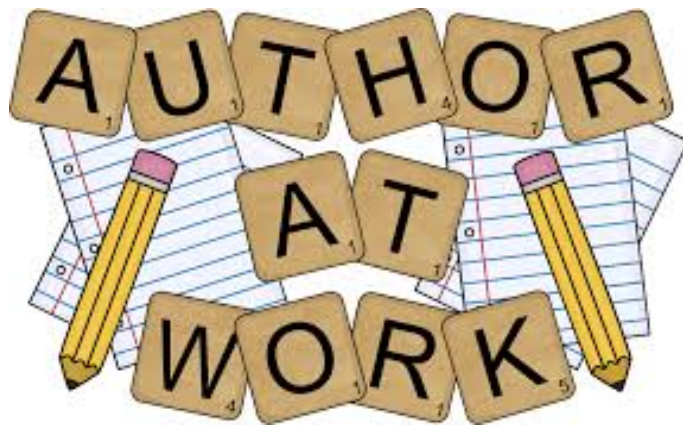


Teaching the Music of Language

Created by Marcia Daft



Sound Writing Template #5
Question and Answer Form

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Introduction

Purpose

Teaching the Music of Language is a multi-session course that explores prosody, fluency, and expression in reading and writing. Musicality is critical for teaching fluent and expressive speaking and reading, particularly for emergent and early readers, and for English Language Learners. Integrating music with reading and writing guides students to hear and feel the rhythmic, phonetic, and grammatical patterns in language.

To learn more please visit [The Music of Language.com](http://TheMusicOfLanguage.com)

Overview of *Teaching the Music of Language Part 1*

- ♦ The first workshop in the TML course is titled *Teaching the Music of Language Part 1: Exploring Rhythm, Reading, and Writing*. In this workshop teachers begin by learning how to lead four skill-building activities that develop children's listening, syllabication, visual tracking, steady beat, and oral fluency skills.
- ♦ Teachers then learn how to accurately read children's poetry and literature that features **Sound Writing** patterns that are foundational to building language.
- ♦ Finally, teachers learn to lead students through a creative poetry writing process that helps them deepen their content comprehension while developing a fluid, expressive voice.
- ♦ Educators who have taken this workshop are best prepared to use this Free Resource.

Goals

As a result of participating in *Teaching the Music of Language Part 1* workshop, educators:

KNOW

- basic music vocabulary: beat, rhythm, phrase, meter, rest, accent, tempo.
- basic poetry vocabulary: meter, rest, accent, inflection, repetition, rhythm, rhyme, alliteration, and form.
- about the fundamental relationship between steady beat, rhythm, and reading fluency.

ARE ABLE TO

- lead skill-building exercises designed to develop core elements of fluency.
- identify children's literature that highlights sound patterns in language.
- create poems about a wide range of curricular topics.

APPRECIATE

- the musical foundations of language.
- how poetry writing strengthens student understanding of curriculum.

Student Objectives and Outcomes

Through experiencing these teaching strategies, students:

KNOW

- the sound reading fluently and articulately.
- the physical feeling of reading fluently and articulately.
- how to read accurately children's literature that uses repetition, rest, rhythm, rhyme, alliteration, and form.
- that many different topics can inspire a poem, including curricular topics.

ARE ABLE TO

- internalize steady beat in the body.
- read rhythmic text showing the beat, rhythm, and phrasing.
- demonstrate self-control by moving appropriately to cues.
- hear the rhythmic patterns in words.
- hear sound relationships in words (rhyme, repetition, alliteration).
- contribute to the creation of a class poem.
- contribute to the performance of a class poem.

APPRECIATE

- the joy of listening, speaking, and moving.
- the opportunity to express their creative voices.

THE KENNEDY CENTER'S DEFINITION OF ARTS INTEGRATION

Arts Integration is
an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING
through an **ART FORM**.
Students engage in a
CREATIVE PROCESS which
CONNECTS an art form and another subject area
and meets **EVOLVING OBJECTIVES** in both.

Teaching the Music of Language Workshop Series

Teaching the Music of Language Part 1

Sound Writing: Exploring Rhythm, Reading, and Writing

Students explore the musical and rhythmic foundations of language as they master reading and writing with fluency

Teaching the Music of Language Part 2

Word Painting: Exploring Reading with Expression

Students explore the expressive and musical foundations of language as they master reading with expression

Teaching the Music of Language Word Study: Hearing and Blending Sounds

Primary Students learn to deconstruct word families into patterns and phoneme blend these sound patterns with fluency

Teaching the Music of Language Reading Detectives: Discovering the Sound Writing in Children's Literature

Primary Students learn to analyze children's poetry and literature to reveal the author's writing craft and purpose

Teaching the Music of Language Be Bop Word Study: Chunking, Rhyming, and Vowel Swaps

Young readers learn to manipulate phonemes as they imitate the way Be Bop jazz singers play with scat singing

Teaching the Music of Language

Create Your Own Classroom and Playground Chants

Teachers and students learn to create their own lively and playful chants that help with transitions throughout the school day

Teaching the Music of Language

Poetry Writing Throughout the Curriculum

Students learn to write and perform poetry that synthesizes their understanding of science, social studies, biography, and more.

