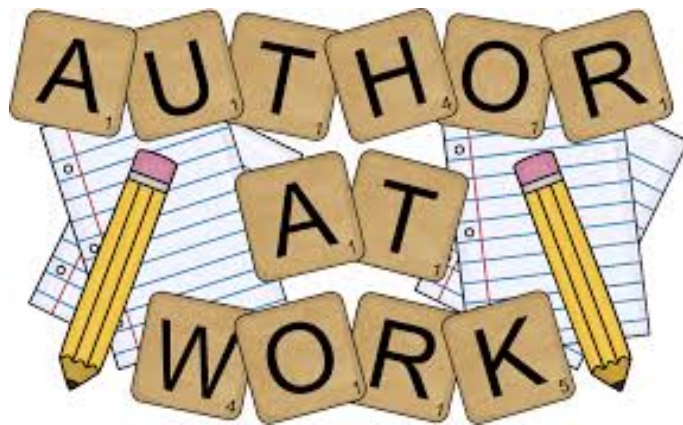


Teaching the Music of Language

Created by Marcia Daft



Sound Writing Template #6

One Fish, Two Fish

Table of Contents

Introduction to <i>Teaching the Music of Language</i>	2
Teaching Objectives	2
Student Objectives	3
The Kennedy Center's Definition of Arts Integration	3
Workshops in the <i>Teaching the Music of Language</i> Series	4
Why Write Poetry?	5
Poetry Template #6: One Fish, Two Fish	6
Following Template #6 in Grades K-2	7
Drafting Template	9
Creating Classroom and Take-home Books	10
Creating Curriculum-Related Poems and Books	12
Following Template #6 in Grades 3-12	14



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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, **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 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 #6: One Fish, Two Fish

Grade Level: K - 12

Sound Writing Techniques: Rhythm, repetition, and internal rhyme

Inspiration: “One Fish, Two Fish, Red Fish, Blue Fish” by Dr. Seuss

Background Notes: Most children in the United States are familiar with the Dr. Seuss book, “One Fish, Two Fish.” This 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 charm of this book, along with the imaginative illustrations, is the way Dr. Seuss freely plays with words and language. Children’s Books like “One Fish, Two Fish,” 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 #6: One Fish, Two Fish.

Below I have analyzed the **Sound Writing** in Dr. Seuss’, “One Fish, Two Fish.”

Beat 1	Beat 2	Beat 3	Beat 4
One fish	Two fish	Red fish	Blue fish

Analysis of the author’s Sound Writing:

- The book/poem is written in rhythm with four beats in each line.
- The word “fish” is repeated at the end of each beat.
- The words “two” and “blue” are placed on beats 2 and 4 to create internal rhyme.
- The words “one” and “two” are placed on beats 1 and 2. These words are connected by category – they are both numbers.
- The words “red” and “blue” are placed on beats 3 and 4. These words are connected by category – they are both colors.

Following Template #6 in Grades K through 2

This template gives young students an opportunity to use their developing skills with rhyming word families.

Brainstorm a Rhyming Word Bank

Invite students to brainstorm rhyming words. Write down rhyming words in columns. For example:

cat	frog	dig	honey	pickle	picking
hat	log	wig	money	tickle	ticking
fat	fog	fig	bunny	nickel	sticking
bat	dog	pig	sunny		
rat			funny		

Write the repeated word “fish” at the end of beats 1, 2, 3, and 4.

1	2	3	4
<u>fish</u>	<u>fish</u>	<u>fish</u>	<u>fish</u>

Select two rhyming words from the Brainstorming Bank and place them in beats 2 and 4.

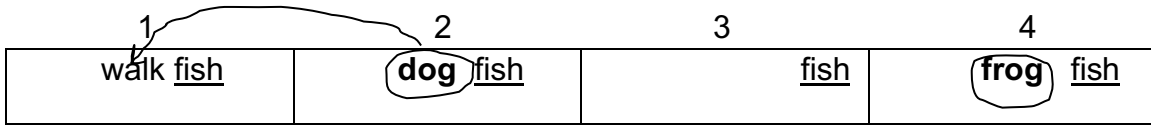
1	2	3	4
<u>fish</u>	(dog) <u>fish</u>	<u>fish</u>	(frog) <u>fish</u>

Brainstorm Connecting Words

Invite students to brainstorm words that connect to the beat 2 word, “**dog**.” Brainstorming words can connect by naming the opposite of dog, by naming a specific type of dog, by being a sound or movement that dogs make, by describing what dogs look like, or by giving any other attribute of dogs. This is where you observe interesting and divergent thinking even in young children!

cat	bark	leash	Dalmatian	puppy
pet	feed	fur	fetch	walk

Write your connecting word in beat 1 and draw an arrow to show that this word connects to the word in beat 2.

