

7-2-2008

What is a "good" reader? - Part 2: Word Patterns [1st grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: What is a “good” reader? – Part 2: Word Patterns

Grade Level: 1st Grade

Subject/Topic Area(s): Reading Strategies; Reading; Language Arts

Designed By: Elizabeth Cambray

Time Frame: 10-15 Days

School District: Northside Independent School District

School: Bob Beard Elementary School

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Brief Summary of Unit (Including curricular context and unit goals):

In this unit, the students will learn to identify word patterns in texts and understand that word patterns can help them recognize, decode, and comprehend unknown words in an unfamiliar text. In order to reach these goals, the students will complete various word pattern activities, read and explore a variety of poetry, and then participate in a Poetry Slam.

Unit: What is a “good” reader? – Part 2: Word Patterns
Strategies: Look and listen for letter patterns
Grade: 1st Grade Reading

Stage 1: Desired Results

Understandings

Students will understand that...

Being a Good Reader:

- Good readers use specific strategies to help them decode and better understand a text.

Decoding Strategies:

- Good readers use structural cues to recognize, decode, and comprehend unfamiliar words.
- The use of different strategies helps with reading comprehension and understanding.

Essential Questions

Knowledge & Skill

Being a Good Reader:

- What is a “good” reader?
- Can I figure out what something says even if I do not know all the words?

Decoding Strategies:

- What types of patterns do we find in language and where do we find them?
- How can patterns in written language help you read?

The students will use the following decoding skills:

- Look and listen for letter patterns.

To be a good reader, the students will:

- 1.9.A – read regularly in independent-level materials
- 1.9.B – read regularly in instructional-level materials that are challenging but manageable
- 1.9.C – read orally from familiar texts with fluency
- 1.12.D – monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help

Word Structures/Identification – The students will:

- 1.8.B – use common spelling patterns to read words
- 1.8.C – use structural cues to recognize words such as compounds, base words, and inflections

Speaking/Performance – The students will:

- 1.1.A – determine the purpose for listening such as to get information, to solve problems, and to enjoy and appreciate
- 1.1.C – participate in rhymes, songs, conversations, and discussions
- 1.1.F – identify the musical elements of literary language such as its rhymes or repeated sounds
- 1.2.A – connect experiences and ideas with those of others through speaking and listening
- 1.3.A – choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate
- 1.3.B – use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, and making introductions
- 1.3.D – present dramatic interpretations of experiences, stories, poems, or plays

Stage 2: Assessment Evidence

Performance Tasks:

Poetry Slam

A hot new café has opened at your school – Cambray’s Café. As a grand opening event, the café is holding a Poetry Slam. A Poetry Slam is when you take poetry that you or another author has written and perform it for an audience being sure to use lots of expression and movement. You will apply your knowledge of word patterns to choose a poem to perform. You may work individually or with a partner. Cambray’s Café will open next week, so be prepared to perform and be entertained! (A list of recommended resources is located at the end of this unit.)

Poetry Slam Extension/Enrichment

The students can write and perform poems of their own that use word patterns.

Reading Strategies:

The students will identify the different reading strategies they use while reading an unknown text. During a reading conference, the student will share which strategies are most helpful to them and why.

Other Evidence:

Word Patterns:

Word Pattern Chart & Reference Book
Poetry & Song Folder
Word Family Sort Activity 1 & 2
Word Slide
Word Web
Class Discussion
Reader’s Response Notebook
DPRC – Running Records
Student Reading Conferences
Guided Reading Groups
Student Surveys

Poetry Performance:

Poetry & Song Folder
Reflection Questions
“Go Away” Activity 1 - Volume
“Go Away” Activity 2 – Attitude/Emotion
Word Webs
Charades

Stage 3: Learning Activities

This unit is designed to be taught whole-group and then reinforced in Guided Reading Groups. It is expected that these skills will be referred to and used throughout the rest of the school year as students learn other word patterns such as prefixes and suffixes.

Make copies of all poems presented for the students to keep in their Poetry & Song Folders so that they can reread the poems/songs whenever they want. The folders can be sent home for review with families and can be used in a Poetry Center in the classroom. Reviewing the poems can help the students with their fluency skills also.

