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Level	Activity	Lexia Lesson	# of pages
Core5 L15	Text Connections 2	Reading Poems, Lesson 2	6
<b>Total</b>			<b>6</b>



## Description

This lesson is designed to help students understand that sound and meaning are combined in a poem. Students use the terms **rhythm**, **rhyme**, and **repetition** to discuss a poem and make observations about patterns in **lines** and **stanzas**.

### TEACHER TIPS

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

### PREPARATION/MATERIALS

- A copy of the poem "Strange Tree" (for display)
- Copies of the poem "Water Noises" (for display and for students)

## Direct Instruction

**say** Today we'll be learning about poems and what makes a poem different from other kinds of writing. We'll be listening carefully to the sounds of poetry.

When we say a poem, we can hear its rhythm. The rhythm is like drumbeats that go with the groups of words. The first poem I'll read aloud is a silly kind of poem called a limerick. A limerick's rhythm is a regular beat. Listen once, and then when I read it again, clap along with the beats. First, just listen.

Give a playful oral reading of "The Floorless Room" by Gelett Burgess (1866-1951):

I Wish that my Room had a Floor!  
I don't so Much Care for a Door,  
But this Crawling Around  
Without Touching the Ground  
Is Getting to be Quite a Bore!

Tell students to clap along as you reread the lines. Then demonstrate clapping with the singsong stresses as you repeat each line, in this pattern: 3-3-2-2-3.

**say** This poem also has rhyme. Words that rhyme have the same ending sounds. A poet may use rhyme to tie the lines of the poem together. Rhyme can also make a poem sound playful and fun.

Reread aloud the first two lines, putting emphasis on the last word in each.

**say** The words **floor** and **door** rhyme. Are there other words in the poem that rhyme?

Repeat the poem so that students can identify the third rhyming word, **bore**, and the rhyming pair **around/ground**.

**say** Listeners form pictures in their mind when they hear a poem. What did you imagine as you listened to the poem "The Floorless Room"?

Encourage students to describe what they imagined and use adjectives to describe their images. (Examples of adjectives: *ridiculous*, *silly*, *awkward*, *impossible*)

## Guided Practice

Display the poem “Strange Tree” by Elizabeth Madox Roberts (1881 -1941).

 Listen as I read aloud another poem that also has rhythm and rhyme. As you listen, try to form pictures in your mind.

Read the poem aloud – expressively, to convey the wondering, mysterious tone – as students follow along.

 What were you picturing and feeling when you heard this poem?

As students respond, ask them why the poet might have chosen the phrases **yellow wrinkles, bent and dark**, and **ran to get away**. Students may note that these words suggest strangeness and fear, and the poem tells about an encounter with a strange tree that appears to be looking at the speaker.

Tell students to think about who seems to be telling the story in the poem as you reread the first stanza.

 The storyteller in a poem is called the speaker. How can you tell that in this poem, the speaker is telling about his or her own experience? (The pronouns **I** and **me** show a first-person point of view.)

 What words would you use to describe the speaker? (Sample responses: imaginative, startled, surprised, fascinated, frightened, noticing things that others might not see)

 Poets may decide to use rhyme to tie the lines of the poem together. This poem is divided into sections called stanzas. Each stanza has four lines. Listen as I read each stanza, and then tell me which words rhyme and where they occur.

Repeat each stanza so that students can identify the rhyming words and note the pattern of end rhymes in the second and fourth lines.

 Poets may decide to repeat words and sounds to help give the poem its meaning and feeling. This repetition can show that an idea is important. Did you notice any repetition?

Reread aloud as needed to draw students’ attention to the repetition of the phrase **look(ed) at me**. Ask for ideas about why that phrase is repeated. (Sample responses: to draw attention to the strange, magical experience; to show how much the tree seems like a person; to build suspense)

## Independent Application

Display and distribute the poem “Water Noises” by the same poet who wrote “Strange Tree,” Elizabeth Madox Roberts. Read it aloud expressively as students follow along.

Tell students to listen for the point of view of the speaker as you reread the first stanza. After reading it, ask questions to clarify meaning:

 In the first stanza, which pronouns show the speaker’s point of view? (The speaker uses the pronouns **I** and **me**.)

 What do you think the speaker means by saying **the boys are lost around**? (The speaker is playing alone because the boys, who might be the speaker’s brothers or friends, are off doing something else.)