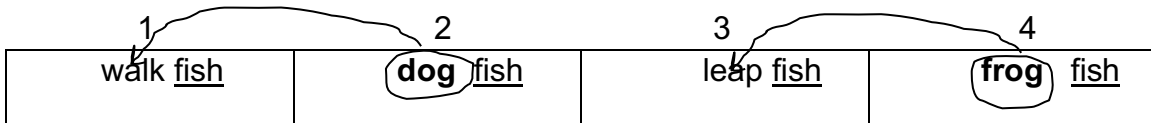


Brainstorm Connecting Words

Invite students to brainstorm words that connect to the beat 4 word, “**frog.**” Brainstorming words can connect by describing what frogs look or feel like, by naming where frogs live, by being a sound or movement that frogs make, or by giving any other attribute of frogs. Your young learners will laugh and enjoy this type of Word Play!

jump slimy leap green slippery
swim pond pet tadpole

Write your connecting word in beat 3 and draw an arrow to show that this word connects to the word in beat 4.



Repeat these steps to show students several more examples of how to follow the pattern.

sticky <u>fish</u>	honey <u>fish</u>	buy <u>fish</u>	money <u>fish</u>
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muddy <u>fish</u>	pig <u>fish</u>	curly <u>fish</u>	wig <u>fish</u>
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sour <u>fish</u>	pickle <u>fish</u>	dime <u>fish</u>	nickel <u>fish</u>
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I typically write lines of poetry as a whole group experience in grades K-2.

However, there are always some students are ready to write independently using the Drafting Template on the following page...

One Fish, Two Fish Drafting Template

Write two rhyming words: and .

Write your two rhyming words inside the circles in beats 2 and 4.

1	2	3	4
fish	fish	fish	fish

Brainstorm words that connect to your circled word in beat 2:

Pick one of your connecting words and write it in beat 1.

1	2	3	4
fish	fish	fish	fish

Brainstorm words that connect to your circled word in beat 4:

Pick one of your connecting words and write it in beat 3.

1	2	3	4
fish	fish	fish	fish

Creating Classroom and Take-home Books

Type one line of text on a single page, for example:

<p>Sticky fish</p> <p>Honey Fish</p> <p>Buy Fish</p> <p>Money Fish</p>

Illustrate your own Dr. Seuss books

Discuss with students how to illustrate a line of text. Invite students to be imaginative with their illustrations and think about unusual ideas that will surprise readers. For example, a "**Money Fish**" could be a fish that looks wealthy because it's wearing a crown. It could also be a fish swimming around it's own sunken treasure chest. Or a "**Money Fish**" could even be a fish taking the place of Jefferson on a \$100 bill!

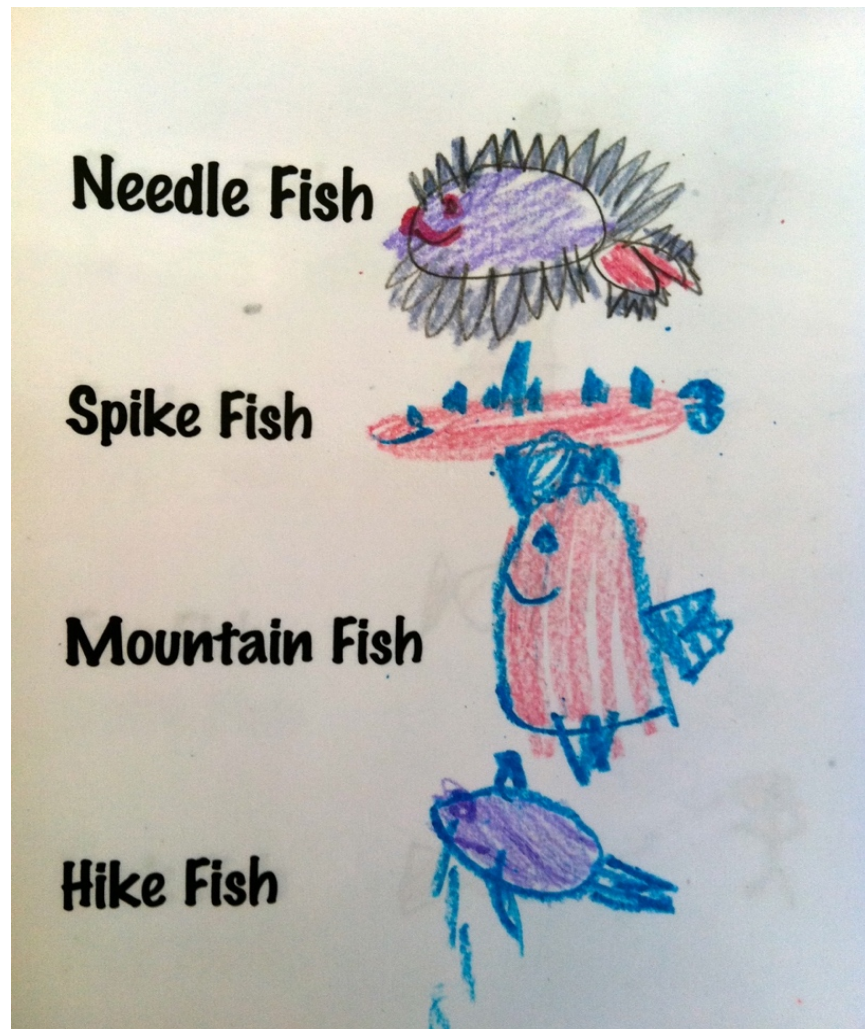
Guide students to think like an author/illustrator – entertain your readers!!

