



Grade Level(s): Third, Fourth, and Fifth

Lesson Title: Chanting a Rhyme



Focus: Reading comprehension, developing writing, using written language to communicate

Objectives: See end of lesson for objectives and standards achieved.

Background Information: Words (lyrics) for a song can be written either in prose (your usual speech) or poetry (words having a particular rhythm) form. The words do not have to rhyme (example: "same name") but they often do in songs. Rhythm is important in Blues and Rap, and their lyrics often rhyme to help make the rhythm stronger.

In poetry the words are chosen carefully to elicit a certain response from the reader/listener through the sound and rhythm of the words, making it very musical. There are many different forms of poetry. Some of the more common ones are haiku, limerick, sonnet, and blank verse. Each form has its own set of rules for writing. (There are many excellent web sites for additional information.)

A **Haiku** always has three lines. The first and third lines have exactly five syllables, with the second line having seven. It does not rhyme and the words are usually about something found in nature.

A **Limerick** is a humorous poem with five lines, which usually begins with "There once was a woman from ..." or "There was a man named" Lines one, two, and five have eight to ten syllables which rhyme at the ends. Lines three and four have only five syllables each and rhyme with each other.

Iambic pentameter consists of five pairs of syllables (each pair having one unstressed syllable, followed by a stressed syllable; for example: "I **went** | to **school** | to-**day** | to **play** | my **flute**." An "iamb" is one of these pairs (called a poetic foot). "Pentameter" means there are five poetic feet in a line. A **Sonnet** (meaning "little song") typically is rhymed iambic pentameter and is 14 lines long. (Iambic pentameter is the most common pattern found in poetry written in English. William Shakespeare's writings are mostly in this form. Many of Shakespeare's works were in rhymed couplets as well.)

In **Blank Verse**, the lines have the same number of feet, but they do not rhyme. In free verse, the lines may or may not rhyme, and they do not require the same number of feet.

Activities (Procedures):

1. Read the story of *Rumpelstiltzkin* (found under The Verizon Literacy Resource Section in the Teacher's Study of the WVSO *Rumpelstiltzkin* CD ROM) with your class or use the animated version on the CD ROM with the whole group. Discuss the chronological events of the story with your students to determine comprehension.
2. Call attention to the rhyme near the end of the story where Rumpelstiltzkin reveals his name when the Huntsman sees him dancing and chanting a rhyme. Tell the students that Mr. Cooper changed the original very short rhyme by rewriting it to a longer one to include more of Rumpelstiltzkin's feelings.
3. Find a copy of the original story of *Rumpelstiltzkin* (note that there are multiple spellings, the more common of which is Rumpelstiltskin) in your school library. Using the chalkboard, flipchart or overhead, make a T-Chart showing the students' comparisons of a version of the original rhyme with Mr. Cooper's version, noting the similarities and the differences. (Note: most original versions contain four lines in iambic tetrameter, with the opening lines containing references to baking and brewing; whereas Mr. Cooper used rhymed couplets for his rhyme. [aa, bb, cc, etc. referring to the rhyming of the last words in each pair of lines].)
4. Ask students "To what double letter in the alphabet does Mr. Cooper's rhyme go?" (Answer: hh)
5. Tell students now it is their turn to try writing a rhyme where Rumpelstiltzkin reveals his name. Divide the class into groups of two or three. Tell them they may use haiku, limerick, sonnet, blank verse, or rhymed couplets (see descriptions of each in Background Information). They may make it as short or long as they like, depending upon which form they select. Have the students think about everything they know about the whole character of Rumpelstiltzkin, starting with his first appearance in the story. Encourage them to think about his entire situation and to be creative in what they include in their rhyme. (Note: for younger or learning disabled students, you may want to conduct a guided whole-group writing of a haiku or free verse.)

Extension Activities (Note: it would be beneficial to use the Lesson Note Values as Math before introducing these extension activities):

1. After students have written their rhymes, have them make accent marks (>) over the accented syllable in each word. If a word is only one syllable long, place an accent over it if it is a significant word (noun, verb, important adjective). Have them take turns reading the rhyme out loud, *overemphasizing* the accented syllables.

2. Use the "Rhythm Example" handout at the end of this lesson to allow the advanced, gifted, or students with some private music instruction to explore music rhythmic notation.

Modifications (Special Needs):

1. Visual and auditory impaired students will need special consideration during this lesson with seating and materials adaptations.
2. Learning disabled students may benefit by abbreviating this lesson's content and length.
3. Varying learning styles will be addressed with the variety of activities in this lesson - visual and sensory learning styles are utilized.
4. Gifted student needs are provided through the extension activities.

Assessment/Evaluation*:

1. Formative Evaluation Plan: The teacher will observe and facilitate the completion of the student responses and the group work.
2. Summative Evaluation Plan: The teacher will assess student comprehension through evaluation of the student-created rhymes.

Supplemental Materials and Equipment Needed:

West Virginia Symphony Orchestra *Rumpelstilzkin* CD ROM
Computer
Chalkboard, flipchart or overhead

Resources:

Academy of American Poets, The. (2005) New York, NY. <http://www.poets.org/>

References:

West Virginia Symphony Orchestra *Rumpelstilzkin* CD ROM

National Standards:

English Language Arts

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

Students use a variety of technological and information resources (e.g., libraries, databases, computer

WV Content Standard Objectives:

Third Grade

- RLA.0.3.1.05 read familiar stories, poems, and passages with fluency: appropriate rate, accuracy, prosody.
- RLA.0.3.1.06 use meaning clues to aid comprehension of content across the curriculum.
- RLA.0.3.1.10 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.
- RLA.0.3.1.11 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).
- RLA.0.3.1.12 recognize and explain the defining characteristics of genre in literary and texts.
- RLA.0.3.2.09 compose in a variety of forms and genres for different audiences.
- RLA.0.3.3.01 listen and respond to familiar stories and poems (e.g. summarize and paraphrase to confirm comprehension, recount experiences, imagine beyond the literary form).
- RLA.0.3.3.02 distinguish different messages conveyed through visual media.
- RLA.0.3.3.03 create an age appropriate media literacy product that reflects understanding of format and characteristics.

