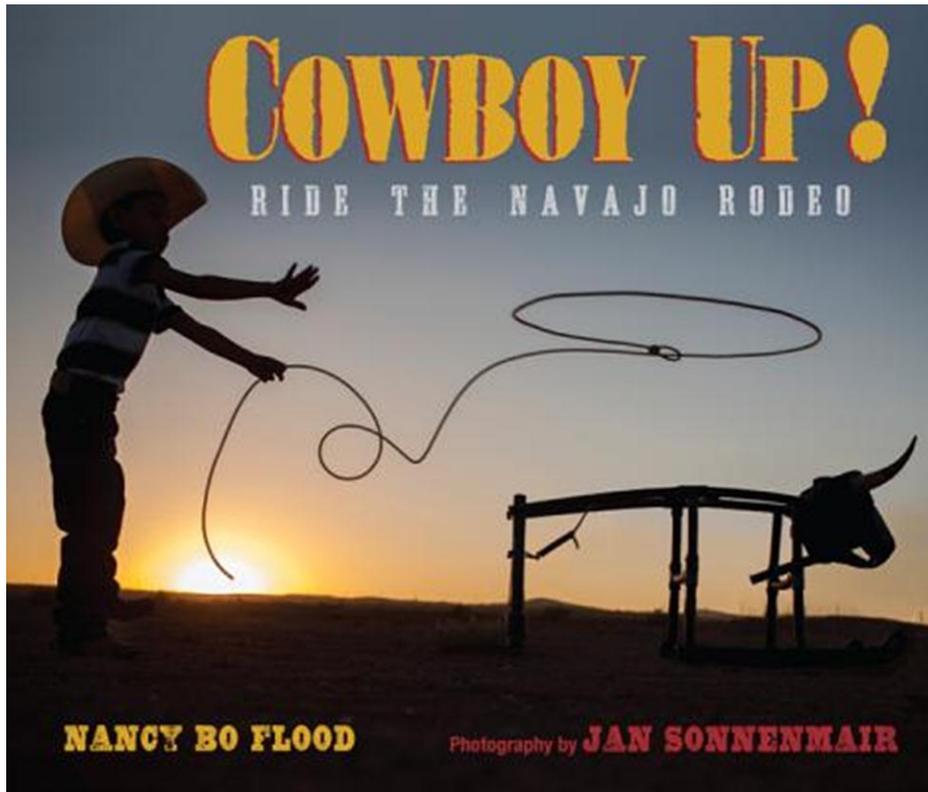


A CCSS Annotated Educational Activity
Guide for



Written By Nancy Bo Flood

Photographs by Jan Sonnemair

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Guide created by Debbie Gonzales



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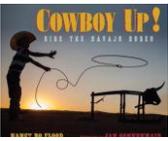
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Discussion, Analysis, and Poetic Practice

For discussion, analysis, and poetic practice purposes students will be encouraged to:

- Discuss the poems that comprise *Cowboy Up!*
- Analyze the structure and word choice used to create the poems
- Consider ways that the photographs compliment the poems
- Create a word bank
- Write poems of their own inspired those included in the *Cowboy Up!* collection

In the following lessons *Cowboy Up!* poems will be grouped together in six clusters. Students will engage in a number of discussion and analysis activities. In doing to, they will be creating a word bank with terms and expressions that they can later use to write poems of their own. Lessons are formatted in a simple, repetitive manner allowing for ease in instruction and delight in the process.

Students will be writing and illustrating the following types of form poems:

- The Pyramid Poem
- The Cinquain
- The Fibonacci

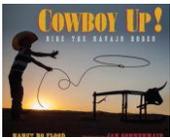
A review of the following parts of speech is beneficial as the students will be asked to identify specifics parts of speech in the poems. Remind students that:

- Nouns are the names of things
- Verbs are action words
- Adjectives are descriptive words

Students will need the following materials to complete the discussion, analysis, and poetic practice lessons.

- The book *Cowboy Up!*
- Print outs of Impressions and Word Study practice sheets
- Print outs of the poetic forms they'll be working with
- Markers or crayons to illustrate their work

So, let's saddle up and get going, cowboys!



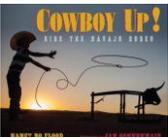
“Tomorrow” (4), “Love My Lariat” (6), and “Gathering” (8)

1. Which poem is your favorite? Why?
2. What is the meaning behind the poem “Tomorrow”?
3. How does this poem make you feel?
4. What is a lariat? What purpose does it serve?
5. Describe the photograph of the boy holding a lariat. Look at his expression. How is he feeling?
6. What is a rodeo arena?
7. Do you think that the poem “Tomorrow” and “Gathering” complement each other in some way? How so?