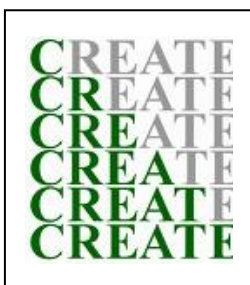
Why Write Poetry?

Each *Teaching the Music of Language* Poetry Template introduces a unique set of *Sound Writing* elements. Through repeated practice with Poetry Templates, your students will develop a “**writer’s ear**” -- a sensitivity to sounds and patterns that are pleasing to the ear when words are read out loud.



Poetry writing is an opportunity for students to **synthesize** their understanding of a subject or unit of study.

The most effective time to lead students in the creation of poetry is when the poems are connected to themes, units of study, or books you are working on in the classroom. This provides a perfect instructional opportunity to **synthesize** the content that students have recently learned.



When students **brainstorm** ideas for a poem, they are engaging in a stimulating process of **recall**. Next, they **analyze** their own ideas, selecting the most powerful emotions and images. As they draft and revise the poem, they are engaging in the **highest orders of thinking** – **critique** and **evaluation**. When the poem is finally shaped and refined, using the most powerful emotions and images, the subject has been distilled to its most important elements.

Poems capture the emotional world of a character, subject, or idea in a short format.

Poetry Template #5: Question and Answer Form

Grade Level: Pre-K - 3

Sound Writing Techniques: Rhythm, Repetition, and Form

Inspiration: “Brown Bear” by Eric Carle

Background Notes: Nearly all young children in the United States are familiar with Eric Carle’s book, “Brown Bear.” This simple and wonderful book is not a story in the traditional sense. There is no main character, or setting, or dialogue, or conflict that needs to be addressed. The beauty of this book (aside from the lovely illustrations) is in the rhythmic, repetitive way it introduces children to language patterns. Texts like “Brown Bear,” that focus on the musicality of language, rather than the elements of story, I refer to as **Sound Writing** books.

In the workshop titled, *Teaching the Music of Language Reading Detectives: Analyzing the Sound Writing in Children’s Literature*, educators learn to identify children’s books and poetry that effectively use **Sound Writing** techniques. Teachers also discover how to guide students through a step-by-step process that trains even young children to identify these writing techniques and analyze the author’s craft.

Once teachers and children have the skills to unpack how authors shape their writing, they can write their own books following the author’s form. I refer to each form as a “Poetry Template.” You will be learning how to craft phrases using Poetry Template #5: Question and Answer form.

Below I have analyzed the **Sound Writing** in Eric Carle’s, “Brown Bear.”

Beat 1	Beat 2	Beat 3	Beat 4
Brown Bear,	Brown Bear,	what do you	see?
I see a	Yellow Duck	looking at	me.
Yellow Duck,	Yellow Duck,	what do you	see?
I see a	Green Frog	looking at	me.

Analysis of the author’s Sound Writing:

- The book/poem is written in rhythm with four beats in each line.
- The book/poem is organized into pairs of lines.
- There is end rhyme between each pair of lines on the words “see” and “me.”
- Within each pair of lines, there is an alternating question and answer pattern.
- Each answer becomes the question in the next pair of lines.
- The words in beat 1 are repeated in beat 2 every time the question is asked.

Following Template #5 in Pre-K and Kindergarten

This template works well with topics that young children are highly familiar with. Start by writing simple books with our youngest learners, such as “Playground, Playground What do you See?” or “Snowman, Snowman, what do you See?”

Brainstorm a Word and Idea Bank

Decide what will be the topic of your poem. For example, the topic is the playground. Invite students to brainstorm everything they know about the playground. Write down all student ideas. For example:

We go down the slide
We fly high in the air on the swings
We play in the sandbox with buckets
We run around
We chase each other
It's noisy. It's loud.
Children are shouting
We have fun

Use your topic as the opening question. Show students how to repeat the topic word in beats one and two. Show students how to write the question, “What do you see?” in beats three and four.

Beat 1	Beat 2	Beat 3	Beat 4
Playground	Playground	What do you	see?

Review the Brainstorming Word Bank and invite students to answer the first question, “Playground, Playground What do you see?” Listen to and try out many different student ideas before writing down the idea that you think works best. If you hear a student suggestion that demonstrates the use of rhythm, rhyme or alliteration, make sure to point it out to the rest of the class.