Fourth Grade

- RLA.0.4.1.05 read fluently with appropriate rate, accuracy and prosody.
- RLA.0.4.1.06 examine meaning clues to aid comprehension of content across the curriculum.
- RLA.0.4.1.11 distinguish between the ways in which language is used in literary texts.
- RLA.0.4.1.12 recognize and explain the defining characteristics of genre in literary and informational texts.
- RLA.0.4.2.08 create and effective response to a task in form, content and language.
- RLA.0.4.2.15 critically evaluate own and other's written compositions.
- RLA.0.4.3.01 listen and respond to different literary forms and speakers.
- RLA.0.4.3.02 distinguish a variety of messages conveyed through visual media.
- RLA.0.4.3.04 create an age-appropriate media literacy product that reflects understanding of format, characteristics and purpose.

Fifth Grade

- RLA.0.5.1.12 read and understand various types of poetry.
- RLA.0.5.1.14 classify and interpret graphic aids.
- RLA.0.5.2.02 arrange thoughts and ideas in graphic representations to plan and write a product.
- RLA.0.5.2.07 draft analogies, illustrations, examples or anecdotes to respond to an oral, visual, or written prompt.
- RLA.0.5.3.04 create an age-appropriate media literacy product that reflects understanding of format, characteristics and purpose.

Third Grade-Fifth Grade General Music

- MU.O.GM3-5.1.04 perform syncopated patterns from notation.
- MU.O.GM3-5.1.09 perform rhythmic and melodic patterns to add special effects to songs.
- MU.O.GM3-5.1.05 perform rhythmic patterns from notation.
- MU.O.GM3-5.2.05 read notation for songs.
- MU.O.GM3-5.3.01 improvise music questions and answers.
- MU.O.GM3-5.4.02 create a visual artwork for a piece of music or create music for visual art.

Kentucky Program of Studies:

ELA-P-R-1

Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.

ELA-P-R-2

Students will develop concept of self as reader through using experience, memorization, pictures, and imagination to make meaning from reading materials.

ELA-P-R-3

Students will read material that rhymes, is predictable, and has high frequency words.

ELA-P-R-5

Students will choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories) and transactive materials (e.g., letters, articles).

ELA-P-W-8

Students will recognize forms of writing organization (e.g., letter formats, stories, poetry).

ELA-P-R-30

Students will summarize the events of a story in sequence through drawing and writing.

ELA-P-W-1

Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.

ELA-P-W-3

Students will develop ideas in writing in response to peer and teacher feedback.

ELA-P-W-8

Students will recognize forms of writing organization (e.g., letter formats, stories, poetry).

ELA-P-W-11

Students will use appropriate formats and patterns for various genres.

AH-4-M-1

Students will use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing, and creating.

AH-5-M-1

Students will express elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing, and creating.

ELA-4-W-2

Students will use information from technology and other resources to produce writing that develops and supports independent ideas (additional supporting Academic Expectation 5.1).

ELA-4-W-5

Students will write personal pieces to communicate ideas.

ELA-4-W-6

Students will identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).

ELA-5-W-2

Students will use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations (additional supporting Academic Expectation 5.1).

ELA-5-W-4

Students will write literary pieces which show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2).

ELA-5-W-6

Students will apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).

Ohio Academic Content Standards (Standard and Benchmark)

Third Grade

Reading Applications: Literary Text

Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.

Writing Applications

Produce informal writings (e.g., messages, journals, note and, poems) for various purposes.

Fourth Grade

Reading Applications: Literary Text

Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.

Writing Applications

Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

Fifth Grade

Reading Applications: Literary Text

Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.

Writing Applications

Produce informal writings (e.g., journals, notes and poems) for various purposes.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and in Kentucky, this is academic expectations level.

Rhythm Example

Instructions:

1. Put hyphens between all syllables in multi-syllabic words.
2. Put accents over all stressed words (nouns, verbs, important adjectives or interjections). Accent only the stressed syllable in a multi-syllabic word.

Example:

> > > > > > > > > > > >
 Oh say! can you see, by the dawn's ear-ly light, What so proud-ly we hailed at the twi-light's last gleam-ing?

3. Decide on the **most significant** words in your rhyme and divide into measures, putting the **significant** words at the beginning of a measure.

Example:

> > > > > > > > > > > >
 | Oh | say! can you | see, by the | dawn's ear-ly | light, What so | proud-ly we | hailed at the | twi-light's last |
 >
 gleam-ing? |

Original version of the rhythm for "The Star Spangled Banner" in $\frac{3}{4}$ meter as we know it:

Oh say! can you see, by the dawn's ear-ly light, What so proud-ly we hailed at the twi-light's last gleam-ing?

4. Using quarter (♩), eighth (♪), and/or sixteenth (♫) notes, make a rhythm for your rhyme in $\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$ meter (each quarter note (♩) will be worth one pulse).
5. You must have 2, 3, or 4 pulses per measure (depending upon the meter you chose), each pulse being a quarter note (♩) or two eighth notes (♪ ♪ or ♫) or four sixteenth notes (♫). You may extend the length of time a word is held by adding a rest (e.g. a quarter rest ♪ or an eighth rest ♪) or by using a longer note value (half note ♮ which = two quarter notes ♩ ♩). (Note: Be sure each accented syllable has a note attached to it rather than a rest.)