Continue to reread parts of the poem as you prompt discussion of its central message and students' observations of word use. Examples of questions:

-  *What is the speaker describing in this poem?* (Sample responses: the experience of playing alone by a pond or stream and listening to the sounds of water and nature; what water sounds like to him or her; the words that flowing water seem to say; the sounds of water, a bug, and a bird; the sounds and sights of water and animals when you're all alone with nature)
-  *There are four lines in each stanza of this poem.*

Point to each stanza and its lines.

-  *Which pairs of words rhyme in each stanza?* (The end rhymes appear at the ends of the second and fourth lines: **around/sound; wink/think; tree/killdee; drink/think**)
-  *You've seen that poets sometimes repeat words. What is repeated in this poem?*

Encourage close observations. Students should note the repetition of **I can hear** and the words the flowing water seems to say, **And do you think? And do you think?**

-  *What is the water compared to in this poem?* (a person who can say words) *What does the comparison help you imagine?*

Encourage students to picture a small stream with water flowing **Along the rocks**, and talk about the gurgling sound the water makes.

-  *Poets are especially careful about choosing exactly the right words to describe things. Which other words in this poem help you hear or see things very clearly?* (Students may note vivid verbs, as in **ripple up and wink, shoots by, snaps and ticks, splash a while**, along with the bird's song **Killdee, killdee!**)

## Wrap-up

Check students' understanding.

-  *How can you tell that you are reading a poem and not some other kind of writing?*

Encourage a variety of responses, such as these: The words are arranged in lines. There might be rhyming words at the ends of lines. You can listen for the rhythm. You think about why words are repeated. The sounds of the words are important. The words can help you form sharp pictures and imagine sights, sounds, and feelings. A poem has a speaker, who seems to be saying the words to you.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Provide a simple poem or nursery rhyme of two to four lines for students to read with you and to practice until they can repeat it from memory. Then, draw attention to rhyming words, rhythm, and repeated words and sounds. Examples:

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the King's horses and all the King's men  
Could not put Humpty together again.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Provide a poem for students to illustrate. Use one of the poems from this lesson or another from an age-appropriate anthology. Prompt students to tell what part or idea in the poem they are illustrating.

**Option 2:** The poems from this lesson feature a speaker with a first-person point of view (using first-person pronouns such as *I* and *me*) telling about an experience. Discuss those similarities with students, and encourage them to write their own poem in which they tell about a time they saw and heard something interesting.

**Option 3:** Review the idea that in both poems in this lesson something that is not human is compared to a person. Have students tell what the tree and water do that make them seem like people. Then introduce the term **personification**, explaining that it is a kind of comparison in which a nonhuman thing seems to do what a person does. Offer examples to discuss, such as “the wind grew angry” and “the windows stared at the street.” Then, have students choose a familiar object and think about what it seems to be saying or doing. Ask them to write sentences about that object that show personification.

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *limbs*, *ripple*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Display and review sentence starters to support student contributions to group discussions:

*The end rhymes in this stanza are...*

*The rhythm I hear is...*

*As I listen to the poem, I imagine...*

*The words that help me imagine what is happening are...*

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

## Strange Tree

*by Elizabeth Madox Roberts*

Away beyond the Jarboe house  
I saw a different kind of tree.  
Its trunk was old and large and bent,  
And I could feel it look at me.

The road was going on and on  
Beyond to reach some other place.  
I saw a tree that looked at me,  
And yet it did not have a face.

It looked at me with all its limbs;  
It looked at me with all its bark.  
The yellow wrinkles on its sides  
Were bent and dark.

And then I ran to get away,  
But when I stopped to turn and see,  
The tree was bending to the side  
And leaning out to look at me.

## Water Noises

*by Elizabeth Madox Roberts*

When I am playing by myself,  
And all the boys are lost around,  
Then I can hear the water go;  
It makes a little talking sound.

Along the rocks below the tree,  
I see it ripple up and wink;  
And I can hear it saying on,  
"And do you think? And do you think?"

A bug shoots by that snaps and ticks,  
And a bird flies up beside the tree  
To go into the sky to sing.  
I hear it say, "Killdee, killdee!"

Or else a yellow cow comes down  
To splash a while and have a drink.  
But when she goes I still can hear  
The water say, "And do you think?"