Beat 1	Beat 2	Beat 3	Beat 4
Playground	Playground	what do you	see?
I see	children	running around	me.

Show students how the answer, “children” will be the 2nd question in your book.

Playground	Playground	what do you	see?
I see	children	running around	me.
Children	Children	What do you	see?

Review the Brainstorming Word Bank and invite students to answer the 2nd question, “Children, Children, what do you see?” Listen to and try out many different student ideas before writing down the idea that you think works best.

When you hear a student suggestion that demonstrates the use of rhythm, rhyme or alliteration, make sure to point it out to the rest of the class. For example, note that the words “fly” and “high” show internal rhyme. For example, note that the words “see” and “swing” both begin with the letter S. Remind students that professional authors think carefully before they choose words so that their writing sounds musical and catches the reader’s ear!

Playground	Playground	what do you	see?
I see	children	running around	me.
Children	Children	What do you	see?
I see the	swings fly	high above	me.

Show students how the answer, “swings” will be the 3rd question in your book.

Playground	Playground	what do you	see?
I see	children	running around	me.
Children	Children	What do you	see?
I see the	swings fly	high above	me.
Swings	Swings	What do you	see?

Review the Brainstorming Word Bank and invite students to answer the 3rd question, “Swings, Swings, what do you see?” Listen to and try out many different student ideas before writing down the idea that you think works best.

Playground	Playground	what do you	see?
I see	children	running around	me.
Children	Children	What do you	see?
I see the	swings fly	high above	me.
Swings	Swings	What do you	see?
I see a	slide going	down	Wheee!

Creating Pre-K and Kindergarten Classroom and Take-home Books

Type each line of text on one page, for example:

**Playground, Playground
What do you see?**

I see children running around me.

This will create a 6-page book plus the title page. Show students how to illustrate, making sure that their picture matches the words on the page. Remind students that their illustration must show the story setting (where inside or where outside), the main idea of the page, and to add in their own details.

You may choose to assemble the best student artwork to create a classroom book. Or you may choose to have each child illustrate his/her own take-home book. Either way, all children know how to “read” the book because of their active participation in creating the book.

Students love reading and re-reading their own creative work!

Sample Kindergarten Classroom Book

Snowman, Snowman What do you see?



I see snowflakes falling on me.

Snowman, Snowman What do you feel?



I feel snowballs hitting me.

Snowman, Snowman What do you hear?



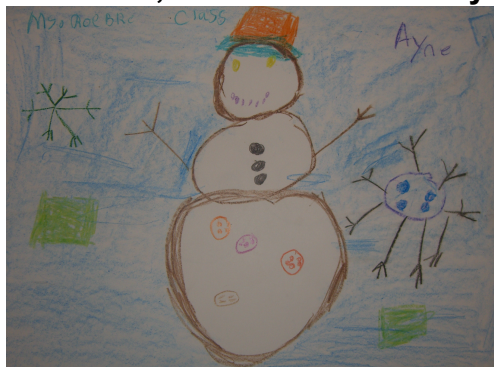
I hear children and jingling bells.

Snowman, Snowman What do you smell?



I smell pine trees all around me.

Snowman, Snowman What do you taste?



I taste snowflake cookies in my tummy.

Following Template #5 in Grades 1-3

This template works well with topics or books with rich sensory images. For example: the rainforest, the desert, and night time are all subjects with rich sensory images. The book “Swimmy” by Leo Leonni takes place in the ocean -- a setting with rich sensory images.

When you are deciding if this template will work well for your topic, ask yourself: “What do you see?” “What do you feel?” “What do you smell?” “What do you hear” “Where do you go?” and “Why do you live?” If it’s easy to answer these questions, then this is a good template for your topic!

Brainstorm a Word and Idea Bank

Determine what will be the topic of your poem. For example, the topic is the rain forest. Invite students to brainstorm everything they know about rainforests. Write down all student ideas.

rain	giant trees	mist	layers	canopy
butterflies	bromeliads	sloth	monkeys	insects
vines	dark	wet	sunlight	roots
poisonous	frogs	snakes	bright colors	sunlight

The sunlight is the brightest at the top of the canopy. It gets darker as you go down. Many plants take water directly from the air since their roots don’t touch the soil. Different plants and animals live in the different canopy layers. All the layers of the rainforest work together.

Use your topic as the opening question. Show students how to repeat the topic in beats one and two. Show students how to write the question, “What do you see?” in beats three and four.

Beat 1	Beat 2	Beat 3	Beat 4
Rain forest	rain forest	what do you	see?

Review the Brainstorming Bank and invite students to answer the 1st question, “Rainforest, rainforest what do you see?” Listen to and try out many different student ideas before writing down the idea that you think works best. When you hear a student suggestion that demonstrates the use of rhythm, rhyme or alliteration, make sure to point it out to the rest of the class. Note that the words “great” and “growing” both start with the letter g.

