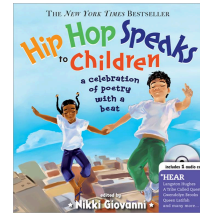


Unit 3: Connecting Places, Connecting People



WEEK 2 Day 4

Writing Autobiography

Deconstruction and Individual Construction: Stanzas and Rhyme

Content Objective	I can write an autobiographical poem using rhyme. (W.3.2)
Language Objective	I can describe the tools poets use to create structure. (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>stanza: a group of lines</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Things” slides, from Day 1 ● Poetry chart, from previous lessons ● Autobiographical Poem Planning sheets, from Week 1, Day 4, copies available as needed 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 reread “Things” by Eloise Greenfield to discover another poetic device she uses.</i>
Deconstruction 14 minutes slide 2	<p><i>When we first read “Things” we talked about how Eloise Greenfield uses repetition to emphasize how other things disappeared, but her poem lasts. Eloise Greenfield also uses patterns in her poem to give it structure. Listen to the poem and see if you can figure out the patterns that she uses.</i></p> <p>Play the track.</p>

	<p><i>What patterns did you notice?</i> [rhyming words, regular beats, repeated lines, stanzas]</p> <p>Record the children’s ideas on the Poetry chart.</p> <p>Skip slide 3.</p>
slides 4-6	<p><i>The patterns Eloise Greenfield uses helps to break up “Things” into stanzas, or groups of lines.</i></p> <p>Show slide 4. <i>The first five lines talk about buying candy at the store;</i> ...show slide 5. <i>the next five lines talk about building a sandhouse;</i> ...show slide 6 <i>and the last five lines talk about writing a poem. Creating stanzas that are five lines long is one pattern, or structure, Eloise Greenfield uses.</i></p>
slide 4	<p><i>Another poetic device she uses is rhyme.</i></p> <p>Return to slide 4. <i>Listen for the rhyme in the first stanza of “Things.”</i> Read lines 1-5. <i>Which rhyming words does she use?</i> [store, more] <i>Where are they found?</i> [at the end of lines 2, 4, and 5]</p>
slide 5	<p><i>Now listen for the rhyme in this stanza.</i></p> <p>Read lines 6-10. <i>Which rhyming words does she use?</i> [shore, more] <i>Where are they found?</i> [at the end of lines 7, 9, and 10] <i>What do you notice?</i> [shore and more rhyme with store and more; the rhyming words are found on the same lines as in the first section]</p>
slide 6	<p><i>Now listen for the rhyme in this stanza.</i></p> <p>Read lines 11-15. <i>What do you notice?</i> [“floor” follows the same rhyme and pattern as earlier in the poem, but the last two lines change and do not follow the same pattern] <i>Why do you think she changes the rhyme pattern at the end?</i> [the poem changes here; it is the place where she tells the reader that the poem stays]</p>
slide 7	<p>Review the rhyme pattern in the poem.</p>

<p>Individual Construction 10 minutes</p>	<p><i>Today as you write, think about the patterns you want to include in your writing. You might decide to add structure to your poem by separating it into stanzas. You might also continue to include rhyming words. 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 stanzas and/or rhyme to share their poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share how they made decisions about how to include stanzas and/or rhyme.</p> <p><i>Today we discussed stanzas and continued working with rhyme. Tomorrow we will explore another poetic device.</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>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Autobiography Observation Tool, focusing on Rhyme.</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>