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

Using the grid below, have the child look closely at the poems to discover the theme of the poems, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will be used as inspiration for The Pyramid Poem.

Poem Title	Theme	Nouns	Verbs	Adjectives
Tomorrow				
Love My Lariat				
Gathering				



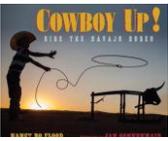
“That’s My Grandpa” (10), “Grand Entry” (12), and “Woolly Riders” (14)

1. Which poem is your favorite? Why?
2. “My Grandpa” is written like a conversation between two people. Which lines are spoken by the little girl? Which ones are spoken by her grandfather? How do you know?
3. What competitions has the grandfather participated in? What competition is the little girl interested in?
4. What does it mean to be a champion?
5. In “Grand Entry,” what is meant by the line “...carry in the colors”?
6. What is your impression of the Cowboy Prayer?
7. In “Woolly Rider,” the lines next to the second clock are short and rhythmic, like the bucking of the sheep. Read them carefully. Do you get a sense of the rhythm in the words?

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

Using the grid below, have the child look closely at the poems to discover the theme of the poems, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will be used as inspiration for The Pyramid Poem.

Poem Title	Theme	Nouns	Verbs	Adjectives
That’s My Grandpa				
Grand Entry				
Woolly Rider				



The Pyramid Poem

Objective: To write a free verse poem using a selection of sensory adjectives.

Materials:

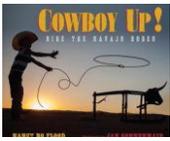
- Pencil
- *Cowboy Up!*
- Warm-Up Sheet found on page 7
- *Rodeo!* the Poem found on page 8
- Markers or crayons

Procedure:

- There are a number of wonderful adjectives describing the rodeo in *Cowboy Up!* Reread the book carefully, highlighting words, phrases, and exciting things depicted in the photographs. Have fun with this.
- Lead the children in a discussion of the rodeo.
 - Describe the sights of the rodeo. How does it look? What can be seen?
 - How does a rodeo smell?
 - What sorts of things do people do at the rodeo?
 - What sounds can be heard at the rodeo?
 - How does the rodeo make them feel?
- After a discussion about the sensory aspects of the rodeo, direct the child to the Warm-Up Sheet on page 9. Brainstorm as many sensory words as possible beneath the categories listed.
- Using the *Cowboy Up!* the Poem grid found on page 8, choose sensory words from the lists created in the Warm-up Sheet and write them in the spaces provided.
- The completed poem will look something like the sample below:

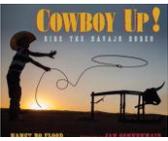
Dog
Slobbery dog
Licking, smiling dog
Stinky, silly, funny dog
Running, sunning, loving, brown dog
My dog

- Illustrate the poem about the rodeo in the space provided above your Pyramid Poem about the rodeo!



Poem Warm-Up Sheet

How does the rodeo look?	How does the rodeo smell?	What sorts of things do people do at the rodeo?	What sounds do can be heard at the rodeo?	How does the rodeo make you feel?



Rodeo! the Poem

Rodeo

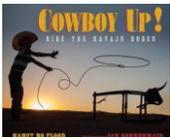
_____ Rodeo

_____, _____ Rodeo

_____, _____, _____ Rodeo

_____, _____, _____, _____ Rodeo

_____ Rodeo!



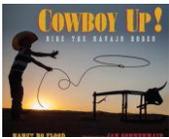
“Bronc Riders” (16), “Calf Roper” (18), and “Barrel Racer” (20)

1. Which poem is your favorite? Why?
2. “Bronc Riders” is written in alternating voices. Who are the people talking? What are they talking about?
3. “Calf Roper” is filled with action and suspense. Do you get a feel for the excitement of being a calf roper? How so?
4. Study the photograph in “Barrel Racer”. Can you get a sense of the speed with which the cowgirl is riding? Look closely at the horse. What do think about the dust being stirred up by its hooves? Is this sport dangerous?

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

In the grid below have the child look closely at the poems to discover the themes, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will used as inspiration for The Cinquain.

