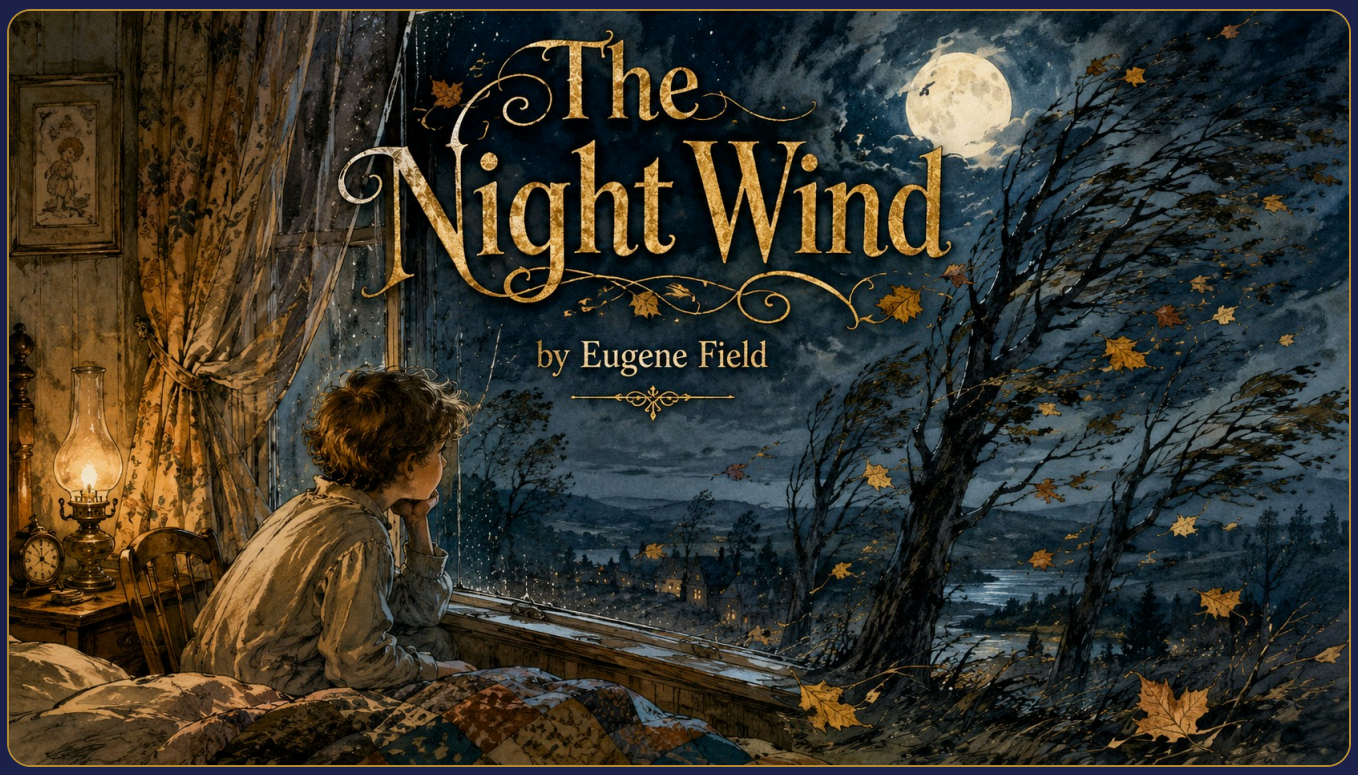
Storyland Classics

FREE POEM GUIDE

From Poems of Childhood (1904)



- ✦ 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 Night Wind” by Eugene Field. Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE POEM

Have you ever heard the wind go “Yooooo”? The teller remembers being a little boy in bed, hearing the night wind wail. His mother said it meant somebody had been bad, so he would ask the wind, “Who’s been bad to-day?” and the wind would only answer “Yooooooooo!” Now he says he is quite a model boy, and he invites us to test it for ourselves.