You may choose to assemble the student work to create a 25-page classroom book. Or you may choose to have each child illustrate his/her own 4-page take-home book. Either way, even kindergarten 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!

Children never fail to Amaze!

Enjoy the out-of-the-box thinking that went into the 2nd grade illustration below. The “Needle Fish” is covered in thin, sharp points like a round blowfish. The longer “Spike Fish” has extra dorsal fins that look like thick spikes. The “Mountain Fish” has fins shaped like mountains. And the “Hike Fish” is weary and sweating!



Expect higher-order thinking skills and creativity to emerge during illustration! Some students create a common background that connects the four pictures. Other students write speech bubbles that show the four characters engaged in conversation. Word Play is a sophisticated form of humor!

Creating Curriculum-Related Poems and Books

To create a poem about recycling, the word “fish” was changed to “trash.” Notice that alliteration is substituted for rhyme in line 3.

Plastic trash	bag trash	rug trash	rag trash
Paper trash	book trash	find trash	look trash.
Glass trash	bottle trash	dirty trash	Awful trash
Pick up	X	that	TRASH!

Once the words are taken out of the meter boxes, it looks like a finished piece of writing.

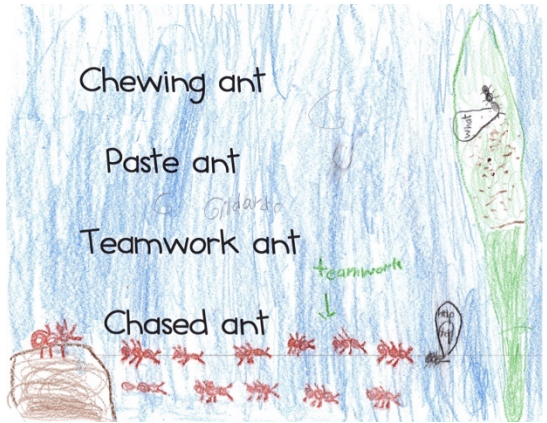
Plastic trash, bag trash. Rug trash, rag trash.
Paper trash, book trash. Find trash, look trash.
Glass trash, bottle trash. Dirty trash, awful trash.
Pick up! That!!
TRASH!!!

To write a poem about Autumn leaves, the word “fish” was changed to “leaf.” Notice that alliteration is substituted for rhyme in line 3.

Orange leaf	Read leaf	Living leaf	Dead leaf
Fat leaf	Skinny leafy	Huge leaf	Mini leaf.
Pointy leaf	Curvy leaf	Topsy leaf	Turvy leaf
Falling from the	Autumn Tree	X	Leaf.

Once the words are taken out of the meter boxes, it looks like a finished piece of writing.

Orange leaf, red leaf. Living leaf, dead leaf.
Fat leaf, skinny leaf, Giant leaf, mini leaf.
Pointy leaf, curvy leaf Topsy leaf, turvy leaf.
Falling from the Autumn tree leaf.



Dr. King's Dream

White dream, black dream
Rosa dream, back dream.

Love dream, hate dream
Southern dream, state dream.

March dream, sing dream
Freedom dream, Dr. King's dream.

Following Template #6 in Grades 3-12

Follow the same writing process outlined on pages 7-10, but choose abstract concepts, emotions, or “big ideas” for your repeated word. This will make the finished poem more sophisticated.

Education: use repeating words like teach, learn, or wonder

Love: use repeating words like desire, adore, or cherish

Justice: use repeating words like equal, fair, or laws

The Future: use repeating words like tomorrow, next, or future

War: use repeating words conflict, fight, or battle

Nature: use repeating words like earth, home, or Mother

Predator chain, prey chain.

Herd chain, stray chain.

Climb chain, survive chain,
Dominate chain, thrive chain.

Death chain, rebirth chain
decay chain, return chain.

Linking together a circle of life and death

CHAIN

Near rhyme and alliteration create a subtler effect than straight rhyme. High school students enjoy using these more sophisticated forms of rhyme.