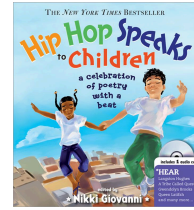


Unit 3: Connecting Places, Connecting People



WEEK 3 Day 1

Writing Autobiography

Deconstruction and Individual Construction: Free Verse

Content Objective	I can write an autobiographical poem in free verse. (W.3.2)
Language Objective	I can describe how line breaks create rhythm and add meaning to a poem. (R.7.2.a, SL.2.2.a)
Vocabulary	<p>free verse: poetry that does not rhyme or have regular beats</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> <p>rhythm: a regular, repeated pattern of sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Music for Fun and Profit” slides, from Week 1, Day 3 ● Poetry chart, from Weeks 1 and 2 ● 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 take another look at Gary Soto’s poem “Music for Fun and Profit” and discuss the rhythm in that poem.</i>
Deconstruction 8 minutes slide 2	<p><i>Last week we discussed the poem “Things,” which includes a lot of poetic devices that give it structure. As you listen to “Music for Fun and Profit,” think about the rhythm of the poem and how it compares to the rhythms of “Things” and “A Blank White Page.”</i></p> <p>Play the track.</p> <p><i>What did you notice about the rhythm of this poem? [there is</i></p>

	<p>rhythm, but it does not have a regular beat; the rhythm is created through the pauses between lines and stanzas] Record the children’s ideas on the Poetry chart.</p> <p><i>“Music for Fun and Profit” sounds more like speaking and less like a song. It is written in free verse. Gary Soto does not use rhyme or regular beats or repetition. Instead, he uses breaks between lines and stanzas to create rhythm. The rhythm here sounds like the flow of someone speaking; you can’t clap and count the beats.</i></p> <p><i>Poets make different choices as they write, based on what they want to communicate and how they want their readers and listeners to feel. Sometimes they choose to create patterns and use a lot of poetic devices, like Eloise Greenfield does in “Things,” and sometimes they choose to write a poem that sounds more like natural speech, like “Music for Fun and Profit.” As a poet, you get to decide which tools will best help you express your ideas.</i></p>
<p>Individual Construction 20 minutes</p>	<p><i>Today as you write, try using free verse—breaking up each line of your poem to sound like you’re talking, without worrying about rhyming or having a regular beat.</i></p> <p>Send the children to their seats to write. As they work, circulate to support their work.</p>
<p>Closing 1 minute</p>	<p><i>Today we discussed free verse. Tomorrow you will plan for the autobiographical poem you will write and publish.</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 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>