SKILL FOCUS

Onomatopoeia: words that sound like the noise they name

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

The Poem 3
Meet the Poet 4
Let’s Talk 5
Try It 6
Word Match & Sort 7
Word Search 8
Missing Words 9
Yes or No & ABC Order 10
Rhyme Hunt & Syllables 11
Put It in Order 12
Read It With Voices 13
Learn It by Heart 14
Handwriting 15
Answer Key 16
Standards 17

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 Night Wind



Have you ever heard the wind go “Yooooo”?
    ’Tis a pitiful sound to hear!
It seems to chill you through and through
    With a strange and speechless fear.
’Tis the voice of the night that broods outside
    When folk should be asleep,
And many and many’s the time I’ve cried
To the darkness brooding far and wide
    Over the land and the deep:
“Whom do you want, O lonely night,
    That you wail the long hours through?”
And the night would say in its ghostly way:
    “Yooooooooo!
    Yooooooooo!
    Yooooooooo!”

My mother told me long ago
    (When I was a little tad)
That when the night went wailing so,
    Somebody had been bad;
And then, when I was snug in bed,
    Whither I had been sent,
With the blankets pulled up round my head,
I’d think of what my mother’d said,
    And wonder what boy she meant!
And “Who’s been bad to-day?” I’d ask
    Of the wind that hoarsely blew,
And the voice would say in its meaningful way
    “Yooooooooo!
    Yooooooooo!
    Yooooooooo!”

That this was true I must allow—
    You’ll not believe it, though!
Yes, though I’m quite a model now,
    I was not always so.
And if you doubt what things I say,
    Suppose you make the test;
Suppose, when you’ve been bad some day
And up to bed are sent away
    From mother and the rest—
Suppose you ask, “Who has been bad?”
    And then you’ll hear what’s true;
For the wind will moan in its ruefulest tone:
    “Yooooooooo!
    Yooooooooo!
    Yooooooooo!”

▸ Watch the read-aloud

Scan the code to watch “The Night Wind” read aloud, or visit storylandclassics.com/nightwind-guide.

Eugene Field, Poems of Childhood (1904). Public domain.

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Name _____ Date _____

MEET THE POET

Eugene Field

1850–1895 ✦ The Poet of Childhood

Eugene Field was born in St. Louis, Missouri, in 1850. He became a newspaper writer in Chicago, where he wrote a famous column called “Sharps and Flats.” He loved children, toys and bedtime stories, and he wrote so many poems for children that people called him “the Poet of Childhood.” His lullabies, like “Wynken, Blynken, and Nod” and “The Sugar-Plum Tree,” are still read at bedtime today.

Questions About the Poet

1. In what city was Eugene Field born?

2. What job did he have in Chicago?

3. What did people call him? Why do you think so?

Who Is Talking?

A grown-up is remembering being a child. Read it again, then answer.

1. Who is telling this poem? Is he a child now?

2. What did his mother tell him about the wind?

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Name _____ Date _____

LET'S TALK

The Night Wind

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

REMEMBER

1. What sound does the night wind make?

2. What did the boy ask the wind?

3. Where was the boy when he heard the wind?

THINK

4. Why did the boy wonder "what boy she meant"?

5. Is the poem spooky, funny, or both? Why?

CONNECT

6. What sounds do you hear at night? Which ones are cozy and which are spooky?

NARRATION

Close the book and tell the poem back in your own words. What did the boy hear, and what did he think it meant?

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Name _____ Date _____

TRY IT

The Night Wind

SKILL FOCUS

Onomatopoeia: words that sound like the noise they name

Write three words for night sounds that sound like the noise itself, like “Yooooo.”

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

pitiful	a long, sad cry
speechless	in a rough, scratchy voice
broods	sad to hear
wail	where
tad	sits and worries darkly
whither	saddest, most sorry
hoarsely	without words
ruefulest	a little child

Word Sort: Inside or Outside?

Write each word in the right box.

blankets · wind · bed · darkness · mother · land · head · deep

Inside the house	Outside in the night

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Name _____ Date _____

WORD SEARCH

The Night 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.

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

WORD BANK

- ☐ WIND
- ☐ NIGHT
- ☐ BED
- ☐ MOTHER
- ☐ VOICE
- ☐ BLANKETS
- ☐ HEAD
- ☐ LAND

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Name _____ Date _____

MISSING WORDS

The Night Wind

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.

allow · cried · fear · head · tad

1. With a strange and speechless _____ .
2. And many and many's the time I've _____
3. (When I was a little _____)
4. With the blankets pulled up round my _____ ,
5. That this was true I must _____ —

Make New Rhymes

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

fear _____ _____ cried _____ _____

tad _____ _____ head _____ _____

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 night wind goes “Yooooo.” Yes No
2. The sound is cheerful. Yes No
3. His mother said the wind meant somebody was bad. Yes No
4. The boy pulled the blankets round his head. Yes No
5. The wind answered with a name. Yes No
6. He says he is a model now. Yes No

ABC Order

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

wind night bed mother voice

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.

allow · cried · fear · head · so · tad

hear _____ outside _____

ago _____ bad _____

bed _____ now _____

LISTEN

Every verse ends with the same sound: "Yooooooooo!" That is the wind's refrain. Say it together, long and low.

