***Counting Syllables***

***2-27-2014***

***Name: Miss Yvonne***

***Grade Level: 2 Subject: Reading***

***Goal /Objective: Students will be able to count syllables in lines of poetry in pairs with 90% accuracy.***

***Students will write a couplet with the same number of syllables in each line.***

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**Materials:**

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| 1.Poem “Grandpa Bear’s Lullaby”2. Poem “Five Little Chickens”3. Work sheet 4.Childcraft Poetry book | 5. 6.7.8. | 9.10.11.12. |

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**Intro:**

*We have already talked a lot about rhyming words in poetry. Today we are going to talk about the rhythm and syllables in a poem.*

*Quote with me “Mary had a Little Lamb.”* *Can you feel the rhythm as we say it?* (exaggerate the stressed syllables)

Listen to these “The Wise Old Owl” and “Once I saw a Little Bird” from page 34 in Childcraft.

*Can you hear the rhythm in these?*

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**Lesson:**

Pass out “Grandpa Bear’s Lullaby” by Jane Yolen

Class reads silently. *Think about the rhythm as you read.*

Read together aloud.

*Can you feel the rhythm?*

*We are going to discover what makes that rhythm in a poem. It has to do with the amount of syllables in each line.*

Count the syllables in “Grandpa Bear’s Lullaby” (put a mark above each word for each syllable, some words get two) and put the number at the beginning of the line.

Point out the pattern.

The pattern of syllables makes the rhythm.

Pass out “Five Little Chickens” poem.

Work with seat partner to count the syllables. Look for patterns.

*Look at the couplets or quatrains that you have written. Count the syllables. Do they follow a syllable pattern?*

*Now you get to write a couplet or quatrain where the lines have the same amount of syllables.*

Pass out the worksheets.

*Count the syllables in the given line. Think of a line with a rhyming word. Count the syllables. Does it have the same amount? Do you need to think of a word to add or take away?*

Do the first one together.

Class could work in pairs to do the several more.

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**Closing:**

Have time for student volunteers to read their short poems to the class.

*Do you know what people are called who write poetry? (poets)*

*What were you just doing? (writing poems)*

*So what are you? (a poet!!)*