Poem Title	Theme	Nouns	Verbs	Adjectives
Bronc Riders				
Calf Roper				
Barrel Racer				



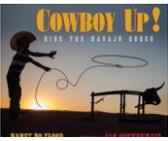
“Midway Walk” (22), “Midway Eats” (22), and “Steer Wrestler” (24)

1. Which poem is your favorite? Why?
2. What do you think about the photograph featuring the boy wearing chaps in “Midway Walk”? How do you think this boys feels?
3. Read about the food described in “Midway Eats”. What sounds good to you?
4. What do you think the term ‘Cadillac cowboy’ means?
5. Look closely at the photographs of the cowboys in the poem “Steer Wrestler.” Read the poem closely. Do you get a sense of how dangerous this sport is? How exciting it is, too?
6. Would you like to wrestle a steer?

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In the grid below have the child look closely at the poems to discover the themes, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will used as inspiration for The Cinquain.

Poem Title	Theme	Nouns	Verbs	Adjectives
Midway Walk				
Midway Eats				
Steer Wrestler				



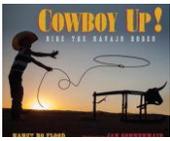
The Cinquain

This poetic form takes its name from the word *quinque*, “five.” The cinquain (SING-kane) is like the haiku in that it is composed of a set number of syllable (22) and a per line syllable count (2-4-6-8-2). A good cinquain will flow from beginning to end rather than sounding like five separate lines. (Janesczko 56).

*Oh, cat
are you grinning
curled in the window seat
as sun warms you this December
morning?*

-Paul B. Janesczko

Using the Poem Analysis grids, create a cinquain. Either structure the poem using the parts of speech approach printed on the form found on page 12 or simply follow the syllabic structure modeled in the cinquain above.



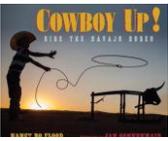
Poem Title _____

Line 1: (1 word noun-2 syllables)

Line 2: (2 adjectives-4 syllables)

Line 3: (3 action words-6 syllables)

Line 4: (4 feeling words-8 syllables)



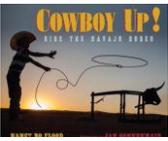
“Team Roper” (26), “Bareback Bull Rider” (28), and “Big, Bad Bulls” (30)

1. Which poem is your favorite? Why?
2. The poem “Team Roper” is not only a description of the sport, but of the people who participate in it – a family of ropers. What do you think it would be like to live in a family of rodeo competitors?
3. Do you think the men who ride the Brahma bulls bareback are the rodeo’s toughest, strongest, and craziest competitors?
4. What do you think about these bulls “...being nearly impossible to ride” and that they charge “...at fallen riders?” Would you want to ride a Brahma bull? Bareback?

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

In the grid below have the child look closely at the poems to discover the themes, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will used as inspiration for The Fibonacci.

Poem Title	Theme	Nouns	Verbs	Adjectives
Team Roper				
Bareback Bull Rider				
Big, Bad Bulls				



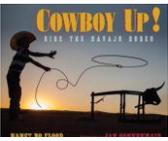
“Matador of the Rodeo” (32) and “Heading Home” (36)

1. Which poem is your favorite? Why?
2. What do you think about the rodeo clown? Is he brave or downright crazy?
3. What is happening in the poem “Heading Home?” Did the child in the poem coming home a champion?
4. What does Dad mean when he says, “Even the stars tumble?”
5. In the great sport of rodeo, is it all right to feel scared? Feel defeated? To get back up and try again?
6. The book takes a reader through an entire day at the rodeo – from sunrise to sunset. Did you enjoy yourself at the rodeo? What part of the day was the best for you? What part was the most frightening? What part was the most exciting?
7. Ready to come back next weekend? Well then, cowboy up. Let’s go!

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

In the grid below have the child look closely at the poems to discover the themes, as well as find the nouns, verbs, and adjectives used in the poem. Have them write these words in the spaces provided. These words will used as inspiration for The Fibonacci.

<i>Poem Title</i>	<i>Theme</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
Matador of the Rodeo				
Heading Home				



The Fibbonaci

This poem is easy to write. Count the syllables of your phrases.

Put the correct number syllables on the line labeled with that particular number.

These poems play with white space in an intriguing way. Use all of your Poem Analysis notes and have fun writing a Fibbonaci!

Title _____

1 syllable _____

1 syllable _____

2 syllables _____

3 syllables _____

5 syllables _____

8 syllables _____

8 syllables _____

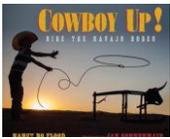
5 syllables _____

3 syllables _____

2 syllables _____

1 syllable _____

1 syllable _____



Sample Fibonacci Poems Written by Young 'Uns Like You

My Favorite Things

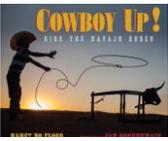
I'm
real
good at
soccer. Yes!
The best uniform.
I've got everything I need.
Soccer is my favorite thing.
Soccer is the best.
Shooting goals.
Winning
Sport
Fun

What I Am Good At

I
like
writing
sentences.
Opinion, spelling
Punctuation, scary stories
I write silly and true stories.
I express myself.
Make-believe
I can
write
well.

