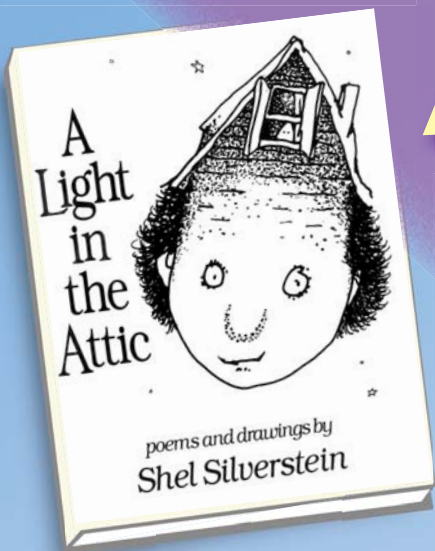


A Light in the Attic



by Shel Silverstein
HarperCollins Publishers, 1981

• Grades 2–5 • 176 pages

Captivate your students with the silly characters, thought-provoking predicaments, and humorous sketches in this poetic treasure.

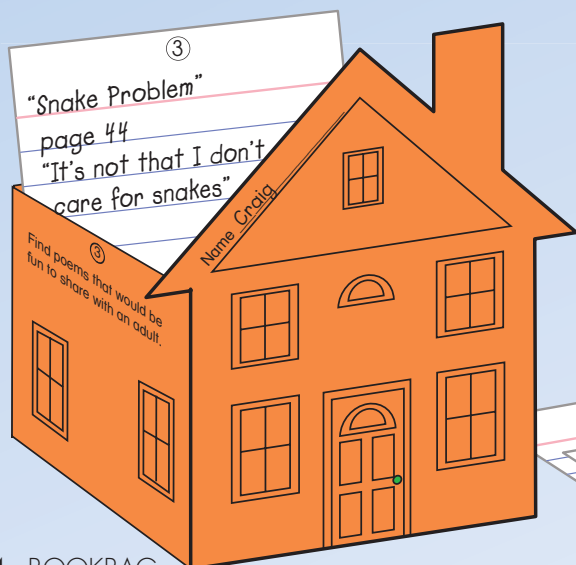
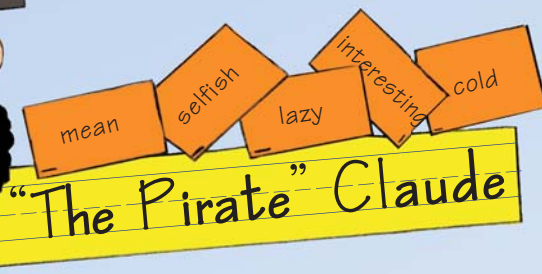
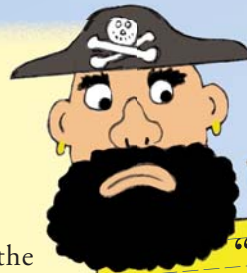
by Marsha Erskine, Dillard Elementary
Madison, NC

In Character

For this partner activity, have each duo choose a poem about an interesting character (see the list). Then guide the partners to study the poem and list on index cards traits that describe the main character. Next, the pair draws and cuts out an illustration of the character. On a sentence strip, the partners record the poem's title and the character's name. Then the twosome staples its drawing and index cards to the sentence strip. Finally, the pair shares its work, pointing out text evidence from the poem, and then posts its work on a board titled "Extraordinary Characters From *A Light in the Attic* by Shel Silverstein." **Identifying character traits, citing text evidence**

Poems With Interesting Main Characters

- | | |
|------------------------------|---|
| "The Dragon of Grindly Grun" | "Fear" |
| "Backward Bill" | "Ladies First" |
| "Bear in There" | "Clarence" |
| "The Pirate" | "Almost Perfect" |
| "Adventures of a Frisbee" | "Little Abigail and the Beautiful Pony" |
| "Cloney the Clown" | |