Clap the Syllables

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

wind claps: ___	pitiful claps: ___	darkness claps: ___
blankets claps: ___	mother claps: ___	lonely claps: ___

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 boy asks, “Who’s been bad to-day?”
- ◯ The night wind goes “Yooooo.”
- ◯ The grown-up says he is a model now.
- ◯ His mother says the wind means somebody was bad.
- ◯ He pulls the blankets up round his head.
- ◯ The wind answers, “Yooooooooo!”

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 wind)

One **reader** reads the poem. **Everyone** is the night wind and moans "Yooooooooo! Yooooooooo! Yooooooooo!" at the end of each verse, getting spookier each time.

TIPS FOR READING ALOUD

Read the questions to the wind in a small, worried voice. Make the wind long, low and spooky.

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.

Have you ever heard the wind go “Yooooo”?
’Tis a pitiful sound to hear!
It seems to chill you through and through
With a strange and speechless fear.

- [ ] 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 Night Wind” by heart!

by Eugene Field

Name _____ Date _____

Heard by _____

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Name _____ Date _____

HANDWRITING PRACTICE

The Night 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.

Have you ever heard the wind go “Yooooo”?

Have you ever heard

the wind go “Yooooo”?

’Tis a pitiful sound to hear!

’Tis a pitiful

sound to hear!

☐ 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

FOR GROWN-UPS

Answer Key & Ideas

Who Is Talking?

A grown-up tells it, remembering when he was “a little tad.” His mother told him that when the night wind wailed, somebody had been bad.

Let’s Talk

1. “Yooooo.” 2. “Who’s been bad to-day?” 3. Snug in bed, with the blankets pulled up round his head. 4–6. Answers will vary (he wondered if he was the bad one; it is a little spooky and a little funny).

Word Sort

Inside the house: blankets, bed, mother, head. Outside in the night: wind, darkness, land, deep (the sea).

Word Search

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

Word Match

pitiful: sad to hear · speechless: without words · broods: sits and worries darkly · wail: a long, sad cry · tad: a little child · whither: where · hoarsely: in a rough, scratchy voice · ruefulest: saddest, most sorry

Yes or No? & ABC Order

1. Yes · 2. No · 3. Yes · 4. Yes · 5. No · 6. Yes. ABC order: bed, mother, night, voice, wind.

Missing Words

fear, cried, tad, head, allow

Rhyme Hunt & Syllables

hear: fear · outside: cried · ago: so · bad: tad · bed: head · now: allow. Claps: wind 1, pitiful 3, darkness 2, blankets 2, mother 2, lonely 2.

Put It in Order

the night wind goes “Yooooo” → his mother says somebody was bad → he pulls the blankets round his head → he asks, “Who’s been bad to-day?” → the wind answers “Yooooooooo!” → now he says he is a model.

Ideas to extend the lesson

- Listen at a window on a windy night and write the sounds you hear.
- Make a wind sound with a bottle: blow across the top and listen.
- Read it with “Seein’ Things,” another Eugene Field poem about bedtime fears.

MORE FROM STORYLAND CLASSICS

Find more Eugene Field poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

Standards Alignment

The Night Wind ✦ Common Core State Standards, kindergarten to grade 2

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.	Put It in Order and Retell
RL.K.3 RL.1.3	Identify and describe characters, settings and major events.	Let's Talk and Put It in Order
RL.K.4 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 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 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 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 RF.K.2b	Hear and work with spoken words, rhymes and syllables.	Rhyme Hunt and Make New Rhymes; Clap the Syllables
RF.K.3c RF.1.3	Read common high-frequency words by sight.	Word Search and Missing Words; Word Search
RF.1.4a RF.1.4b 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 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 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 L.1.1 L.1.1a	Print upper- and lowercase letters and use common position words.	Handwriting Practice; ABC Order (alphabetize words)
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.	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 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.

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