Day 1 - Introductory Activities:

- Introduce essential question: **Can I figure out what something says even if I don't know all the words?** What can you do to figure out the word?
- Go back to the “Are you a good reader?” bulletin board display that you created at the end of the previous unit (See: *What is a “good” reader? Unit, Strategy: Use of Illustrations*)
- Introduce new essential question: **What types of patterns do we find in language and where do we find them?** and **How can patterns in written language help you read?** Post the questions in a prominent place in the classroom so we can refer back to them often.
- “Flapstick: 10 Ridiculous Rhymes With Flaps” by Jon Agee: This story is an introduction to the concept of patterns in reading. Explain to students that you are going to read them a story that has the last word of each page missing, but they are going to be able to help you figure out what word is missing if they listen carefully. Explain that we will be able to check if our predictions are correct because there will be a flap for us to lift to show us what word the author intended to use. After reading the story:
 - What were the missing words? How do you know what the missing word is? Help students to focus on how the missing word sounds the same as another word in the rhyme on that page.
 - Discuss what patterns they heard in the story.
 - -een: queen, green

- -uck: luck, duck
- -ack: alack, snack
- -eals: squeals, seals
- -eap: cheap, deep (Doesn't fit pattern)
- -and: bland, hand
- -ash: cash, trash
- -ock: Bach, sock (Doesn't fit pattern)
- -ice: ice, nice
- -end: friend, end

- **Word Pattern Chart:** Make a chart of the patterns the students heard. Can they think of any other words that might go into those lists? What do you notice about all the words on the list? Save the chart and add to it throughout the unit.

- **Reader's Response Notebook:** Was the use of word patterns helpful when reading this story? Why or why not?

Day 2:

- Review previous day's activities and allow students to share their responses from their Reader's Response Notebook.
- Explain that we see word patterns when we are reading. **How can these patterns help us read?**
- **Word Pattern Reference Book:** Give the students the reference book. Fill out first couple of pages with the patterns that we identified yesterday. Explain that we will continue adding to this reference book throughout the unit and the school year as we identify and learn new patterns while reading and writing. The students can refer to this book when they need help reading or writing. (Patterns are created and located at end of unit or you can create your own reference book. Pages can be added as needed to book.)
- **Word Family Sort Activity 1:** <http://www.readwritethink.org/materials/wordfamily/>
 - Introduce the students to this game on the internet. Show them how to access from our classroom computer. Explain that this will be a game that they can explore during their Literacy Center – Computer Station.
- **Word Family Sort Activity 2:** Choose 4 word families to work with for this activity. Create index cards with various words (1 per student) and signs for the word pattern (1 for each family). Post the family signs in different corners of the classroom. Explain to students that we are going to play our own various of the Word Family Sort activity that we just saw on the computer. Pass out index cards to the students. Have them read their card to themselves. When the signal is given, the students must find the "family" that they belong to and report to that "house." The students then read all the words in their family with their family "members." Then review all the words with the whole class.
- Poem 1: *It's a Fish* (Scott Foresman 1st Grade Reading – Volume 2)
 - Preview chart and make predictions about what the poem will be about.
 - Preview text. Do you see any word patterns? If so, what are they? Does recognizing these patterns make you feel better about reading this poem for the first time?
 - Read poem and have students fill in the last word (with the word pattern) for you.
 - Reread poem again. Ask students to think about the story this poem is telling and what kind of mood or emotions the author might be feeling.
 - Keep chart with the poem available in the classroom for the students to reread during free time or during Literacy Centers – Read Around the Room Station.

Day 3:

- **Poetry & Song Folder:** Give this folder to the students. Explain that this folder will be used to hold copies of the various poems and songs we learn throughout the year. They are going to be able to take the folder home over the weekend to share the poems and songs they have learned with their families, but the folders must be returned every Monday.
- Give students a copy of the poem we read yesterday. Have them **highlight the word patterns** we identified yesterday. In centers or during desk work, the students can illustrate the poem in the free space on the page.
- Discuss: We have noticed that all the words end with the same spelling pattern and thus they sound the same or rhyme. What do you notice about the beginning of the words? Are they the same or are they different? Just like in our reference books, we have noticed that we can change the beginning letter or blend and create a new word.
- Blending with New Beginning Sounds: <http://pbskids.org/lions/games/gawain.html> and <http://pbskids.org/lions/printables/games/gawain.html>
 - Remind students how we take the different sounds we hear in language and blend them together to make words. We also do this when we are reading. We look at the letters, think about the sounds they make, and then blend those different sounds together to make words. We can use this same method to figure out words that have patterns and sometimes it is faster because we can identify a larger chunk of the word and then blend it.
 - Show students the blending game on the website above. Talk about how the knights joust and when they

crash they create their word.