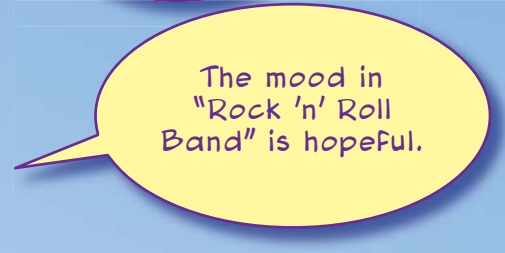
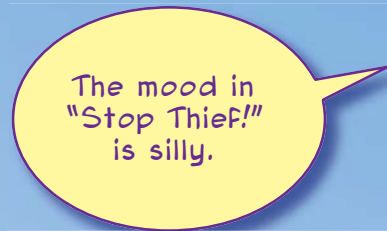
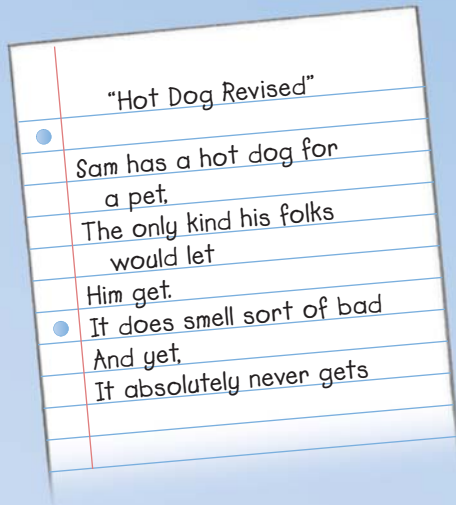
A Poetic Collection

Place the book at a center along with a copy of the house pattern from page 46 for each student. Also stock the center with a supply of index cards cut in half, scissors, and tape. Each student cuts out, personalizes, and assembles a house. Then he looks for poems that match the prompts on the house's sides. When he chooses a poem, he writes on a half index card its title, its page number, its first few lines, and the prompt number. He drops the card in his house and keeps on reading!

Reading motivation

More Than Meets the Eye

Use the book's engaging poems to help students learn to recognize mood. Begin by leading students to brainstorm a list of moods. Then read aloud several poems and guide students to think about each one's mood. After that, read poems during transition times and encourage students to determine the poems' moods. **Recognizing mood**



Is It Me, You, or Her?

Read aloud "Hot Dog" and lead students to point out clues in the poem that show it was written in the first person. Next, read "How Many, How Much," pointing out that it was written in the second person. (To show students that sometimes *you* is understood, read aloud "Put Something In.") For a third-person example, read "Backward Bill." Then place the book at a center. Guide each pair of students to choose a poem and decide whether it was written in the first, second, or third person. Have the duo rewrite the poem from another perspective and then read aloud the original poem and the revised version. To follow up, have each student complete a copy of page 47. **Identifying first, second, and third person**

Poem-Specific Ideas

- After reading "Messy Room," guide students to study the illustration. Then reread the poem, and challenge each student to draw a picture that more closely fits the poem.

Visualization

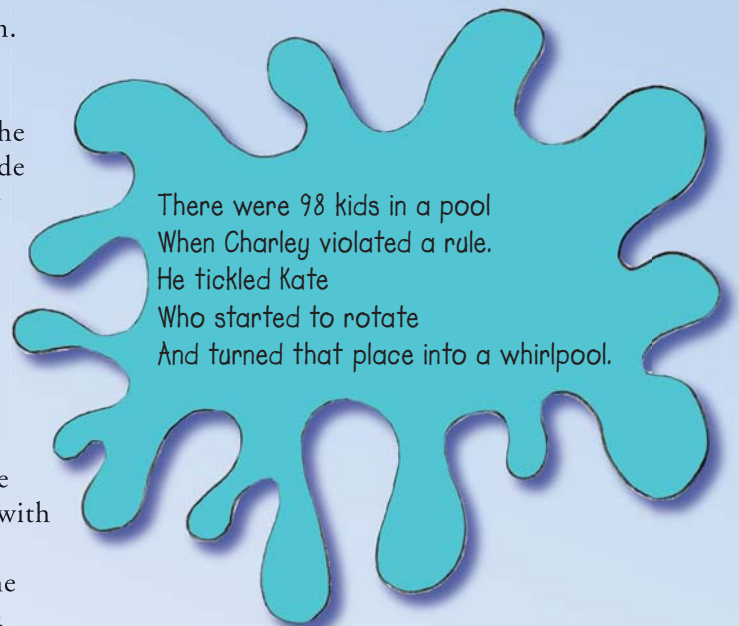
- Lead students to explore the *aabba* rhyming pattern in the limericks "The Lost Cat" and "Crowded Tub." Then guide each pair of students to write a limerick about a missing animal or a crowded place. **Exploring poetry, writing a limerick**

- Challenge students to list all the words in "Twistable, Turnable Man" that have the *-able* suffix. (*There are 38!*)

