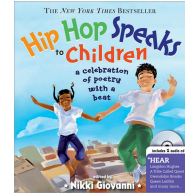
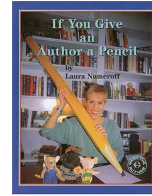


Unit 3: Connecting Places, Connecting People



WEEK 2 Day 5

Writing Autobiography

Deconstruction and Individual Construction: Rhythm

Content Objective	I can write an autobiographical poem with rhythm. (W.3.2)
Language Objective	I can describe how poets create rhythm. (R.7.2.a, SL.2.2.a)
Vocabulary	<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> <p>rhythm: regular, repeated pattern of sound</p> <p>stanza: a group of lines</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Rhythm 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	<i>Today we will take a look at a few poems and discuss rhythm, another poetic device.</i>
Deconstruction 20 minutes slide 2	<p><i>So far we have discussed how Eloise Greenfield uses repetition and rhyme in her poem “Things.” Another poetic device she uses is rhythm. Her poem has a beat that is easy to clap along to. Let’s listen and clap along.</i></p> <p>Play the track, and clap along to the beats.</p>

	<p><i>What did you notice about the rhythm of the poem? [it stays the same until the end of the poem, where it slows down and the lines have fewer beats]</i></p> <p><i>Yesterday we began discussing the patterns Eloise Greenfield uses. Remember, her poem contains three stanzas of five lines each, and each stanza talks about something different. Another structure she uses in her poem is to have about the same number of beats on each line. We can clap the syllables to get the beats.</i></p>
slide 3	<i>Let's clap the first line. How many beats does it have? [5]</i>
slide 4	<i>Now let's clap the rest of the lines in the first stanza.</i>
slide 5	<i>The lines in the first stanza have either four or five beats each.</i>
slide 6	<i>The lines in the second stanza follow the same pattern of having either four or five beats each.</i>
slide 7	<p><i>The rhythm changes in the last stanza, in line 14.</i></p> <p><i>Why do you think the rhythm changes there? [this is the part where she talks about the poem staying, while the other things disappeared; it's the most important part of the poem]</i></p>
slide 2	<p>Return to slide 2.</p> <p><i>Poets make choices about the number of syllables or beats they will include in each line. They also decide when to move to a new line. You'll notice that the lines in "Things" are not complete sentences. Eloise Greenfield helped create rhythm by deciding where to break up the sentences into lines. We naturally pause between the lines, instead of just at the periods.</i></p>
slide 8	<p><i>Let's take a look at another poem and think about its rhythm.</i></p> <p>Read the poem.</p> <p><i>What is this poem about? What is Francisco X. Alarcón trying to communicate?</i></p> <p><i>Why do you think Francisco X. Alarcón chose to put breaks between these lines? How does that help create rhythm?</i></p> <p><i>Let's count the beats in each line. How do those beats create rhythm?</i></p> <p>Record the children's ideas about rhythm in poetry on the Poetry chart.</p>

slide 9	<p><i>Laura Numeroff sometimes uses rhythm in her books as well.</i> Read the slide.</p> <p><i>Laura Numeroff gives some of her books structure by adding rhyme, rhythm, and stanzas. She keeps track of the rhythm by marking the number of syllables in each line.</i></p>
Individual Construction 8 minutes	<p><i>Today as you write, think about the rhythm of your poem. Decide where you want to end each line. Try breaking up your lines in different places. Read each version out loud and think about which way sounds the best to you and creates the effect you want to create for your reader. You may choose to go back to a poem you've been working on and revise, or you might choose to write a new poem.</i></p> <p>Send the children to write. As they write, circulate to support their work.</p>
Closing 1 minute	<p><i>Today we discussed how poets use beats and line breaks to create rhythm. Next, we will continue discussing rhythm and writing poems.</i></p>
Standards	<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	<p>As children write, circulate and take notes on the Autobiography Observation Tool, focusing on Rhythm.</p> <p>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.</p>