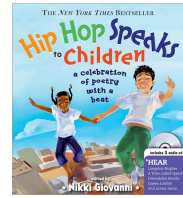


Unit 3: Connecting Places, Connecting People



WEEK 2 Day 3

Writing Autobiography

Deconstruction and Individual Construction: Rhyme

Content Objective	I can write an autobiographical poem using rhyme. (W.3.2)
Language Objective	I can describe how songwriters use rhyme. (R.7.2.a, SL.2.2.a)
Vocabulary	<p>lyrics: the words of a song</p> <p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p> <p>rhyme: words with the same ending sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni ● “Ham ‘N’ Eggs” slides ● Poetry chart, from previous lessons ● Autobiographical Poem Planning sheets, from Week 1, Day 4, copies available as necessary for children who want to use them ● writing tools ● writing folders ● writing notebooks ● Autobiography Observation Tools, from Week 1, Day 5
Opening 1 minute	<p><i>We learned so far about one poetic device, or tool poets use: repetition. Today we are going to discuss and try another poetic device.</i></p>
Deconstruction 18 minutes slide 1	<p>Show <i>Hip Hop Speaks to Children</i>.</p> <p><i>Today we will listen to a selection from a song called “Ham ‘N’ Eggs,” by a Tribe Called Quest. Song lyrics are poetry set to music. As you listen to the song, you may want to close your eyes. Notice what you imagine and feel as you listen.</i></p>

	<p>Play the track on slide 1.</p> <p><i>What did you hear? What did you imagine? How did hearing this poem make you feel?</i></p> <p>Harvest the children’s ideas and record them on the Poetry chart.</p> <p><i>What do you think this poem is about? [wanting to eat healthy foods, and being surrounded by foods that may not be as healthy]</i></p> <p><i>Another tool poets, and especially songwriters, use is rhyme. We know that rhyming words are words that have the same sound at the end. Why do you think many songs have rhyming words?</i></p>
slide 2	<p><i>This time as you listen, think about the rhyming words.</i></p> <p>Play the track on slide 2. Then harvest the children’s ideas and record them on the Poetry chart.</p> <p><i>Usually we listen to songs and don’t read the lyrics, or words of the song. Rhyming words help the listener pay attention and connect the ideas to each other.</i></p>
slide 3	<p><i>Now let’s read the lyrics. As I read, pay attention to where the songwriters put the rhymes.</i></p> <p>Read from “Ham ‘N’ Eggs,” stopping after each stanza to discuss the rhyming words and their placement in the lines in stanzas.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you have a chance to try rhyming words in your poem. You may choose to go back to a poem you’ve been working on and revise it to include rhyming words, or you might choose to write a new poem. It might help to think of your poem like a song.</i></p> <p>Send the children to their seats. As they write, circulate to support their work. Choose one child who successfully incorporated rhyme to share their poem.</p>
<p>Closing 1 minute</p>	<p><i>Today we practiced another poetic device: rhyme. Tomorrow we will read another poem with rhyme and continue writing poems.</i></p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

Ongoing assessment	As children write, circulate and take notes on the Autobiography Observation Tool, focusing on Rhyme. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.
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Notes