Identifying suffixes

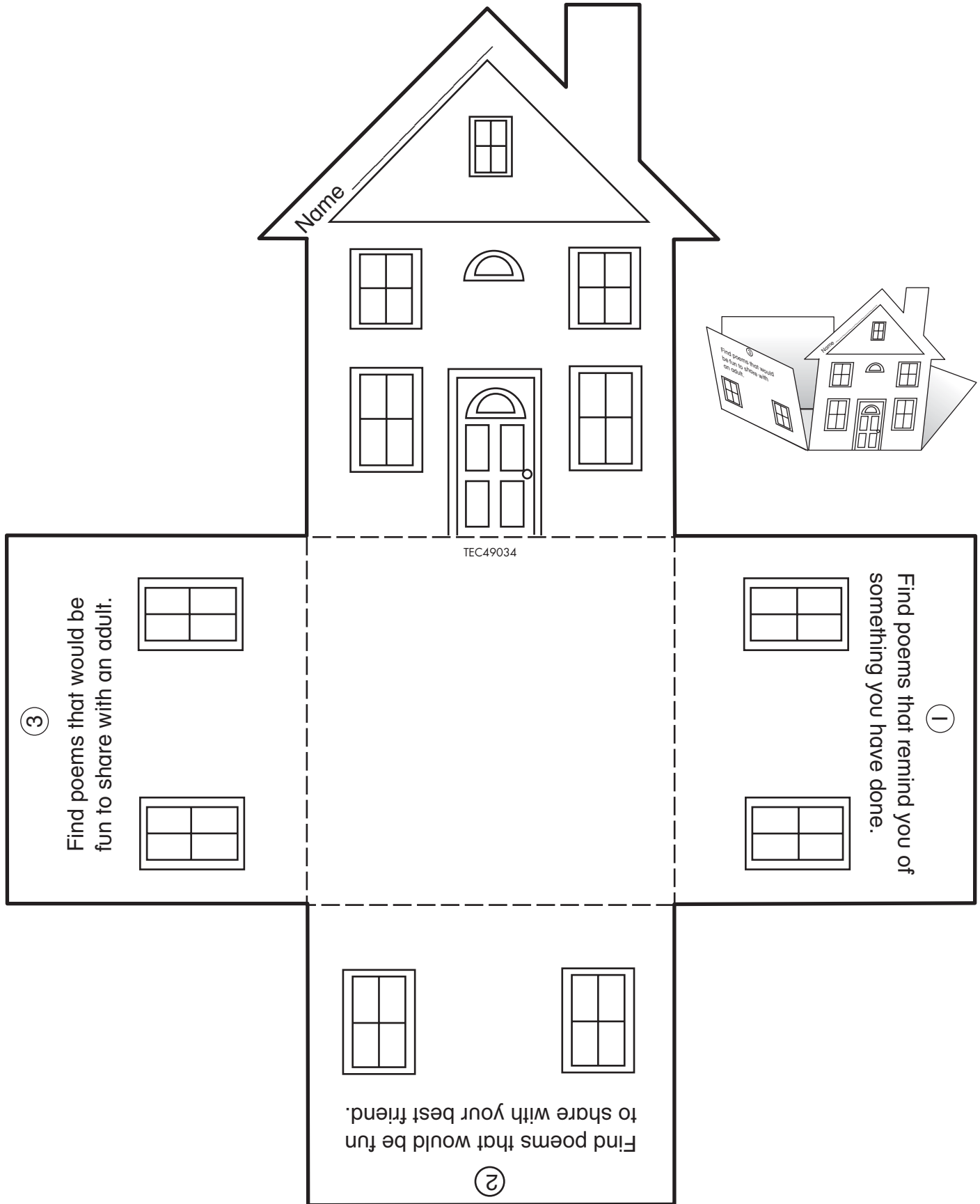
- After reading aloud "Dinner Guest," flag the poem's page with a sticky note and place the book at a center along with several atlases and sticky notes. Then challenge students to search the atlases to locate the places mentioned in the poem. When a child finds a place, he lists its name on a sticky note and sticks the note to the top of the atlas page.

Using reference materials



House Pattern

Use with "A Poetic Collection" on page 44.



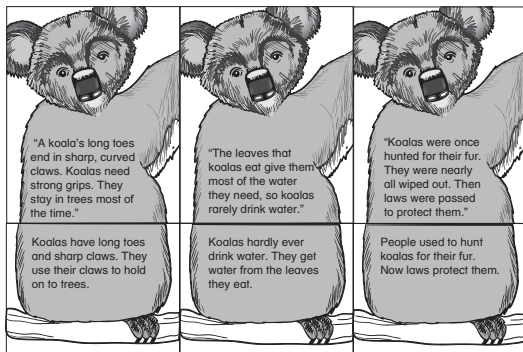
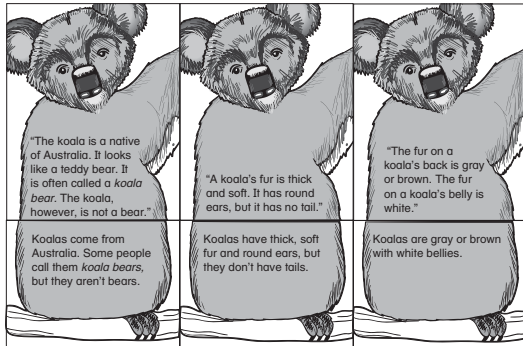
Answer Keys

