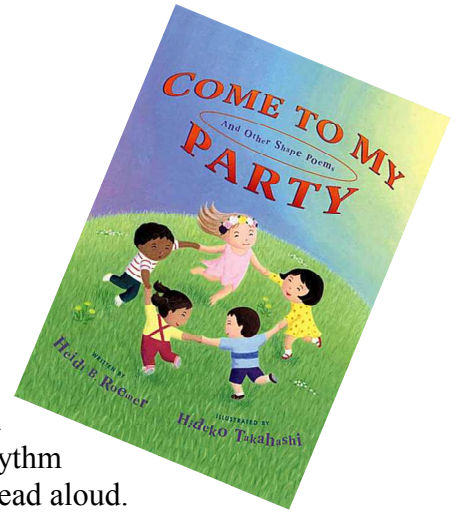


# Come to My Party And Other Shape Poems

Written by Heidi Roemer  
Illustrated by Hideko Takahashi



An introduction to concrete poetry, *Come to My Party* presents a collection of seasonal poems for young audiences. The strong rhythm and seamless flow of repetition invite participation when being read aloud. The poems are shaped like the subject of each season to provide a visual image.

## About the Author

Heidi Roemer lives in Orland Park, Illinois, with her husband and two sons. She especially loves shape poems. Her poetry has been published in anthologies, educational journals, and numerous children's magazines. She teaches poetry to children and adults.

## About the Illustrator

Hideko Takahashi is a native of Japan, but she now lives in Seattle, Washington. Takahashi has illustrated several children's books. She is known for her whimsical childlike drawings.

## Accompanying Activities

### 1. English Language Arts: Descriptive Language

#### Activity 1: 6 Traits of Writing - Word Choice

After reading several poems from *Come to My Party*, make a list of striking phrases and words found throughout the poems. Discuss word choices the author uses to create a picture in the reader's mind. Reread some of the poems omitting the adjectives. Compare and contrast the two versions to show how word choice enhances the text.

#### Activity 2: Vivid Imagery Using Similes

Define simile, and explain how the use of similes creates a vivid picture in the reader's mind. Reread poems with good examples of similes. Write similes from the poems on sentence strips. (This can be done ahead of time.) Distribute the sentence strips to the students, and ask them to illustrate each simile. Discuss and share the different images that are evoked.

- **Listening/speaking/communication** - Use vocabulary to describe ideas, feelings, and experiences.

TEKS: *ELA 110.2 (b) 4 B; ELA 110.3 (b) 4 A; ELA 110.4 (b) 4 A*

- **Reading/vocabulary development** - Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.

TEKS: *ELA 110.3 (b) 18 F; ELA 110.4 (b) 8 A-C*

## 2. English Language Arts: Poetry Warm-up

Turn words and ideas into descriptive, powerful poetry. Pick an everyday object such as a pencil, clock, flower, etc. Brainstorm and write down everything you notice about that object. Include several adjectives and phrases about the purpose of the object. This will become a “What is” poem. Example: “*What is a Flower?*” “*Green leaves, tall stems and silky petals. Colors of the rainbow. Smells like perfume growing in the garden. Give them to someone you love.*” Have students draw a simple outline of their object. Then trace the outline with a black marker. Place a plain sheet of computer paper on top of the outline. Copy the “What is” poem on top of the outline, creating a shape poem.

- **Writing/composition** - Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.  
TEKS: ELA 110.2 (b) 4 B; ELA 110.3 (b) 4 A; ELA 110.4 (b) 14 D

## 3. English Language Arts: Reader’s Response - Making Connections

When students connect to the text, they are able to determine meaning and comprehend reading materials. Text-to-self connections can be modeled while reading the poems to make students aware of this reading strategy. Using a T-chart, the teacher “thinks aloud” and records thoughts in two columns labeled The words in the poem... and Remind me of.... Example: “*The words in the poem: A wiggly worm upon my hook, I sit and sit and wait and wait*” “*Remind me of: when I was fishing with my grandfather. I didn’t like putting the worms on my fishing hook because they would squirm around. We had to sit very still in the boat waiting to catch a fish.*” After reading each poem, ask students to share their personal connections orally or have them record their connections on sticky notes that can be added to the chart.

- **Reading/comprehension** - Use prior knowledge to anticipate meaning and make sense of texts.  
TEKS: ELA 110.2 (b) 9 A; ELA 110.3 (b) 12 A; ELA 110.4 (b) 9 A,G
- **Reading/literary response** - Connect ideas and themes across texts.  
TEKS: ELA 110.2 (b) 10 B; ELA 110.3 (b) 13 D; ELA 110.4 (b) 10 D

## 4. Science: Seasons

Have students fold a blank piece of construction paper in fourths. Label each section with a season. After listening to the poems about each season, have students write or illustrate activities and objects associated with each season in the appropriate square.

- **Science Concepts** - Observe and identify patterns including seasons, growth, and day and night and predict what happens next.  
TEKS: SCIENCE 112.2 (b) 5 B; SCIENCE 112.3 (b) 7 C; SCIENCE 112.4 (b) 7D

## Companion Books

### Other Books Illustrated by Hideko Takahashi

- Becker, Shelly. *Mine, Mine, Mine*. Sterling, 2006.  
Heyboer Okeefe, Susan. *Good Night, God Bless*. Henry Holt, 1999.  
Ochiltree, Dianne. *Lull-a-bye Little One*. The Penguin Group, 2006.  
Plourde, Lynn. *Snow Day*. Simon and Schuster, 2001.  
Spinelli, Eileen. *In My Yellow Shirt*. Henry Holt, 2001.

### Poetry

- Burg, Brad. *Outside the Lines: Poetry at Play*. Putnam's, 2002.  
*Pass it On: African-American Poetry for Children*. Scholastic, 1993.  
Prelutsky, Jack. *Read a Rhyme, Write a Rhyme: Poems*. Alfred A. Knopf, 2005.  
Prelutsky, Jack. *What a Day It Was in School! Poems*. Greenwillow Books, 2006.  
Silverstein, Shel. *Falling Up*. Harper Collins, 1996.  
Zolotow, Charlotte. *Seasons: A Book of Poems*. Harper Collins, 2002.

### Seasons

- Borden, Louise. *Caps, Hats, Socks and Mittens: A Book About the Four Seasons*. Scholastic, 1989.  
Gibbons, Gail. *The Reason for the Seasons*. Holiday House, 1995.  
Rockwell, Anne. *Four Seasons Make a Year*. Walker, 2004.  
Trimble, Marcia. *Flower Green: A Flower for All Seasons*. Images Press, 2002.