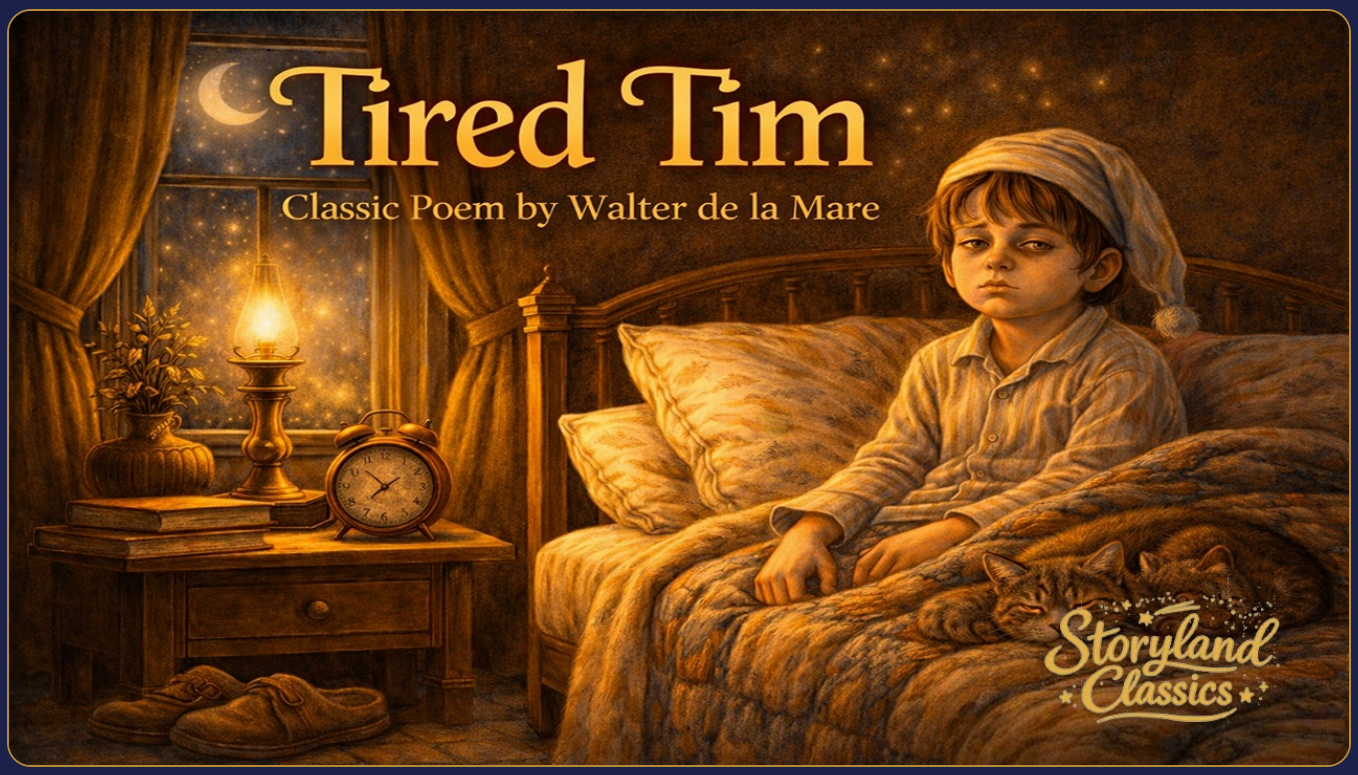
Storyland Classics

FREE POEM GUIDE

From Peacock Pie (1913)



- ✦ The Poem
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- ✦ Missing Words
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Meet the Poet
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- ✦ Yes or No & ABC Order
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- ✦ Let's Talk
- ✦ Word Search
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- ✦ 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 “Tired Tim” by Walter de la Mare. Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE POEM

Poor Tim is tired all day long, but not from working or playing. He is tired of having nothing to do! He drags through the bright morning, mopes about all day with nothing to think about and nothing to say, and at bedtime he is too tired even to yawn or sleep. The poem starts and ends with the same line, “Poor tired Tim! It’s sad for him,” and it gives children lots to talk about: what could Tim do?

SKILL FOCUS

Character feelings: how the words show that Tim is bored, not busy

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

Tired Tim



Poor tired Tim! It's sad for him.
He lags the long bright morning through,
Ever so tired of nothing to do;
He moons and mopes the livelong day,
Nothing to think about, nothing to say;
Up to bed with his candle to creep,
Too tired to yawn, too tired to sleep:
Poor tired Tim! It's sad for him.

▸ Watch the read-aloud

Scan the code to watch "Tired Tim" read aloud, or visit storylandclassics.com/tired-tim-guide.

Walter de la Mare, Peacock Pie (1913). Public domain.

Name _____ Date _____

MEET THE POET

Walter de la Mare

1873–1956 ✦ English poet and storyteller

Walter de la Mare was born in Kent, England, in 1873. When he finished school he worked in the office of an oil company for almost twenty years, writing poems and stories in his spare time. In 1913 he published *Peacock Pie*, a book of poems for children full of moonlight, dreams, animals and mysterious happenings. His poems are known for their music: say them aloud and listen to the sounds of the words.

Questions About the Poet

1. In what country was Walter de la Mare born?

2. What was the name of his book of poems for children?

3. Walter de la Mare liked mysterious, dreamy poems. What makes a poem feel mysterious?

Who Is Talking?

A speaker tells this poem about Tim. Read it again, then answer.