- Play a “Jousting” game with your students. You can use the list provided on the Gawain website (also listed above) or create a list of your own for the students to use. Choose 2 students to “joust” with each other. Give on the beginning sound and the other student the ending word pattern. Have them start on opposite sides of the carpet or a designated area of their room. Have them “joust” like the knights do on the website until the two students meet and have created a word. Add the word or word pattern to our Word Pattern Chart and in their Word Pattern Reference books.
- **Reader’s Response Notebooks:** How do word patterns/chunks help us to read quickly?
- Poem 2: One, Two, Three, Four, Five (From Scott Foresman Reading Series, 1st Grade, Volume 2, page 139)
 - Provide copies for each student’s Poetry & Song folder. Also make a copy of the poem on chart paper/poster for display in the classroom. Tell the students they are going to have 1 minute to look at the poem and try to read it. Let them know it is okay if they don’t know all the words. We will work on it together as a class their first tries. When they are done, discuss if they were able to read it. If so, what was helpful? Did they notice any patterns in this poem? Identify the pattern in the poem. Again have them highlight the pattern in the poem. During desk work time, the students can add the word pattern to their reference book and come up with any other words that fit the pattern.
 - Also, discuss how there was a pattern with the sound in the poem, but not always the spelling. We are focusing on the spelling patterns we see when we are reading and how the spelling patterns help be better readers. Discuss how knowing that it will sound the same can also help us when reading because we can focus on the beginning sound and predict what the word might be based on that beginning sound and know that the word will rhyme with another word.
 - Talk about the point of view in this poem. Who is telling the story in the poem? Is there just one person involved? Could we read this poem using different voices or more than one person? How would that change the meaning or understanding we have of this poem?
 - Break the poem into parts and assign different groups in the classroom to read the different parts. “Perform” the poem as a class using the different parts.
- **Reader’s Response Notebook:** What did you learn about point of view or voice in a poem today?

Day 4:

- Have students share their responses to yesterday’s ending question. Talk about how the patterns/chunks help us to read quickly because we can easily identify large parts of words we already know and then only have a little bit left to figure out.
- Today we are going to continue working on the pattern/chunk idea. We are going to create new words by adding different beginning consonants and blends.
- **Word Slide:** Teach the students how to make a Word Slide. Give them a piece of cardstock or construction paper. Have them write the word pattern/ending on the right side of the paper. They will then cut two horizontal slits on the right side of the paper so that another slip of paper can slide up and down through the slits. Give the students a slip of plain paper. On the plain paper, the students will write any beginning sounds that will make words with the ending sound. Useful websites:
<http://www.sil.org/lingualinks/Literacy/ImplementALiteracyProgram/HowToMakeAWordSlide.htm> or
http://www.abcteach.com/directory/teaching_extras/word_slides/#10951 (Has an example of what a word slide should look like.)
- Make one Word Slide as a class and then have the students create 2 more of their own. The word slides can be sent home for reading practice.
- Poem 3: Pretty Ribbon by Brod Bagert (From: Giant Children)
 - Post a chart of the poem. Cover the poem.
 - Show the students the title of the poem and have them make prediction about what the poem will be about.
 - Uncover and read the first two line and see if the students would like to revise their prediction. Also draw attention to what word pattern they see. Do you think this pattern will continue throughout the poem?
 - Show them the rest of the poem. Have the students look at it for patterns. What patterns do you see? Have we seen or used any of these patterns before?
 - Read poem together.
 - Discuss what the poem is about. What kind of brother is the author? Is he really a good brother or is he silly and sneaky?
 - Provide the students with a copy of this poem. Have them look through and highlight or circle the word patterns they see. Again discuss how there are spelling patterns and sound patterns in the poem.
- Transfer the word patterns into their **Reference books**. Have them add words in the reference book that follow the word pattern.

