

PATTERNS IN POETRY: PART 2 -- SOUND

<p>OUTCOMES Students will practice listening for sounds (phonemic awareness), play with sound letter correspondence, and recognize repeated end-rhymes (rhyme scheme), repeated vowels (assonance) and repeated consonants (alliteration).</p>	<p>STUDENT GOALS To prepare for the Language arts section of the GED, students will want to practice listening, reading and understanding a variety of poems by recognized poets. Basic Skills and ESOL students will want to practice sound-letter correspondence.</p>	<p>MATERIALS <i>Carolina Shout</i> Handout Objects for making noise: ball to bounce, rubber band, ruler to snap, book to drop, water to drip, timer or alarm clock, wax paper, comb, etc. List of Poems for handouts Poetry Thematic Collection Teacher Information Sheet</p> <p>NRS EFL 1-6 TIME FRAME 1 hour</p>
<p>STANDARD SPEAK SO OTHERS CAN UNDERSTAND</p>	<p>LEARNER PRIOR KNOWLEDGE This lesson plan is the second in a sequence of Patterns in Poetry, which follows Part 1—Rhythm. Most students have some acquaintance with words that mimic sounds like “ach-oo.” Popular music uses repeating sounds to produce effects in the listener</p>	
<p>COPS Determine the purpose for communicating.</p>	<p>ACTIVITY ADDRESSES COPS By listening to distinctive sounds and attempting to reproduce them in words, students will recognize and practice the sound-letter correspondence employed by poets in onomatopoeia to communicate senses, motion, and feelings.</p>	<p>ACTIVITIES [REAL-LIFE APPLICATIONS] Step 1 - Read aloud the book <i>Carolina Shout</i> by Alan Schroeder. Ask students to close their eyes and listen carefully to the sounds they can hear around them. Open the windows if the weather permits. Brainstorm a list of sounds. Read aloud together one of the “shouts” from the handout. How are letters used to reproduce the sounds?</p> <p>Use the objects collected to make sounds. You can also make sounds like a ‘raspberry’ or a ‘sneeze.’ After making the sound, ask learners to imitate the sound using letters of the alphabet. Repeat the sound a few times if necessary. Ask learners to share their “words” and choose which one sounds most like the noise. Which letters sound sharp? Soft? Which sound large? Small? Bouncy? How do you write repeated motion? Some words sound like the things they name like “boom,” “murmur” or “whisper.” This is called onomatopoeia. Think of more examples.</p>
<p>Organize and relay information to effectively serve the purpose, context and listener.</p>	<p>By listening and reading poems aloud, students will study how poets organize their ideas using rhyme scheme and stanzas.</p>	<p>Step 2 - If you completed Patterns in Poetry: Part 1—Rhythm, check your list to see which patterns involve repeated sounds. Read aloud <i>Annabel Lee</i> by Edgar Allan Poe. Using a handout of the poem, together read aloud the first stanza, or the first grouping of lines, which are like a paragraph in writing. Mark the end-rhymes or words that sound alike at the end of each line using a new letter for each new rhyme: a,b,a,b,c,b. This pattern of end rhyming is called a rhyme scheme. Read aloud the other stanzas, listening to hear whether the rhyme scheme a,b,a,b,c,b remains throughout. (The pattern of rhyming lines 2,4, and 6 continues throughout the poem with some exceptions.) What effect does the rhyme scheme give the poem? (The rhyme scheme contributes a song-like quality of anticipating the rhymes.)</p>
<p>Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension.</p>	<p>Again by listening and reading poems aloud, students will examine the poets’ use of assonance and alliteration to link words and to communicate emotions that are important in understanding a poem.</p>	<p>Step 3 - Poe repeats vowel sounds in the middle of lines as well. For example, this assonance links the long “i” sounds of “rise,” “bright eyes,” “night-tide,” and “bride”</p>

Use multiple strategies to monitor the effectiveness of the communication.

