

Patterns in Poetry

Author: Dylana Garfas-Knowles

Grade Level: 4th Grade

Subject: English Language Arts

CT Concept: Pattern Recognition

STANDARDS

ELAGSE4RL5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LESSON OBJECTIVES / LEARNING TARGETS

I can recognize and explain the rhyming patterns found in poetry. I can write my own poem using a recognizable pattern.

MATERIALS / CURRICULUM

- Teacher created Nearpod for interactive Zoom lesson
- One of each item per student:
 - Paper, pencil, device
 - Worksheet with poems (these need to be sent home to students before the lesson is taught).
 - Blank paper to write poem

VOCABULARY

Pattern recognition, rhyme

LESSON DESCRIPTION

This is a Comprehensive Distance Learning ELA lesson taught on Zoom.

Introduction:

Introduce learning target.

Ask class-

- What is pattern recognition? Accept all answers.
- Can you think of any patterns you might find in a poem?

Define rhyming words- words that sound the same at the ends, such as cat/hat, or jumping/bumping.

Patterns in Poetry

When a poem has rhyming words at the ends of the lines, these are called “end rhymes”. Here’s an example:

My cat is nice.
My cat likes mice.

A “rhyme scheme” is a way of recognizing and describing the pattern of end rhymes in a poem. Each new sound at the end of a line is given a letter, starting with “A”, then “B”, and so on. If the end sound repeats the same end sound of a previous line, it gets the same letter, creating a pattern of sounds in the poem.

Here are some examples of cat poems all with different patterns.

My cat is nice. A
My cat likes mice. A
My cat is fat. B
I like my cat. B

My cat is fun. A
My cat is fat. B
My cat likes to run. A
I like my cat. B

My cat is gray. A
My cat is fat. B
My cat is cute. C
I like my cat. B

Body:

In breakout rooms, students will work with a small group to identify the patterns they find in the poems.

Instructions:

Read the following poems by Kenn Nesbitt. For each poem, identify the pattern and write it below the poem.

Mr. Brown the Circus Clown

Mr. Brown, the circus clown
Puts his clothes on upside down.
He wears his hat upon his toes
And socks and shoes upon his nose.

Rhyme pattern:_____

All My Great Excuses

I started on my homework
But my pen ran out of ink.
My hamster ate my homework.
My computer’s on the blink.

Rhyme pattern_____

Patterns in Poetry

My Penmanship is Pretty Bad

My penmanship is pretty bad.
My print's plainly awful.
In truth, my writing looks so sad
It ought to be unlawful.

Rhyme pattern_____

Today I Had a Rotten Day

Today I had a rotten day.
As I was coming in from play
I accidentally stubbed my toes
And tripped and fell and whacked my nose.

Rhyme pattern_____

After completing the pattern recognition activity, students will:

Students will write a poem using an ABAB pattern.

Extension: Students will write their own four line poem using a different pattern

Close:

After writing their poems the students will identify the pattern in their poem. If time permits, students will read their poems to the class. The class will identify the patterns in their peers' poems.

ASSESSMENT PLAN

Students will submit the poems they wrote. I will assess the poems on the student's ability to recognize the patterns they created in the poem.

HOW WAS EQUITY CONSIDERED IN YOUR LESSON?

- Students will work together in small groups (in breakout rooms) to identify patterns in a variety of poems.
- Students can choose any topic for their poems (topics that are meaningful for the individual).
- Students with IEPs will work in a breakout room with adult support.
- For students who need an extension- they will write a poem using a different pattern of their own choice.
- Graphic organizer to scaffold learning for students with learning disabilities. These will include lines to write on and pattern suggestions.