



# Reading the Poem

## Wynken, Blynken and Nod

### Teacher Strategy A

Eugene Field published this poem in 1889 in his second book of verse for children. A statue depicting *Wynken, Blynken and Nod* in the Children's fountain in Washington Park, Denver, and can be seen on the internet.

Before sharing this poem with your class, read it aloud to yourself. Your delivery should show the wonder of the magical journey.

#### 1. Focus questions:

- What is a lullaby? (If the class does not know, have them use a dictionary to find the answer.)
- Who might share a lullaby with a small child?
- Many families have traditional songs that are used as lullabies. Can you remember any songs or poems were used in your family at bedtime?

2. Explain that the poem you are going to read was written as a lullaby more than 100 years ago. It is one that is still popular in the United States where it has become a tradition with many families.

3. Read the poem aloud.

4. Allow time for undirected discussion before displaying poem for class.



# ZIPTALES™

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#### 5. Discussion starters:

- The poet has used words to create a series of *pictures* that tell a story. How many different *scenes* can you visualize?
- Which *scene or picture* do you think is described so well that you can see it in your mind?

#### 6. Have class complete **WYNKEN, BLYNKEN AND NOD BLM 1**





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### Teacher Strategy B - Preparing for an Oral Presentation of the Poem



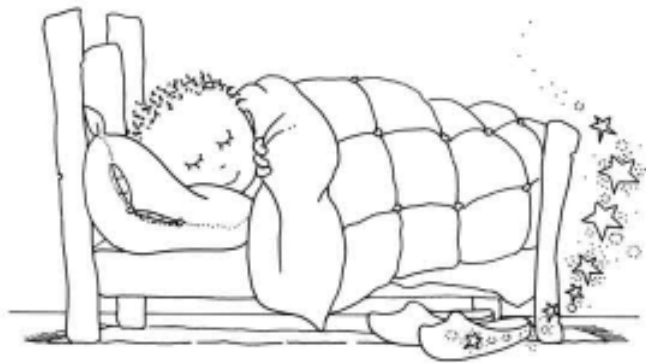
1. Before re-reading the work, explain that the class will produce the work as Reader's Theatre.
2. Explain that in Readers Theatre speakers read the words spoken by the Moon, the Stars, Wynken, Blynken and Nod and that a Narrator reads the lines that link these.
3. Read the poem to class while they follow the text.
4. Have the poem on an overhead projector, chalkboard or computer screen where class can see it. Use different colours to highlight the parts spoken by the Narrator, Moon, Stars, Wynken, Blynken and Nod.
5. Explain that each reader will highlight his/her part of the text in a similar manner.



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### Teacher Strategy B - Preparing for an Oral Presentation of the Poem



- 6.** Divide the class into groups of six and assign the parts for each to read.
- 7.** Remind class to vary their voice presentation to gain effect as they will not be moving as they would in a play. Suggest variety can be used for volume, pace and emphasis.
- 8.** Allow time for each group to practice.
- 9.** Students should know that for the presentation they will read while standing facing the audience.
- 10.** Before the groups present their work to the class for feedback, each student should use **WYNKEN, BLYNKEN AND NOD BLM 2** to make paper headbands to identify the character that they are reading.