In addition to listening, reading aloud, and discussion, students will apply what they have learned by reading aloud a poem to the class and talking about how the uses of sound contribute to the understanding the poet wants to communicate to the reader.

in the last stanza. How do these words and sounds make the reader feel? Find other examples of words linked by vowel sounds or **assonance**. What feelings do they create in the reader? (The most common is the long "e" throughout the poem in "Lee," "sea," "me," and many other words that suggest loneliness.) The poet also uses repeated consonant sounds or **alliteration** to link important words within lines as he does with all the "m," "n," and "l" sounds in the first stanza—"many and many," "maiden," "name," "lived," "love," and "loved." What effects do these sounds produce in the reader? (They help link important information about the characters.) Listen to and read aloud together the final stanza, looking at the use of sounds—rhymes, alliteration, and assonance. How do all the uses of sound work together to help the reader understand the poem? (The constant repetitions of low vowels linking words about night, death, and the sea create an overwhelming sense of sadness. The meter and "s" sounds remind us of the eternal movement of the waves upon the shore.)

Step 4 - Read aloud 3-4 poems chosen from a poetry text set or handouts from the List of Poems. (Poems with emphasis on patterns of sound are marked "Sounds.") What words in each are linked through sound? How do repeated sounds make you feel? How many different rhyme schemes (including none at all) can you find?

Identify words that are tied together by repeated sounds in each poem? Do the repeated sounds make you feel a certain way? Which have repeated sounds at the end of a line? What different patterns of end rhymes or rhyme schemes can you find? After reading the poem aloud to the class, students can share what they think the sounds do to help the reader understand the poem. Record the presentations on audio cassettes to put in portfolios. Advanced students may want to tackle one of the sonnet or haiku forms. Information can be found at www.cranberrydesigns.com/poetry/sonnet.history.htm and www.cranberrydesigns.com/poetry/haiku.history.htm.

Step 5 - Ask students to work individually or in pairs to choose a poem from a poetry text set, from the lesson plan handouts, or download one from an Internet site. Find the sound patterns in the poem: rhyme scheme, alliteration, assonance, and stanza. If you already completed Patterns in Poetry: Part 1—Rhythm, also look for meter. Ask them to consider the following questions and mark the sound patterns on their copy of the poem to put in their portfolios. What effect do these particular patterns of sound have on the reader?

ASSESSMENT/EVIDENCE

Printouts of poems marked for rhyme scheme, alliteration and assonance that are used for reading aloud and an audiotape recording of the read aloud plus discussion should be added to the student's portfolio.

REFLECTION/EVALUATION

Not yet completed

NEXT STEPS

Patterns in Poetry: Part 3—Images was designed to follow this lesson plan. Teachers may want to extend this lesson by exploring the sonnet, haiku, and "pattern" forms of poetry. See information on the Teacher Information Sheet.

PURPOSEFUL & TRANSPARENT

Listen and reading aloud poetry will help students see how poets use sound to convey emotion and to organize their work by linking sounds at the ends of lines and by linking important words through repetition of vowels and consonants.

CONTEXTUAL

By recognizing the use of sounds in poetry, students may begin to recognize the use and impact of the sounds in the words in the world around them—lyrics, ads, TV, and movies.

BUILDING EXPERTISE

In a process of listening, then reading, and finally speaking, students progress in their recognition of how sound is used to organize and communicate meaning to readers of poetry.

PATTERNS IN POETRY: PART 2 -- SOUND

GED Descriptors

Language Arts-Reading

ROLES

Family
Community

PROGRAM TYPE

ABE
GED
Urban
Rural
Corrections

KEYWORDS

81: Education > reading

1060: Literature and Language > poetry

1144: Education > speaking

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TECHNOLOGY INTEGRATION

Patterns in Poetry www.cranberrydesigns.com/poetry/intro.htm

TEACHER INFORMATION SHEET

The following resources supplement the three sequential lesson plans on Patterns in Poetry which also can be used individually: Part 1—Rhythm explores patterns in general and the meter in poetry in particular; Part 2—Sound builds on the first by introducing rhyme, alliteration, and assonance; and Part 3 focuses the use of images, metaphors, and symbols. Lesson plan materials include a list of poems with web addresses (be sure to include some of your favorites), a copy of the Eureka Poetry Collection for selecting text sets of poetry, and this sheet of additional resources.

