ArtsforLearning Online Curriculum

| Unit 5 **Words in Motion!** | Part 1 Learning | Unit 5: Lesson 4 Instruct on Prosody; Explore Words & |

Phrases in Sparklers

Unit 5: Lesson 4
Instruct On Prosody; Explore Words & Phrases In Sparklers

LITERACY OBJECTIVE

By the end of this lesson students will be able to describe how different expression of words and phrases communicates different feelings and images in a poem.

LITERACY "I CAN" STATEMENT

"I can describe how different expression of words and phrases communicates different feelings and images in a poem."

LESSON OVERVIEW

Steps:	Pacing" 45-60 Minutes
Step 1: Introduce Lesson 4 Step 2: Instruct on Prosody	15 minutes
Step 3: Engage in Word Explorations for "Sparklers" Step 4: Close Lesson 4	30 minutes

STANDARDS ALIGNMENT

TARGETED STANDARDS

Reading Standards (Literature)

RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Speaking & Listening

SL 3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY STANDARDS

Reading Standards (Literature)

RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL 4.4: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 4.5: 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.

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.

TEACHING RESOURCES

A4L TEXTS

-"Sparklers" by Mark Vinz

STUDENT NOTEBOOK

-Word Exploration graphic organizer: "Sparklers"

-Reflecting on Dancing Choices

CLASSROOM CHARTS

-Dance Word Signs

-Movement Chart (Created in Class)

-Words in Motion Wall (Created in Class- space to record words and phrases)

-Safety Chart (Created in Class)

-Free-Verse Poetry Characteristics Chart (Created in Class)

-Vocal Qualities Chart (Created in Class)

SAMPLES & TEMPLATES

-Word Exploration graphic organizer – Sample: "Sparklers"

LIFE & LEARNING SKILLS

Unit 5 includes the following Life & Learning Skills:

-Reflective thinking
-Creative problem-solving
-Critical and analytic thinking
-Collaboration Communication

 DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.

 Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. Part 1 lessons are written for the highest level of scaffolding.

 Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.

 Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.

 LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with ⟋ᴸᴹ▽ . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 4

Process: Give an overview of the lesson objectives: Learn how to use prosody to express the meaning of a word or phrase; use prosody and movement to gain a deeper awareness of and sensitivity to the words and phrases used by Mark Vinz in "Sparklers."

Suggested Dialogue

INTRODUCE LESSON 4

"Today we're going to look more closely at the words and phrases in Mark Vinz's poem, 'Sparklers.' We'll learn how to use our voices to express the meaning of words and phrases and use movement to help us think about Vinz's word choices."

"By the end of today's lesson, you will be able to say, 'I can describe how different expression of words and phrases communicates different feelings and images in a poem.'"

STEP 2: INSTRUCT ON PROSODY

Process: Introduce prosody—"reading with expression"—and explain how it helps a reader understand and communicate what's happening in a text. Practice prosody using the list of words and phrases from the previous lesson. Guide students to vocally express the words and phrases multiple ways to show different emphasis and feeling. As students offer variations, highlight the vocal qualities, like pitch (high or low voice), volume (loud or quiet), pace (fast or slow), and timbre (gravelly, soft, staccato, etc.). List vocal qualities on the board or on chart paper so students can reference them for the remainder of the unit. See A4L Tracks 16-19 and the menu below for a sample of **Prosody: Vocal Qualities**.

THE PROCESS FOR THE PROSODY EXERCISE FOLLOWS:

1. Students stand in a circle when the prosody exercise is introduced. Standing in a circle supports students to use big voices while working as an ensemble to build understanding on how to say words with vocal expression. After this initial exercise, students can stand or sit at their desks, in a circle, on the floor in front of the instructional area, or randomly throughout empty space.

2. Model with a word or phrase from the list. Say the word with vocal expression. Highlight vocal qualities that match the expression such as pitch, volume, pace, and timbre.

