Storyland Classics

FREE POEM GUIDE

From A Child's Garden of Verses (1885)



- ✦ 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 Wind" by Robert Louis Stevenson. 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 talks to the wind. The child sees what the wind does, tossing kites high and blowing birds about the sky, and hears it rustle through the grass. But the child can never see the wind itself, and wonders: are you young or old, a wild beast, or just a stronger child than me?

SKILL FOCUS

Refrain (lines that repeat) and the five senses

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.

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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 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 watch "The Wind" read aloud, or visit storylandclassics.com/wind.

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

Name _____ Date _____

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?

Who Is Talking?

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

1. Who is the child talking to in this poem?

2. What questions does the child ask in the last verse?

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Name _____ Date _____

LET'S TALK

The Wind

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

REMEMBER

1. What did the wind do to the kites and the birds?

2. What did the wind sound like in the grass?

3. Could the child see the wind?

THINK

4. How do we know the wind is there if we cannot see it?

5. Why is "O wind, a-blowing all day long" said again and again?

CONNECT

6. What have you seen the wind do?

NARRATION

Close the book and tell the poem back in your own words. What did the wind do, and what did the child wonder?

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Name _____ Date _____

TRY IT

The Wind

SKILL FOCUS

Refrain (lines that repeat) and the five senses

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

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

toss	blowing
kites	a wild animal
skirts	throw up into the air
a-blowing	one who blows
hid	long dresses
blower	having lots of power
beast	paper toys that fly on a string
strong	kept out of sight

Word Sort: See It or Hear It?

Write each word in the right box.

kites tossed · a loud song · birds blown · a call · trees bending · a whistle · leaves flying · a rustle

I could see it	I could hear it

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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 _____

MISSING WORDS

The 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.

all · grass · hid · sky · song

1. And blow the birds about the _____ ;
2. Like ladies' skirts across the _____ —
3. O wind, that sings so loud a _____ !
4. But always you yourself you _____ .
5. I could not see yourself at _____ —

Make New Rhymes

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

sky _____ _____ grass _____ _____

song _____ _____ hid _____ _____

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 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

ABC Order

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

wind kites birds sky grass

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.

all · grass · hid · me · sky · song

high _____ pass _____

long _____ did _____

call _____ tree _____

LISTEN

The last two lines of every verse are the same. That is called a chorus. Say it all together each time!

Clap the Syllables

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

wind claps: ___	kites claps: ___	different claps: ___
blowing claps: ___	stronger claps: ___	yourself 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 feels the wind push and hears it call.
- ◯ The child sees the wind toss the kites on high.
- ◯ The child asks: are you young or old?
- ◯ The child hears the wind pass across the grass.
- ◯ The child cannot see the wind at all.
- ◯ The child wonders if the wind is a stronger child.

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 chorus)

One **reader** reads the verses. **Everyone** says the chorus together each time: "O wind, a-blowing all day long, O wind, that sings so loud a song!" Add a whooshing wind sound after it.

TIPS FOR READING ALOUD

Read the verses in a wondering voice, as if you are really talking to the wind. Make the chorus big and loud, like a gust.

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.

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!

- [ ] 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 Wind" by heart!

by Robert Louis Stevenson

Name _____ Date _____

Heard by _____

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CCSS RF.1.4b · SL.K.6 · SL.1.6

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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CCSS L.K.1a · L.1.1a · L.K.2a

FOR GROWN-UPS

Answer Key & Ideas

Who Is Talking?

The child is talking to the wind, and asks whether the wind is young or old, a beast of field and tree, or just a stronger child.

Let's Talk

1. Tossed the kites on high and blew the birds about the sky. 2. Like ladies' skirts across the grass. 3. No. 4–6. Answers will vary (we see what it moves and feel it push).

Word Sort

I could see it: kites tossed, birds blown, trees bending, leaves flying. I could hear it: a loud song, a call, a whistle, a rustle.

Word Search

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 Match

toss: throw up into the air · kites: paper toys that fly on a string · skirts: long dresses · a-blowing: blowing · hid: kept out of sight · blower: one who blows · beast: a wild animal · strong: having lots of power

Yes or No? & ABC Order

1. Yes · 2. No · 3. Yes · 4. Yes · 5. No · 6. Yes. ABC order: birds, grass, kites, sky, wind.

Missing Words

sky, grass, song, hid, all

Rhyme Hunt & Syllables

high: sky · pass: grass · long: song · did: hid · call: all · tree: me. Claps: wind 1, kites 1, different 3, blowing 2, stronger 2, yourself 2.

Put It in Order

tosses the kites → passes across the grass → pushes and calls → can't be seen at all → young or old? → a stronger child than me?

Ideas to extend the lesson

- Fly a kite or make a paper windsock and watch the wind move it.
- Read it with Christina Rossetti's "Who Has Seen the Wind?" and compare the two poems.
- Make a list of things the wind can move and things it cannot.

MORE FROM STORYLAND CLASSICS

Find more Robert Louis Stevenson poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

Standards Alignment

The 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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