

# Amazing Faces



## A RIF GUIDE FOR EDUCATORS

**Themes:** Poetry, Feelings, Celebrations, Social Situations, Family

**Grade Level:** 2nd to 5th grade

**Book Brief:** A collection of poetry celebrating our diverse world.

**Editor:**

Lee Bennett Hopkins

**Illustrator:**

Chris Soentpiet

**Content Connections:** Art

## TIME TO READ!

### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** What do you notice about the people on the cover? What does the cover illustration have to do with the title, *Amazing Faces*?

**The Pictures:** The illustrations in this text tell many stories. As you look through the book, see if your students can predict what the poems might be about without seeing the titles.



**Prior Knowledge:** How much do your students know about poetry? Ask them about the elements of a good poem. Are all poems the same? Do they all have to rhyme? What types of poetry are your students familiar with?

**Vocabulary:** (will vary with each poem)

**Purpose for Reading:** Encourage students first to listen to the poem and try to figure out what it is saying—not what it means, but just what it says. Students often fear poetry because they are told it must “mean” something other than what it says. Then, they may look below the surface of the poem to understand what the poet does not say. Ask them to pay attention to what the illustrations can tell us about the hidden meaning of each poem.

## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ Why did Lee Bennett Hopkins choose the title *Amazing Faces* for this collection?
- ◆ How does each author draw a picture with words?

- ◆ What type of poem is this particular poem?
- ◆ Does it rhyme? If so, what is the rhyme scheme?
- ◆ What is this poem about? What is this poem trying to say?

## LET'S THINK ABOUT

**Our Purpose:** Revisit the purpose: “What was the poet trying to say? How did the illustration help us figure out the meaning of the poem?” Ask your students to back up their answers with evidence from the text.

**Extending Our Thinking:** Ask students these questions: “Which poem did you identify with the most?” “How did you feel while you were reading the poem?” “Do you think that’s how the poet wanted to make you feel? Why or why not?”

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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