Rain forest	rain forest	what do you	see?
I see	great trees	growing in	me.

Show students how the answer, “great trees” will be the 2nd question in the poem.

Rain forest	rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	feel?

Review the Brainstorming Bank and invite students to answer the 2nd question, “Great trees, great trees, what do you feel?” Listen to and try out many different student ideas before writing down the idea that you think works best.

Note that the words “see” and “swing” both begin with the letter S. Remind students that professional authors think carefully before they choose words so that their writing sounds musical and catches the reader’s ear!

Rain forest	Rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	feel?
I feel	swaying vines	swinging through	me.

Show students how the answer, “swaying vines” will become the 3rd question in the poem. You can ask the swaying vines, “What do you see?” or you can ask, “What do you smell?” “What do you touch?” etc.

Rain forest	Rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	see?
I feel	swaying vines	swinging through	me.
Swaying vines	swaying vines	what do you	smell?

Review the Brainstorming Word Bank and invite students to answer the 3rd question, “Swaying vines, swaying vines, what do you smell?” Listen to and try out many different student ideas before writing down the idea that you think works best. Note that “bromeliads” and “blooming” both start with the letter B.

Rain forest	Rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	see?
I feel	swaying vines	swinging through	me.
Swaying vines	swaying vines	what do you	smell?
I smell	bromeliads	blooming around	me.

Show students how the answer, “bromeliads” will be the 4th question in the poem. You can ask the bromeliads, “What do you see?” or you can ask, “What do you taste?” “What do you touch?” etc.

Rain forest	Rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	see?
I feel	swaying vines	swinging through	me.
Swaying vines	swaying vines	what do you	smell?
I smell	bromeliads	blooming around	me.
Bromeliads	bromeliads	what do you	touch?

Review the Brainstorming Bank and invite students to answer the 4th question, “Bromeliads, bromeliads, what do you touch?” Listen to and try out many different student ideas before writing down the idea that you think works best. When you hear a student suggestion that demonstrates an appropriate use of rhythm, rhyme or alliteration, make sure to point it out to the rest of the class.

Rain forest	Rain forest	what do you	see?
I see	great trees	growing in	me.
Great trees	great trees	what do you	see?
I feel	swaying vines	swinging through	me.
Swaying vines	swaying vines	what do you	smell?
I smell	bromeliads	blooming around	me.
Bromeliads	bromeliads	what do you	touch?
I touch the	mist in the	rain forest	canopy.

To publish the poem, take the text out of the drafting meter boxes and lay the words out in stanzas. Examples are provided on the following page.

In the *Teaching the Music of Language* course, we recommend that teachers create a poetry folder for each student. Each student receives a copy of the finished class poem to put in his/her folder. Each student is then directed to create a 1-page illustration that includes the setting, the main idea, and the details from the poem.

Students joyfully read and re-read the poems in their poetry folders throughout the year! This provide authentic fluency practice and ongoing content review.

Sample Classroom Poems

Rain forest, rain forest
What do you see?
I see great trees growing in me.

Great trees, great trees
What do you feel?
I feel swaying vines weaving through me.

Swaying vines, swaying vines
What do you smell?
I smell bromeliads blooming around me.

Bromeliads, bromeliads
What do you touch?
I touch the mist in the rain forest canopy.

This poem synthesizes student understanding of the book, "Swimmy."

Swimmy, swimmy
What do you see?
I see blue ocean all around me.

Blue ocean, blue ocean
What do you see?
I see coral castles growing in me.

Coral castles, coral castles
What do you see?
I see sea grass swaying over me.

Sea grass, sea grass
What do you feel?
I feel tiny fish hiding in me.

This poem synthesizes student understanding of a field trip to the National Portrait Gallery.

Portrait Gallery, portrait gallery
What do you see?
I see Obama's portrait looking at me.

President Obama
What do you see?
I see Lincoln's masks looking at me.

Lincoln, Lincoln
What do you see?
I see Rosa's sculpture looking at me.

Rosa, Rosa
What do you see?
I see policemen holding me.

Policemen, policemen
What do you see?

We see Martin Luther looking away.

Poetry Center Worksheet

_____	_____	what do you	see?
I see			me.

_____	_____	what do you	see?
I see			me.

_____	_____	what do you	see?
I see			me.

Write your own Question and Answer Poem

The subject of my poem _____

Brainstorm words and ideas related to the subject

Start by asking the first question to the poem's subject

_____	_____	what do you	see?
I see			me.

The answer to the first question becomes the subject of the next pair of lines.

_____	_____	what do you	see?
I see			me.

Ask new questions: "What do you hear?" "What do you feel" "What do you taste?"

_____	_____		
I			me.

Ask more new questions and continue the pattern until you feel you have reached a concluding idea.