3. Have a student select and offer a way to say a word or phrase with vocal expression. Highlight vocal qualities.

4. The whole class repeats the word with the same vocal expression.

5. Try the same word with one or more different variations, highlight vocal qualities, and have the class repeat.

6. Continue this process of expressing words and phrases with prosody. For each word or phrase, try one or more variations. Highlight vocal qualities and have the class repeat each variation.

PROSODY EXERCISE FOR READING WITH EXPRESSION

Definition

An exercise designed to look closely at words and phrases in text. Words and phrases are brought to life through vocal expression and movement in order to show the feelings, images, and ideas in the poem.

Teaching Tip: Vocal Qualities

Feel free to use the student friendly terms in parentheses.

- **Pace** (Fast, Medium, Slow)—rate and speed of spoken words and phrases

- **Pitch** (High, Low)—lowness or highness of a person's voice

- **Projection**—loud, clear, supported voice

- **Timbre**— quality or texture of speech—soft, gravelly, breathy

- **Volume** (Soft, Loud)—amount of sound, used interchangeably with loudness—speaking loudly or quietly

Connecting Literact & Art

- Students practice reading with expression by using vocal qualities to convey feelings and images. For example, a student might say "tiptoeing" in a quiet, breathy, fast voice.

- Students are able to hear they can change the feelings and images conveyed in a poem by making different word choices.

Teaching Tip: Understanding Prosody

Poetry A4L Tracks

This unit contains audio recordings of a male and a female reading each poem in Unit 5 with - and without - prosody. Listening to these contrasting readings can clearly demonstrate the difference prosody can make. Click: Track 16 , Track 17 , Track 18 , or Track 19 for recordings of "Sparklers" with and without prosody (Unit 5, Tracks 16-19).

Suggested Dialogue

INTRODUCING PROSODY

"We'll start with our voices. The word used for reading with expression is prosody. Prosody describes the variation of tone used when speaking or reading aloud and the emphasis given to certain syllables in a word. Good readers use prosody in order to demonstrate their understanding of what they are reading. In this lesson, the expression used should support our understanding of the whole poem and the words and phrases we're exploring. Lines and words of the poem can be read with vocal expression using pitch (high or low voice), volume (loud or quiet), pace (fast or slow), and timbre (gravelly, soft, staccato, etc.). (Post words on the Vocal Qualities Chart.)"

FACILITATING THE PROSODY EXERCISE

"Let's practice expressing words and phrases from 'Sparklers' with prosody. First, we'll get into a circle. When I say 'Go,' get into a circle in the reading area. Go. (Tell students where to get into a circle.) I'll model how to express a word or phrase with vocal expression so it matches the feeling, image, or meaning of the word. Look at the words and phrases that stood out for us with 'Sparklers.' Which word or phrase should we try with prosody? (Students select word, e.g., 'afraid.') What feeling or image do

you get from this part of the poem? (Students may respond 'The children don't want their parents to miss the sparklers.') I am going to say this word as if I want to get someone's attention. (Say word with prosody.) I made my voice loud and the pace slow as I stretched out the word, because I imagined trying to get the parents' attention. Let's all do that together on three, 1-2-3. (Class repeats.)"

"How might you say 'afraid' as if you are truly scared of something? (1-3 students volunteer.) I heard trembling, high-pitched voices. Let's try that together on three, 1-2-3. (Class repeats.) Now you try. What's another word or phrase you want to practice with prosody? (Students select a word or phrase.) How might you add vocal expression so it matches the feeling, image, or meaning of the word? (Student says word or phrase.) I heard...(identify the timbre, whether the pitch was high or low, the pace was fast or slow, or the volume loud or soft.) How can we say the word to express a different feeling or image? (Students respond. Have the whole class say it together and identify vocal qualities. Repeat the process for additional words as focus allows.)"

CLOSE THE EXERCISE AND TRANSITION TO DESKS.