IMAGES

<http://images.google.com/>
<http://www.loc.gov/rr/print/catalog.html>

POETRY

www.cranberrydesigns.com/poetry/intro.htm
http://owl.english.purdue.edu/handouts/print/general/gl_patvar.html
www.42explore2.com/patterns.htm
<http://web.csustan.edu/english/reuben/pal/append/AXF.html>
<http://brainstorm-services.com/wcu-lit/craft-of-poetry.html>
www.infoplease.com/spot/pmglossary1.html
<http://shoga.wva.com/%7ergs/glossary.html>
<http://literacy.kent.edu/Oasis/Pubs/0300-26.pdf>

POETRY ARCHIVES

www.poets.org/academy
www.bartelby.com/verse/
www.infoplease.com/spot/pmsites1.html
<http://dir.yahoo.com/Arts/Humanities/Literature/Poetry/Anthologies>
www.etext.lib.virginia.edu/britpro.html
www.americanpoems.com
www.classic-romantic-love-poems.com

MATH

www.learner.org/teacherslab/math/patterns
www.standards.nctm.org/document/eexamples/chap4/4.5/index.htm
www.emints.org/ethemes/resources/S000000622.shtml
www.archtech.org/java/patterns/patterns_1.shtml
www.col-ed.org/cur/math/math06.txt

MEDIA AND ADVERTISING

www.media-awareness.ca/english/resources/educational/lessons/elementary/alcohol/upload/understand_bran_ds_1k.pdf
www.readwritethink.org/lesson_images/lesson97/advert.pdf
www.pbs.org/teachersource/media_lit/gettingstarted.shtml

PRINT RESOURCES

Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors, Francis E. Kazemak & Pat Rigg
Finding What You Didn't Lose, John Fox
Making Your Own Days: The Pleasures in Reading and Writing Poetry, Kenneth Koch
Sound and Sense: An Introduction to Poetry, Laurence Perrine
Wishes, Lies, and Dreams: Teaching Children to Write Poetry, Kenneth Koch

