

Focus/Teaching Point (What one thing will you teach and why?):

Poets sometimes repeat lines or phrases that are important. Repetition helps create the rhythm of these poems.

Connection (What will you say to the students about why you are teaching this?):

One of the things we've noticed as we've been reading published poems is that sometimes there's a line or phrase that gets repeated. Let's think some more about why poets do this so that we can try it, too.

Give Info: (How will you teach this? What exactly do you want to say?)

You noticed some repetition when we read [TITLE], and when we made our noticing chart, you told me you thought [poet's name] repeated that phrase because it was important. Take a look through your poetry packet and think about other poems you've seen—what other poems have a line or phrase that gets repeated? [Pause for looking/sharing. Read aloud some of the poems they identify.]

So now that we've seen repetition in several poems, what are some other reasons you think a poet might repeat a line or phrase—other than just because it's important? [Brainstorm. Make chart.]

Those are great ideas. I've thought about this, too, and I have one more idea I'd add to our list. I think that repeating a phrase or line helps give the poem a musical quality. We talked about how poems are like songs because they can be written down but are really meant to be read aloud, right? So it makes sense that poets might want to make their poems *sound* like songs even. Songs often have a chorus or melody, a small part that gets repeated, right? So I think a poet might repeat a line in his poem to help establish the rhythm or the song-like quality of the poem. So I'm going to add that to the list we've made here—the list of reasons why a poet might want to repeat a line or phrase.

Active Involvement: (How will students “try-it” or get started before they go off to work independently?)

Look through your notebook now at the poems and ideas for poems that are starting to emerge. Find one that you want to do one of these things with — you want to emphasize something important about the poem or make it sound like a song or show that what you're writing about never changes [choosing these examples from the brainstormed list we just created together]. [Pause while students look through notebooks. Call on 2-3 students and ask them to briefly tell the class what poem idea they chose to work on and why. You can coach them along, if needed, as they try to articulate choices.]

Link: (What is the relationship between what you taught and what you expect them to do during workshop time?)

Now that everyone has chosen a poem to work with today, I want you to go back to your seats and try writing the poem with a line or phrase that gets repeated. You may not know right away which line you want to repeat, so you can experiment with different ones in your notebook. That's what I did [display drafts of me trying repetition in my notebook], because I know that my notebook is a safe place to experiment with things I'm thinking about. You can try it, too, in class today.

Share: (How will students share the work they did w/ each other to further develop TP?)

[Make someone a star.] I'd like [STUDENT NAME] to share his poem with you today, because he made a cool discovery. He noticed that sometimes when a line gets repeated, it changes just a tiny bit. He liked the way that showed how something *has* changed over time, so he used it in his poem to hint that something changed.