"This exercise has helped us express words and phrases in poetry with vocal expression. This helps us have a deeper understanding of the feelings, images, and meanings of words and phrases in the poem."

"Next, we'll continue looking closely at words and phrases in 'Sparklers' using prosody and movement. When I say 'Go,' return to your desks. Go!"

STEP 3: ENGAGE IN WORD EXPLORATIONS FOR "SPARKLERS"

Process: Engage in word explorations to develop students' awareness of and interest in words. Begin by rereading the poem and reviewing the words and phrases that stood out for students in the previous lesson. Have students turn to page 13 in Unit 5 Texts and turn to page 8-9 in A4L Student Notebooks.

Guide an exercise for targeted words and phrases (as many as time and attention allow) in which students explore word choices through discussion, movement, and prosody. Give student friendly definitions of words and show images as needed. After discussing words and phrases from the poem, students brainstorm other words and phrases that might be used in place of the poet's choices. By studying words in relationship to one another, students will better understand how particular word choices evoke images, feelings, and responses from readers. See the menu below, **Differentiation Options: Word Explorations for "Sparklers"** for ways to structure the activity and the menu below, **Word Explorations Process** for a brief outline of the activity.

Record word explorations on the "Sparkler" Word Exploration graphic organizer, chart paper, or the board. Students record brainstormed words and phrases on pages 8-9 in their A4L Student Notebooks. Post word explorations on the Words in Motion Wall so students can reflect on the words they explore and continually expand their word knowledge.

See teaching tip for How to Spotlight Movements for tips on how to comment on students' creative movement, and the menu below, **Coaching Tips for Prosody for ways to support students' vocal expression**.

THE FOLLOWING IS A LIST OF SUGGESTED TARGETED WORDS AND PHRASES FOR "SPARKLERS."

"Twirling our frantic loops and circles"

"Giddy slash of every turn and leap"

"Bare feet flying in slippery grass"

"Until the last glow died"

Feel free to explore all or just some of these, or other words and phrases based on students' interest. If you are selecting from these phrases, consider choosing at least one of the first three high-energy phrases to contrast with the more subdued last phrase. Students record the selected phrases on pages 8-9 in their A4L Student Notebooks. See Resources pages 45-46 for a "Sparklers" Word Exploration graphic organizer with sample responses.

DIFFERENTIATION OPTIONS: WORD EXPLORATIONS FOR "SPARKLERS"

Before beginning Word Explorations, select one of the options listed below or structure the activity in a way that appropriately meets students' needs and fosters engagement.

Guide whole class word exploration. Guide class in an exploration of 1 or more of the targeted words/phrases from the poem. Prompt students to use both movement and prosody to explore the words. If time is short, focus on just 1 line. . If students are struggling to engage in movement and prosody at the same time, have them first do one, then the other, then both together.

Gradually release responsibility to students. Lead students in an exploration of 1 of the targeted words/phrases from the poem using both prosody and movement. Then, work together to explore a second targeted word/phrase. If time permits, have students work in pairs or independently to explore 1 or 2 additional word/phrase. Have students use prosody as they explore words. Engage in dance after students have completed their notebook pages.

☀️ Students work in pairs or independently. Talk through the word exploration process and then have students work in pairs or trios to explore words using prosody and movement. Share out with the class after the pairs/trios have completed their explorations.

Process Quick View: Word Explorations Process

- Guide students to explore the words & phrases in the poem using the following steps:
- Discuss poet's words & phrases
- Dance and/or add prosody to poet's words & phrases
- Brainstorm similar & different words & phrases
- Dance and/or add prosody to brainstormed words & phrases
- Compare movement and vocal choices for all words & phrases

TEACHING TIP: HOW TO SPOTLIGHT MOVEMENTS

Describe students' movements and shapes by "spotlighting" as you observe. For example, "I am seeing shaking fingers in place to show trembling." "There's a trembling movement traveling through the shared space with the whole body shaking and hopping." Spotlighting student movement serves three purposes:

- To let students know that you noticed their movements
- To highlight compelling movement choices
- To give other students new ideas for ways to move.