Day 5:

- Magnet Board: <http://www.woodlands-junior.kent.sch.uk/games/mag/spelling.html>
 - Introduce this online activity to the students. Again, this activity can be made available during Literacy Centers – Computer Station.
 - The students pick an ending from the ones available and then add beginning sounds from those provided.
 - The students need to decode and read the words. They can also keep a list on scrap paper or on a recording sheet of the words they create.
 - Extend this activity into Literacy Center – Word Work Station: Provide materials for the students to make words with such as magnetic letters and a cookie sheet, letter tiles, and Word Family Pockets (made of library pockets with endings written on the outside and index cards with beginning sounds that the students can practice blending to make words).
- Poem 4: Upside Down by Aileen Fisher (From: Read a Rhyme, Write a Rhyme)
 - When you hear the words – upside down – what does it make you think of? Create a **Word Web** with the students about the term upside down.
 - Display a chart of the poem. Read the poem. Discuss what the author of the poem noticed about being upside down. Did we have similar ideas as the author? Have you ever tried to be upside down? When and why was that? What happened to you? How do you think this author feels about being upside down?
 - Reread the poem. This time ask the students to pay attention to word patterns. What patterns do you see or hear?
 - Pass out copies of the poem for the students' Poetry & Song folders. Have them underline or draw lines connecting words that belong to the same word family. Add to Reference book as needed.
- **Reader's Response Notebook**: Think about the poems we have read and discussed this week. How are they similar? How are they different?
- Go back to "What is a Good Reader?" bulletin board. Pass out new die-cut books with the prompt **"I am a good reader because..."** Have the students fill out these books and post on bulletin board.

Performance Week:

- Show a video of an actual Poetry Slam. (Check your local Borders, Barnes & Nobles, coffee houses, etc. to find local artists and see if one is willing to allow you to tape him or her. Also, speak to that artist about coming to visit, talk about his/her art, and perform for our class.)
- Discuss what the students saw and heard. Be sure to focus on the use of word patterns. Did the students hear any word patterns? What were they? Have we learned about any of them? Have we used any of them?
- Introduce the **performance task** to the students. Explain that they are going to be required to choose an appropriate poem using the knowledge they have about word patterns. They will then have to perform the poem like in the video we just saw. Explain that they will have several days to prepare and that this week, we are going to be learning techniques for performing poetry.
- **Day 1: Volume of Voice**
 - Engage the students by teaching and singing the song, Boom Chicka Boom. (Words are located at end of unit.)
 - Ask the students what they know about the word "Volume". Create a web on the board or on chart paper and record the students' ideas. Some prompts for discussion could be:
 - Think about the song we just sang. What did it have to do with volume?
 - Have you heard of a volume switch?
 - Where have you seen a volume control?
 - Why do we use a volume control?
 - What are some words that describe volume?
 - Where do we have to use a soft/quiet volume?
 - Where can we be loud?
 - Where do we use a normal voice?
 - When do we have to be quiet/loud/normal?
 - Focus the students on the different volumes of voice we use daily, why we use them and when we use them.
 - Explain that we need to be aware of our volume when performing because we want our audience to be able to hear what we are saying.
 - Teach "Go Away" activity*: Set up a signal with the students to show when they are having trouble hearing each other such as cupping hand around the ear. Let them know that they need to be aware of their audience's signal and if they are being heard. Teach the students the poem "Go Away." Choose two students to start the activity. The students will face each other. One student will start with the first line of the poem and then the 2nd student will repeat it. They will continue in this fashion until the poem is complete.

They will then take a step backwards from each other and repeat the process being sure to adjust their volume as needed so that they can hear each other. Repeat this process until the students are on opposite sides of the room from each other. Allow the students in the classroom to use your volume signal as this activity is going on to help the “performers” gauge how they are doing. Discuss with the “performers” how they felt doing this activity and what they noticed that they had to do each time they took a step away from each other. Allow the rest of the class to contribute their ideas and observations.