Dec./Jan. 2007-8

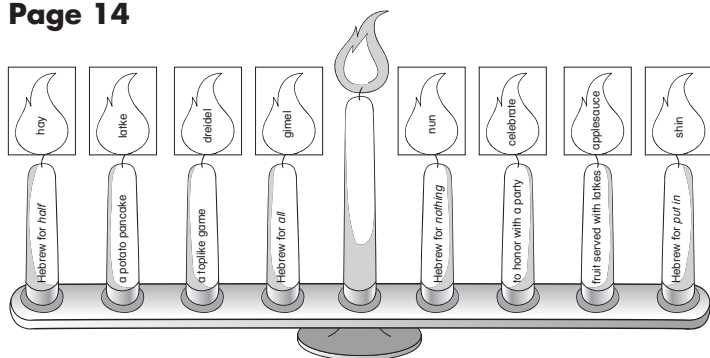
Page 6

1. An ice hotel is a temporary hotel made of snow and ice.
2. The floors are made of snow. The hotel melts in the spring.
- 3-5. Answers will vary.

Page 9



Page 14



Page 20

- Answers may vary.
1. a person who flies an airplane
 2. to drive slowly on the ground
 3. a plane that doesn't use an engine to fly
 4. the distance above the ground
 5. flying through the air
 6. air currents that are rising

Page 24

Answers may vary.

Betty Botter bought some butter,
"But," she said, "the butter is bitter;
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter,
That would make my batter better."

She sailed away on a sunny day
On the back of a crocodile.
"You see," said she, "he is as tame as can be.
I'll ride him down the Nile."
The croc winked his eye as she waved goodbye,
Wearing a happy smile.

Down by the bay
Where the watermelons grow,
Back to my home
I dare not go.
For if I do,
My mother will say,
"Did you ever see a bear
Combing his hair
Down by the bay?"

Nobody likes me;
Everybody hates me.
Guess I'll go eat worms.
Down goes the first one;
Down goes the second one.
Oh, how they wiggle and squirm!

Over the river and through the wood,
To Grandfather's house we go!
The horse knows the way
To carry the sleigh
Oh, how the wind does blow!
It stings the toes
and bites the nose,
As over the ground we go.

Oh, bring the wagon home, John;
It will not hold us all.
We used to ride around in it
When you and I were small.
Oh, bring the wagon home, John;
It will not hold us all.
We used to ride around in it
When you and I were small.

Page 47

- | | |
|-----------|----------|
| 1. blue | 2. green |
| 3. yellow | 4. green |
| 5. yellow | 6. blue |
| 7. green | 8. blue |

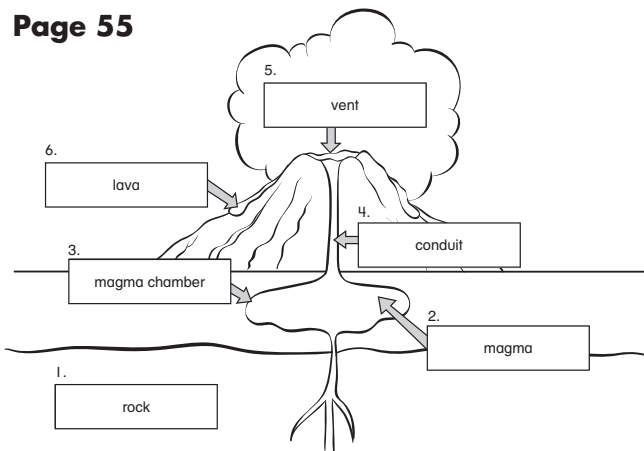
Page 51

It was winter break, and we were going on vacation. My dad and my mom were in the front seats of our van. ~~We got our van from my uncle.~~³ Jake was in the middle seat, and I was in the back seat. ~~Seven people were in our van.~~⁹ We were all pretty excited.

Our car was packed full of goodies. ~~We had juice, cookies, and chips.~~ We had everything but a map. When we tried to find a gas station, we got lost. Then we tried to get back to the freeway, but we kept missing the on-ramp. ~~It was for exit 134.~~³ So we started driving in circles.

Jake and I were eating chips. We started waving at the people we kept passing. ~~Then a nice man gave us directions to a gas station.~~ We bought a map there, and then we stayed found!

Page 55



- | | |
|------------------|------------|
| 1. rock | 4. conduit |
| 2. magma | 5. vent |
| 3. magma chamber | 6. lava |