1. Who is the poem about?

2. How does the speaker feel about Tim? Which words tell you?

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Name _____ Date _____

LET'S TALK

Tired Tim

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

REMEMBER

1. Why is Tim tired?

2. What does Tim carry up to bed?

3. What is Tim too tired to do?

THINK

4. Can you be tired from doing nothing? Why?

5. Why do you think the poem begins and ends with the same line?

CONNECT

6. What could Tim do tomorrow so he isn't bored? Make a list for him.

NARRATION

Close the book and tell the poem back in your own words. What is Tim's day like?

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Name _____ Date _____

TRY IT

Tired Tim

SKILL FOCUS

Character feelings: how the words show that Tim is bored, not busy

Write a list of three things Tim could do tomorrow so he is not bored. Then write which one you would pick and why.

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

tired	drifts around dreamily
lags	to move slowly and quietly
livelong	needing rest
moons	a stick of wax with a flame for light
mopes	the whole, long
candle	to open your mouth wide when sleepy
creep	moves slowly and falls behind
yawn	acts sad and gloomy

Word Sort: Busy or Bored?

Write each word in the right box.

building a fort · moping · reading a book · lagging · helping cook · nothing to say · playing outside · nothing to do

Busy

Bored

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Name _____ Date _____

WORD SEARCH

Tired Tim

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

WORD BANK

- [ ] TIM
- [ ] TIRED
- [ ] BED
- [ ] DAY
- [ ] YAWN
- [ ] SLEEP
- [ ] CANDLE
- [ ] SAD

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Name _____ Date _____

MISSING WORDS

Tired Tim

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.

candle · day · him · say · sleep · tired

1. Poor tired Tim! It's sad for _____ .
2. Ever so _____ of nothing to do;
3. He moons and mopes the livelong _____ ,
4. Nothing to think about, nothing to _____ ;
5. Up to bed with his _____ to creep,
6. Too tired to yawn, too tired to _____ :

Make New Rhymes

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

him _____ _____ tired _____ _____

day _____ _____ say _____ _____

DID YOU NOTICE?

Read each line with the word you chose. Does it sound right? Check the poem to see if you were right!

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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. Tim is tired from playing all day. Yes No
2. Tim has nothing to do. Yes No
3. Tim creeps up to bed with a candle. Yes No
4. Tim falls asleep right away. Yes No
5. The poem starts and ends with the same line. Yes No
6. The speaker feels sorry for Tim. Yes No

ABC Order

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

tim bed day yawn sleep

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.

do · head · him · hope · say · sleep

Tim _____ through _____

day _____ creep _____

mope _____ bed _____

LISTEN

The lines rhyme in pairs: through and do, day and say, creep and sleep. Tim and him rhyme in the first and last lines.

Clap the Syllables

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

tired claps: ___	Tim claps: ___	morning claps: ___
nothing claps: ___	livelong claps: ___	candle 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.

- ◯ Tim moons and mopes the livelong day.
- ◯ “Poor tired Tim! It’s sad for him.”
- ◯ Tim is too tired to yawn or sleep.
- ◯ Tim lags through the long bright morning.
- ◯ Tim creeps up to bed with his candle.
- ◯ Tim has nothing to think about and nothing to say.

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

Storyteller | Tim (acts it out) | Everyone

Everyone says the first and last lines: “Poor tired Tim! It’s sad for him.” The **storyteller** reads the middle, while **Tim** acts it out: drag your feet, flop in a chair, creep up to bed with a pretend candle.

TIPS FOR READING ALOUD

Read in a slow, droopy voice, as if you are tired too. Make the first and last lines sound sorry for Tim.

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 _____

LEARN IT BY HEART

Say It From Memory

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

Poor tired Tim! It's sad for him.
He lags the long bright morning through,
Ever so tired of nothing to do;
He moons and mopes the livelong day,
Nothing to think about, nothing to say;
Up to bed with his candle to creep,
Too tired to yawn, too tired to sleep:
Poor tired Tim! It's sad for him.

- [ ] 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 "Tired Tim" by heart!

by Walter de la Mare

Name _____ Date _____

Heard by _____

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Name _____ Date _____

HANDWRITING PRACTICE

Tired Tim

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.

Poor tired Tim! It's sad for him.

Poor tired Tim!

It's sad for him.

Nothing to do, nothing to say;

Nothing to do,

nothing to say;

☐ 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?

The poem is about Tim. The speaker feels sorry for him: “Poor tired Tim! It’s sad for him.”

Let’s Talk

1. He is tired of having nothing to do. 2. A candle. 3. Yawn or sleep. 4–6. Answers will vary.

Word Sort

Busy: building a fort, reading a book, helping cook, playing outside. Bored: moping, lagging, nothing to say, nothing to do.

Word Search

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

Word Match

tired: needing rest · lags: moves slowly and falls behind · livelong: the whole, long · moons: drifts around dreamily · mopes: acts sad and gloomy · candle: a stick of wax with a flame for light · creep: to move slowly and quietly · yawn: to open your mouth wide when sleepy

Yes or No? & ABC Order

1. No · 2. Yes · 3. Yes · 4. No · 5. Yes · 6. Yes. ABC order: bed, day, sleep, tim, yawn.

Missing Words

him, tired, day, say, candle, sleep

Rhyme Hunt & Syllables

Tim: him · through: do · day: say · creep: sleep · mope: hope · bed: head. Claps: tired 2, Tim 1, morning 2, nothing 2, livelong 2, candle 2.

Put It in Order

“Poor tired Tim!” → he lags through the morning → he moons and mopes all day → nothing to think about, nothing to say → he creeps up to bed with his candle → too tired to yawn or sleep.

Ideas to extend the lesson

- Make Tim a “boredom buster” list of ten things to do on a long day.
- Act out the poem with a droopy, tired walk.
- Read it with “Someone,” another Walter de la Mare poem.

MORE FROM STORYLAND CLASSICS

Find more Walter de la Mare poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

Standards Alignment

Tired Tim ✦ 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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