- Repeat this activity with the whole class. Pair the students up. Have them form 2 lines facing each other and allow them to complete the activity. Be prepared for your classroom to get very loud. Set up a signal for the students so they know when it is time to stop and become quiet again so that they can await directions. Pull class together and discuss again what they noticed this time about their volume and being heard by their partner.
 - **Reflection Question:** How did you feel while performing this poem with your partner as the rest of the class was also performing it? What was hard for you? What was easy for you?
 - Have students reflect on an index card or half a sheet of paper. You may want to tell the students that they do not have to put their name on the card because you just want to know how everyone was feeling during this activity.
 - Collect cards and review for your own knowledge.
- **Day 2: Attitude of Voice & Memorization**
 - Review about volume from the previous day.
 - **Discussion Question:** Can our volume of voice help show how we are feeling? Our attitude? Can you give examples?
 - Create a list of different feelings or emotions the students know about. Explain that these emotions can be used in poems to help the audience understand how the poet is feeling.
 - Read examples of poems to the class and discuss what they think the author was feeling while writing it.
 - Storm by Elizabeth Swados (Scared)
 - Heart Stopper by Brod Bagert (Nervous)
 - Fly Food by Brod Bagert (Surprised)
 - Monster Me by Brod Bagert (Excited, Happy)
 - My Backpack Weights a Thousand Pounds by Jack Prelutsky (Tired, Frustrated)
 - Refer to the poem used yesterday - “Go Away”. Break students into groups of 3-4. Assign each group an emotion/attitude to perform. Don’t tell the rest of the class know what the emotion/attitude is though. Allow each group time to talk together about how to perform it and give them time to practice. Then gather class back together. Allow each group to perform and have the rest of the class guess what emotion/attitude the group is trying to portray.
 - Angry – Like someone is bothering you.
 - Sad – Like your pet just ran away and you want time to think about it.
 - Excited – Like you are planning a surprise for that person and don’t want them to know it.
 - Annoyed – Like your little brother/sister won’t leave you alone.
 - Tired – Like you’ve just been to sports/music practice and run errands with your mom/dad and all you want to do is go home and go to bed.
 - ?
 - Discuss whether the groups needed to read the words while performing or did you have the poem memorized? Did the memorization help your performance?
 - Discuss how memorization helps us perform because we are comfortable with the words; it frees our faces and bodies to do other things; we can think about other aspects of our performance when we are not focused/dependent on the chart paper/hand out.
 - **Reflection Questions:** When I first told you about this project how did you feel? Now how are you feeling about the project?
 - Have students close their eyes and show you a thumbs up, down, or sideways about their feelings.
 - **Day 3: Movement & Memorization**
 - **Communication Discussion:**
 - We can communicate using words by talking, writing, reading.
 - How else can we communicate?
 - Making faces.
 - Moving hands.

- Actions.
 - **Charades:** We are going to play charades. During this game, someone acts out an action or title of a book/movie/song and the rest of the class guesses what it is you are performing. Have a bag with ideas for the charades game. Choose students to come up and act them out while the rest of the class guesses.
 - Discussion: How can actions and movement be used during our performances? Will it help our performance?
 - **We're Shaking Maracas** by Jack Prelutsky – Have the poem written out on chart paper or made into a poster large enough for the whole class to read. Explain that as a class we are going to read this poem and discuss what kind of actions be used during the poem. Also explain that we are going to use this poem as the opening/welcoming to our Poetry Slam. We will perform it as a whole class for our audience and judges. Read through the poem several times and then begin adding actions to the poem. Practice several times.
 - Continue practicing the poem every day until the performance day. As the students become more familiar with the poem, start hiding words/sections/the whole poem so that the students have to memorize it.
 - **Reflection Question:** How do you feel when you are “acting out” a poem? Are you comfortable or do you need more practice?
- **Day 4: Examples and Practice**
 - Have a Slam Poet visit the class and perform. Be sure the poet uses appropriate material and to ask if the poet minds being critiqued by the students and answering their questions.
 - Have the students discuss what they saw in the poet's performance. What aspects have we learned about performance that the poet used? What did you notice about his/her performance? Did you enjoy it? Why or why not?
 - Discussion time with Poet. Allow the students to ask the poet questions about performing and poetry. Some questions could be:
 - How did you get interested in poetry?
 - How did you start performing poetry?
 - How did you feel the first time you ever performed? How do you feel now?
 - How do you get reading for a performance?
 - Do you have a favorite author/poet?
 - Do you write your own poetry?
 - Where do you get your ideas?
 - Thank poet for visiting.
 - Now it is time for you all to start choosing a poem and practicing for your performances next week. Tell students date and time that has been picked for the performance. Record it on the calendar.
 - Review **Poetry Slam rubric** with the students. Discuss what expectations you have and what they might have. See if their ideas and your ideas match. Adapt rubric as needed.
 - Present the students with the packet of possible poems – some with word patterns and some without. The students should be aware that they must choose a poem that has a word pattern contained in it and that they need to be able to identify what the word pattern is.
 - Give the students time to start practicing and let them know that there will be time allotted every day in class for them to practice before the performance date. Let them know that they can also take the poem home and practice at home by themselves or in front of their family members.