Things That I Like

I
like
softball.
I get to
make friends and see my
friends. For reading, I need a light
right next to me and I need a
book so I can read.
Oh, I love
to read...
so
cool!



Cowboy Up! Match Up

Materials:

- Cardstock
- 9 game pieces (small items such as pennies, pebbles, washers, etc.)
- Scissors
- Cowboy Up! Bingo Board found on page 18
- Cowboy Up! Bingo Playing Cards found on page 19

Preparation:

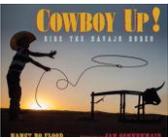
- Print pages 18 and 19 on cardstock
- Use scissors to trim around the game board.
- Use scissors to cut around playing cards.
- Gather game pieces.

Procedure:

- Shuffle the Match Up Playing Cards. Place them in a stack, face down.
- Flip over the first playing card in the stack.
- Read the card.
- Find the corresponding picture on the game board.
- Place a game piece on the corresponding picture.
- When all picture squares of the game board are covered, check your work using the answer guide found on page 20.

Cowboy Up! Match Up Board





Cowboy Up! Match Up Playing Cards

Bare-back
Rider

Barrel
Racer

Belt
Buckle

Bull
Rider

Calf
Roper

Chaps

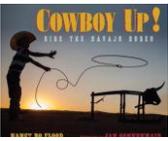
Arena

Clown

Steer
Wrestling

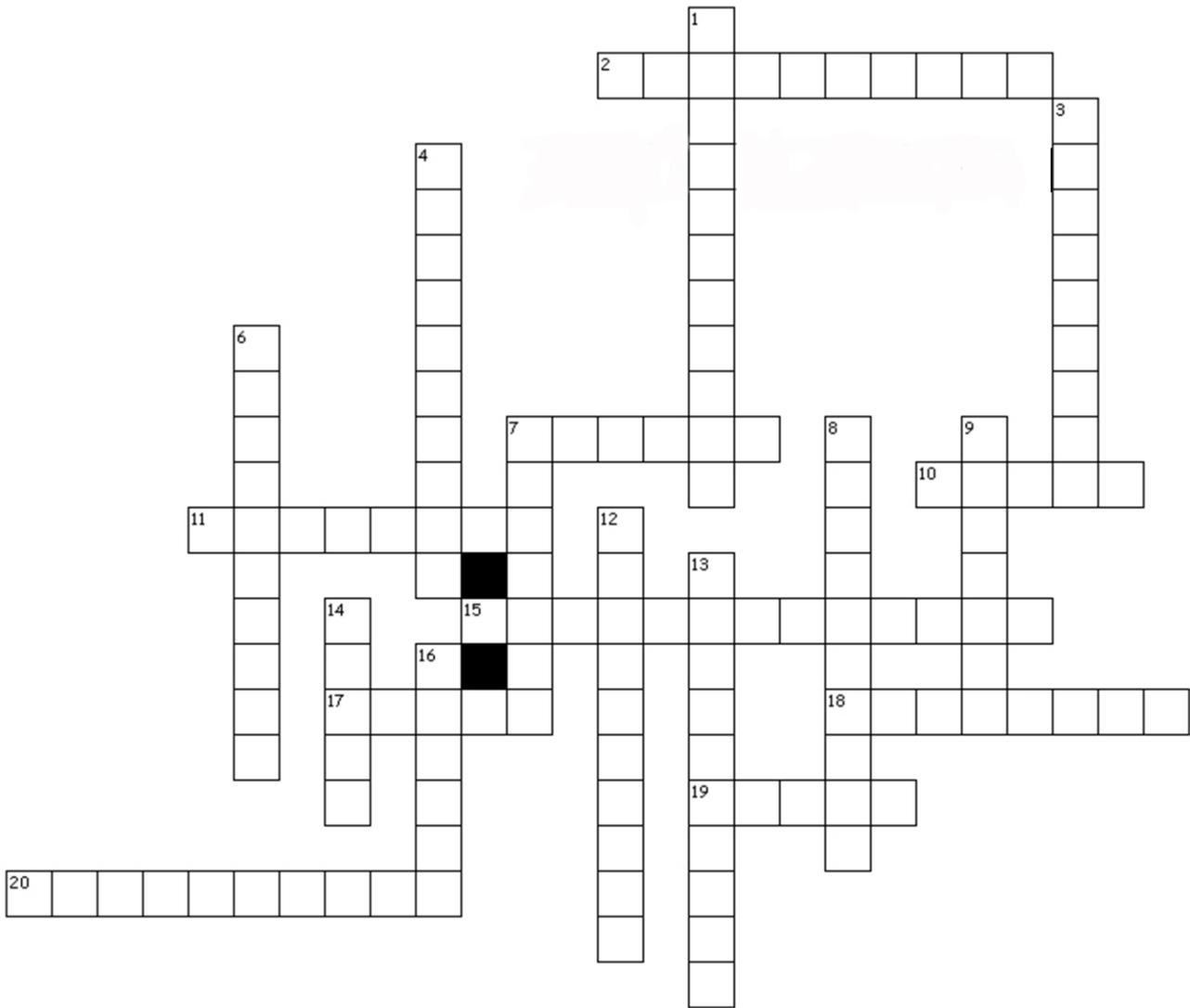
Cowboy Up! Match Up Game Board Answer Guide