PATTERNS IN POETRY PART I, 2 AND 3
LIST OF POEMS

POEM	POET	WEB SITE/BOOK	EMPHASIS
A Narrow Fellow in the Grass	Dickinson, Emily	www.online-literature.com/dickinson/824/	Rhythm Image
Annabel Lee	Poe, Edgar Allan	http://bau2.uibk.ac.at/sg/poe/works/poetry/annabel.html	Rhythm Sounds
In a Station of the Metro	Pound, Ezra	www.bartleby.com/104/106.html	Rhythm Image
In Just	cummings, e.e.	www.web-books.com/classics/Poetry/anthology/cummings/InJust.htm	Rhythm
Pied Beauty	Hopkins, Gerard Manly	www.bartleby.com/122/13.html	Rhythm Sounds
Piping Down the Valleys Wild	Blake, William	http://quotations.about.com/od/poemlyrics/a/blakepoem14.htm	Rhythm Sounds
Remember	Rossetti, Christina	www.sitemappro.com/examples/prossetti.html	Rhythm Sounds
Richard Cory	Robinson, Edwin Arlington	www.bartleby.com/104/45.html	Rhythm Sounds
Skipper Sailing	Rudder, Carol	Beginnings Vol. VIII, p. 109 http://literacy.kent.edu/Oasis/Pubs/Beginnings8/pleasure.pdf	Rhythm
Sonnet LXXI (71)	Shakespeare, William	www.everypoet.com/Archive/Poetry/William_Shakespeare/william_shakespeare_sonnet_71.htm	Rhythm Sounds Image
Sonnet LXXIII (73)	Shakespeare, William	www.geocities.com/Athens/Troy/4081/73.html	Rhythm Sounds Image
Spring and All	Williams, William Carlos	www.poets.org/viewmedia.php/prmMID/15536	Rhythm Image
The Aim Was Song	Frost, Robert	http://poetry.poetryx.com/poems/249/	Rhythm
The Charge of the Light Brigade	Alfred, Lord Tennyson	www.nationalcenter.org/ChargeoftheLightBrigade.html	Rhythm Image
The Morning Is Full	Neruda, Pablo	www.geocities.com/nerudapoet/lovepoems/themorning.htm?200730	Rhythm Image
The Term	Williams, William Carlos	www.americanpoems.com/poets/williams/7788	Rhythm
The Wild Swans at Coole	Yeats, William Butler	www.online-literature.com/yeats/803/	Rhythm Image
We Real Cool	Brooks, Gwendolyn	www.poets.org/viewmedia.php/prmMID/15433	Sounds
When I Heard the Learn'd Astronomer	Whitman, Walt	www.bartleby.com/142/180.html	Rhythm
Winter Morning	Smith, William Jay	New and Select Poems, Delacorte Press, 1970	Image

LOVE CALLS US TO THINGS OF THIS WORLD

The eyes open to a cry of pulleys
And spirited from sleep, the astounded soul
Hangs for a moment bodiless and simple
As false dawn.
Outside the open window
The morning air is all awash with angels.

Some are in bed-sheet, some are in blouses,
Some are in smocks: but truly there they are.
Now they are rising in calm swells
Of halcyon feeling, filling whatever they wear
With deep joy of their personal feeling.

Now they are flying in place, convey in
The terrible speed of their omnipresence, moving
And staying like white water: and now of a sudden
They swoon down to so rapt a quiet
That nobody seems to be there.
The soul shrinks

From all that it is about to remember,
From the punctual rape of every blessed day,
And cries, "Oh, let there be nothing on earth but laundry,
Nothing but rosey hands in the rising steam
And clear dances done in the sight of heaven.

Yet, as the sun acknowledges
With a warm look at the world's hunks and colors,
The soul descends once more in bitter love
To accept the waking body, saying how
In a changed voice as the man yawns and rises,

"Bring them down from their ruddy gallows.
Let there be clean linen for the backs of thieves;
Let lovers go fresh and sweet to be undone,
And the heaviest nuns walk in a pure floating
Of dark habits, keeping their difficult balance.

Richard Wilbur

WINTER MORNING

All night the wind swept over the house
And through our dream
Swirling snow up through the pines,
Ruffling the white, ice-capped clapboards,
Rattling the windows,
Rustling around and below our bed
So that we rode
Over wild water
In a white ship breasting the waves.
We rode through the night
On green, marbled
Water, and, half-waking, watched
The white, eroded peaks of icebergs
Sail past our window;
Rode out the night in the north country,
And awake, the house buried in snow,
Perched on a
Chill promontory, a
Giant's tooth
In the mouth of the cold valley
Its white tongue looped frozen around us,
The trunks of tall birches
Revealing the rib cage of a whale
Stranded by a still stream;
And saw through the motionless baleen of their branches,
As if through time
A light that shone
On a landscape of ivory
A harbor of stone.

William Jay Smith

By the time I'm dressed, I can hear the carpenters working on the house next door.
(They must get up awful early.) As they pound the nails into the rafters, they sing
along, catching the rhythm with their hammers.

Whomp, bidda-bay!

Whomp, bidda-bay!

*Come six o'clock,
we quit our day!*

Whomp, bidda-bay!

Whomp, bidda-bay!

*Six o'clock
we end our day!*

Git in there, nail!