times. Color a star each time. Your reading gets smoother every time!



## My Favorite Part

Write about your favorite part of the poem.

My favorite part is _____

_____

_____

because _____

_____

_____

_____

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LEARN IT BY HEART

# Say It From Memory

Learn this verse by heart. Check off each step as you go.

If I had a ship,
I'd sail my ship,
I'd sail my ship
Through Eastern seas;
Down to a beach where the slow waves thunder—
The green curls over and the white falls under—
Boom! Boom! Boom!
On the sun-bright sand.

- [ ] Listen to the verse on the read-aloud video.
- [ ] Read it aloud three times with the book.
- [ ] Say it with a grown-up, one line at a time.
- [ ] Say it with the book closed. Peek if you need to!
- [ ] Say it to someone at home or in class.

✦ CERTIFICATE ✦

## I can say "The Island" by heart!

*by A. A. Milne*

Name _____ Date _____

Heard by _____

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CCSS RF.1.4b · SL.K.6 · SL.1.6

Name _____ Date _____

HANDWRITING PRACTICE

# The Island

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.

If I had a ship, I'd sail my ship

If I had a ship,

I'd sail my ship

And the world was made for me.

And the world

was made for me.

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

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FOR GROWN-UPS

# Answer Key & Ideas

## Who Is Talking?

A child is telling it, and the child is imagining it ("If I had a ship"). At the end the child is lying at the top of the cliff under the six trees, feeling calm, happy and peaceful.

## Let's Talk

1. Through Eastern seas, to a faraway island. 2. Boom! Boom! Boom! 3. Six. 4–6. Answers will vary (the repeated words make the climb feel hard and tiring; at the top everything is quiet and peaceful and all the child's own).

## Word Sort

Sea words: waves, ship, seas, beach (a beach is where the sea meets the land, so accept either). Land words: sand, cliff, trees, boulder.

## Word Search

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

## Word Match

ship: a big boat · thunder: a loud, booming sound · cliff: a high, steep wall of rock · staggering: walking in a wobbly way · crumbling: breaking into small pieces · boulder: a very big rock · gaze: look for a long time · haze: a soft mist that is hard to see through

## Yes or No? & ABC Order

1. Yes · 2. Yes · 3. No · 4. Yes · 5. Yes · 6. No. ABC order: cliff, rock, ship, trees, waves.

## Missing Words

under, sand, down, crumbling, haze

## Rhyme Hunt & Syllables

thunder: under · land: sand · crown: down · stumbling: crumbling · shoulder: boulder · gaze: haze. Claps: island 2, coco-nut 3, thunder 2, boulder 2, ship 1, staggering 3.

## Put It in Order

imagines a ship → sails through Eastern seas → lands where the waves go Boom! → climbs up the cliff → rests at the top and gazes → "The world was made for me."

## Ideas to extend the lesson

- Make a "My Island" page: draw the island you would sail to and write one thing you would do there.
- Find the sound words (Boom!, patter) and invent sound words of your own for wind, rain and footsteps.
- Read it with "Halfway Down" and talk about the child's special places to think.

MORE FROM STORYLAND CLASSICS

Find more A. A. Milne poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

# Standards Alignment

The Island ✦ Common Core State Standards, kindergarten to grade 2

| STANDARDS | WHAT CHILDREN PRACTICE | WHERE IN THIS GUIDE |
|---|---|---|
| RL.K.1<br>RL.1.1<br>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<br>RL.1.2 | Retell stories and poems, including key details, and show understanding of their message. | Put It in Order and Retell |
| RL.K.3<br>RL.1.3 | Identify and describe characters, settings and major events. | Let's Talk and Put It in Order |
| RL.K.4<br>RL.2.4 | Understand words and phrases, including rhyme, rhythm and words that appeal to the senses. | Word Match; Rhyme Hunt (rhyme and repeated lines) |
| RL.2.5 | Recognize types of texts and describe the overall structure (beginning, middle and end). | Put It in Order: beginning, middle and end |
| RL.1.6<br>RL.2.6 | Identify who is speaking and use a different voice for each character when reading aloud. | Who Is Talking?; Read It With Voices |
| RL.K.10<br>RL.1.10 | Engage in group reading of poems and stories with purpose and understanding. | The Poem and Missing Words; The Poem (reading together) |
| RF.K.1b<br>RF.K.1d | Understand the organization of print (left to right, top to bottom). | Word Search; ABC Order (letters of the alphabet) |
| RF.K.2a<br>RF.K.2b | Hear and work with spoken words, rhymes and syllables. | Rhyme Hunt and Make New Rhymes; Clap the Syllables |
| RF.K.3c<br>RF.1.3 | Read common high-frequency words by sight. | Word Search and Missing Words; Word Search |
| RF.1.4a<br>RF.1.4b<br>RF.2.4b | Read aloud with accuracy, appropriate rate and expression. | Missing Words (read with purpose); Read It With Voices and Read It Three Times |
| SL.K.1<br>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.6<br>SL.1.6 | Speak audibly and express ideas clearly. | Read It With Voices and Learn It by Heart; Learn It by Heart (recite) |
| L.K.1a<br>L.1.1<br>L.1.1a | Print upper- and lowercase letters and use common position words. | Handwriting Practice; ABC Order (alphabetize words) |
| L.K.2a<br>L.1.2b | Use capital letters and end punctuation. | Handwriting checklist |
| L.K.4<br>L.1.4 | Determine or clarify the meaning of unknown words and phrases. | Word Match |
| L.K.5a | Sort words into categories, connect words to real life and act out shades of meaning. | Word Sort |
| W.K.1<br>W.1.1 | Use drawing and writing to share an opinion and give a reason. | My Favorite Part |
| 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 |

Codes are Common Core State Standards for English Language Arts. Find free read-alouds and guides at storylandclassics.com.