Performance Day:

- Invite other teachers, administrators, etc. to come and view the show.
- Set up the classroom for the café and have an area designated as the stage.
- Set up location for the judges and the audience.
- Open the café and enjoy your show!
 - Welcome everyone to the show.
 - Review the rules and expectations. Explain judging system.
 - Start show with a whole class performance.
 - Allow everyone to perform individually or with partner.
 - Tally scores and announce winner(s).
 - Thank everyone for attending.
- Extension: Hold a Poetry Slam after school that the parents and family member can attend.

*Activities adapted from lessons in: Wham! It's a Poetry Jam by Sara Holbrook.

Poetry Slam

Description:

A hot new café has opened at your school – Cambray’s Café. As a grand opening event, the café is holding a Poetry Slam. A Poetry Slam is when you take poetry that you or another author has written and perform it for an audience being sure to use lots of expression and movement. You will apply your knowledge of word patterns to choose a poem to perform. You may work individually or with a partner. Cambray’s Café will open next week, so be prepared to perform and be entertained!

Preparation:

- Read several poems/songs that use word patterns with the students.
- Practice and provide examples of what it is like to perform a poem versus just reading a poem.
- Create a list of word patterns that could be used.

Materials:

- Display list of word patterns for reference.
- Multiple copies of poems for students to choose from. Be sure to include a variety of poems that contain word patterns and do not contain word patterns so that the students sort through and choose a poem that meets the criteria set forth. The list of recommended resources is very useful for finding and selecting poems. Any other poems or resources can also be used.

Procedures:

- Introduce project description to the students.
- Explain the expectations of a poetry slam.
 - Anyone can perform.
 - It is done energetically.
 - It is judged with numbers from 1-3*.
 - 3 = The performer did an excellent job.
 - 2 = The performer was really, really good, but could improve by memorizing or performing more smoothly.
 - 1 = The performer was good, but more practice would help.
 - The audience participates by cheering.
- Go over rubric with the students so that they are aware of the expectations and requirements of their performances. Adapt rubric as needed with students.
- Establish the rules* for the poetry jam. Some sample rules are:
 - Type of Poem: Poem must use a word pattern.
 - Applause: Always applaud the performer.
 - Time Limit: Can be set so that everyone has a chance to perform.
 - Props/Music: Will they be allowed or not?
 - Team v. Solo Performance: Do you get double points for a team or individual? Can you call out lines to help your team mate?
 - Ties: Will there be a sudden-death tie-breaker?
- Provide students with a collection of poetry to select a performance piece from.
- Allow students to break into pairs or to work individually.
- Give students time to choose a poem.
- Allow students time to practice performing their poems. Practice can be done in the classroom, in a corner, out in the hallway, or for a friend/teacher (for helpful feedback).

- Schedule a day and time to hold your poetry jam.
- Choose 3-4 people to be “Celebrity” judges and invite them to attend our poetry jam. You could choose buddy class teachers, members of the administration, guidance counselor, students from a buddy class, etc.
- Hold your Poetry Slam!
- After the performances, have the students fill out the rubric about themselves and then the teacher can also fill out the rubric and add comments for the students.

*Rules and rating system adapted from: Wham! It's a Poetry Jam by Sara Holbrook.