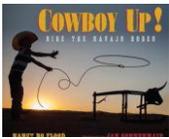
 <p>Boots</p>	 <p>Bare-back Rider</p>	 <p>Steer Wrestler</p>
 <p>Barrel Racer</p>	 <p>Belt Buckle</p>	 <p>Bull Rider</p>
 <p>Arena</p>	 <p>Clown</p>	 <p>Chaps</p>



Cowboy Up! Crossword Puzzle

The answers the clues printed on page 22 are tucked in tight the pages of **Cowboy Up!** Keep the book in hand while working this puzzle. When you're finished, check your work on the Answer Sheet found on page 23. Have fun and enjoy the ride!





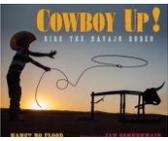
Cowboy Up! Crossword Puzzle Clues

Across

2. Brahma bulls, broncos, sheep, calves, and steers
7. Act silly, making people laugh while keeping the rough-stock competitors safe
10. To catch an animal with a lariat
11. Another name for a cowboy
15. Rides a bucking horse without a saddle
17. Leather leggings worn by rodeo competitors
18. Name of the Arizona town who hosted a rodeo in 1888
19. A fence surrounding a dusty stretch of dirt and sand about the size of a baseball diamond
20. Cowboy who invented the sport of steer wrestling

Down

1. Another name for steer wrestling
3. 1st bull inducted in the ProRodeo Hall of Fame
4. Made of silver, worn by champion rodeo competitors
6. Most dangerous rodeo event
7. Pen for keeping animals fenced in
8. The only rodeo event which both men and women compete
9. Set up in a three-leafed clover pattern for riders to race around
12. The perfect score for a bronc rider
13. Hall of Fame rodeo champ
14. Name of the Texas town who hosted one of the first rodeos in history
16. Long ropes used to catch livestock



Common Core State Standards Annotations

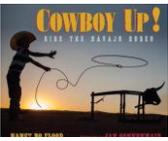
ELA Standards Reading: Literature

		Discussion, Analysis & Poetic Practice	Match Up!	Crossword Puzzle
R.L.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓
R.L.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	
R.L.K.4	Ask and answer questions about unknown words in a text.		✓	✓
R.L.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓		
R.L.1.1	Ask and answer questions about key details in a text.	✓	✓	✓
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓		
R.L.1.6	Identify who is telling the story at various points in a text.	✓		
R.L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	
R.L.2.3	Describe how characters in a story respond to major events and challenges.	✓		
R.L.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	✓		
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓		
R.L.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	✓		✓
R.L.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓		



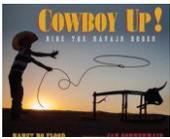
ELA Standards Reading: Informational Texts

		Discussion, Analysis & Poetic Practice	Match Up!	Crossword Puzzle
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	✓		
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	✓		
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	✓		
RI.1.1	Ask and answer questions about key details in a text.	✓		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓		✓
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓		
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓		✓



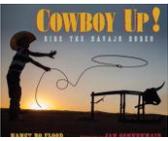
ELA Standards: Writing

		Discussion, Analysis & Poetic Practice	Match Up!	Crossword Puzzle
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	✓		
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓		
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓		



ELA Standards: Language

		Discussion, Analysis & Poetic Practice	Match Up!	Crossword Puzzle
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓		
L.K.1b	Use frequently occurring nouns and verbs.	✓	✓	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓		
L.1.1f	Use frequently occurring adjectives.	✓		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓		
L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓		
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	✓		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓		



Acknowledgements

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