Name: _____

Poetry Slam Rubric

	Unacceptable 1 point	Approaching 2 points	Meeting 3 points
Poem Choice: Does your poem contain a word pattern?	My poem does not contain a word pattern.	My poem contains one example of a word pattern.	My poem contains a word pattern that is used frequently or it contains several examples of word patterns.
Word Pattern Identification: Can you identify what the word pattern or patterns are?	I cannot identify the word pattern in my selected poem.	I can give an example of a word pattern in my selected poem.	I can give several examples of word patterns in my selected poem.
Performance 1: Memorization	I did not memorize my poem. I had to read it off a paper.	I had most of my poem memorized and needed a few prompts.	I memorized my entire poem and did not need any prompting.
Performance 2: Voice	I recited my poem.	The audience could hear me. OR I used a lot of attitude and gave my poem a point of view.	The audience could hear me. I used a lot of attitude and gave my poem a point of view.
Performance 3: Movement	I did not use any movement while performing my poem.	My movements complemented the text of my poem. OR I used the stage to complement my performance.	My movements complemented the text of my poem. I used the stage to complement my performance.

E = 15, 14

S = 13, 12, 11, 10

N = 9, 8

U = 7 or below

***Word Family
Reference Book***

By: _____

***Word Family
Reference Book***

By: _____

_____ *Family*

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

_____ *Family*

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

It's a Fish!

(From: Scott Foresman Reading Series, 1st Grade, Volume 2, Phonics Songs and Rhymes Chart 4)

I think I see a fin.
I see it swish and spin.
I see six pink dots on the fin.
I don't think I'll jump in!

The fish is big and thin.
It winks and waves its fin.
I wink at it and then I grin.
I do think I'll jump in!

One, Two, Three, Four, Five A Mother Goose Rhyme

(From: Scott Foresman Reading Series, 1st Grade, Volume 2, page 139)

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten.
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little finger on the right.

Pretty Ribbon

By Brod Bagert (From: Giant Children)

I went for a walk by Cypress Lake
And halfway around I spotted a snake.

A ribbon snake, pretty as could be.
The prettiest snake you'll ever see.

I put that snake in a paper sack,
Then turned around and started back.

I'm a sweet little brother and I always share,
And now I have a ribbon for my sister's hair.

Upside Down

By Aileen Fisher (From: Read a Rhyme, Write a Rhyme)

It's funny how beetles
and creatures like that
can walk upside down
as well as walk flat.

They crawl on a ceiling
and climb on a wall
without any practice
or trouble at all,

While I have been trying
for a year (maybe more)
and still can't stand
with my head on the floor.

Go Away

By Elizabeth Cambray

Leave me alone.
Go away.
Can't you hear
What I'm trying to say?

Words for “Boom Chicka Boom”

Used by: Girl Scouts or Boy Scouts

Author: Unknown

This is a call and response song. The teacher sings each line and then students repeat it. At the end you can choose different ways to repeat the song. It can be louder or softer, in a different type of voice (like a baby, underwater, etc.) or faster/slower. Be creative!

A useful website with suggestions for singing the song is:

<http://www.boyscouttrail.com/content/song/song-27.asp>

Teacher: I said ah-boom-chicka-boom.

Students: Repeat.

Teacher: I said ah-boom-chicka-boom.

Students: Repeat.

Teacher: I said ah-boom-chicka-rocka-chicka-rocka-chicka-boom.

Students: Repeat.

Teacher: Uh-huh.

Students: Repeat.

Teacher: Oh yeah.

Students: Repeat.

Teacher: One more time.

Students: Repeat.

Teacher: Like a ... this time. OR Louder/quieter this time. OR In a whisper this time.

Students: Repeat.

Recommended Resources:

Agee, Jon. Flapstick: 10 Ridiculous Rhymes with Flaps. New York: Dutton Children_Books, 1993.

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Harrison, David L. The Mouse Was Out At Recess. Honesdale: Boyd Mills P, 2003.

Holbrook, Sara. Wham! It's a Poetry Jam. Honesdale: Boyd Mills P, 2002.

Prelutsky, Jack. A Pizza the Size of the Sun. New York: Scholastic Inc., 1996.

Prelutsky, Jack. Read a Rhyme, Write a Rhyme. New York: Alfred a. Knopf, 2005.

Prelutsky, Jack. What a Day It Was At School! Greenwillow Books, 2006.

Scott Foresman Reading: Take a Closer Look. Glenview: Addison-Wesley Educational Publishers Inc.,
2000.

Silverstein, Shel. A Light in the Attic. New York: Harper & Row,, 1981.

Swados, Elizabeth. Hey You! C'Mere: a Poetry Slam. New York: Arthur a. Levine Books, 2002.

Updike, John. A Child's Calendar. New York: Scholastic Inc., 1999.