COACHING TIPS: PROSODY

Support students in their development of prosody by prompting them with ways to say words and phrases in the poem.

Prompt with an "as if …" for emotions or states of being:

"Say the word as if you're excited."

"Say the word as if you're begging."

"Say the phrase as if you're spinning around really fast."

Prompt with vocal qualities—pitch, volume, pace, timbre:

"Say the word in a high pitch."

"Say the phrase in a slow, whispery voice."

Prompt with a feeling, image, action, or meaning to match the expression:

"Say the word 'twirl' so that it sounds like a twirl or like it's twirling."

"Say the phrase 'giddy slash' like you're laughing and then stop suddenly."

Suggested Dialogue

READ "SPARKLERS" AND INTRODUCE WORD EXPLORATIONS AND REREAD THE POEM.

"In our last lesson, we talked about words and phrases in 'Sparklers' that stood out for us. Today, we're going to expand our exploration of these choices and consider what would have happened to the feelings, images, and responses the poem evoked if Mark Vinz had made different word choices."

"Let's reread the poem. Open your Unit 5 Texts to page 13 and your A4L Student Notebooks to page 8. (Make decision on how to read the poem, choral read, read aloud, students read in pairs, etc.)."

EXPLORE "TWIRLING OUR FRANTIC LOOPS AND CIRCLES."

"Let's start our word explorations and think about different word choices with the first line, 'Twirling our frantic loops and circles.'"

"When you imagine the children twirling their sparklers, what do you picture in your mind? How are they feeling? (Students respond.) When you imagine other things that twirl, what comes to mind? (Students respond.)"

"Let's think about saying 'twirling' with prosody. Who can imagine a way to say 'twirling' like you are twirling a sparkler? (Students respond.) Let's try that together. 1, 2, 3...(Class says "twirling.") How can you say 'twirling' as if you are really excited? (Students respond.) Let's all try that together. (Class says 'twirling!')"

"What does it mean to be frantic? (Students respond.) In this poem, the word "frantic" means wild or crazy with excitement. Who can think of a way to say 'frantic' with prosody? (Students respond.) Let's

all try that together. (Class says 'frantic.') How can we say 'frantic' as if we are wild? (Students respond.) Let's all try that. (Class says 'frantic!')"

"To help us explore these words and phrases, we'll also create movement at our desks. Be aware of your space bubble so you don't touch anyone. On three, create a movement and at the same time say 'Twirling our frantic loops and circles.' 1-2-3. (Students say line and create movement. Spotlight student movements and vocal qualities.) I see...I hear...."

IDENTIFY SIMILAR WORDS AND PHRASES.

"What are some other words you might use instead of 'twirling'? (Students respond 'waving,' 'spinning,' 'swirling.') Are there other words and phrases you might use instead of "frantic"? (Students respond 'excited,' 'wild,' 'frenzied.')"

"Let's see if we can put some of these together to create new phrases for this line of the poem. (Students respond 'Waving our excited loops and circles,' 'Spinning our wild loops and circles,' 'Twirling our frenzied loops and circles.') Let's record these on our "Sparklers" Word Exploration page. I'll record these on the board. (Record.)"

"Let's replace Vinz's phrase with one of these phrases and see what happens. Let's use the phrase 'Waving our excited loops and circles.' Do you think we should say 'waving' the same way we said 'twirling'? (Students respond. Practice several times.) On three, let's all create a movement and say 'Waving our excited loops and circles.' 1-2-3. (Say line and create movement.) I see ... I hear..."

"What are the differences in the movements you made for 'Twirling our frantic loops and circles' and 'Waving our excited loops and circles'? Pair-share with a partner. (Students pair-share.) Let's share with everyone. (2–3 students respond.)"

IDENTIFY DIFFERENT WORDS AND PHRASES.

"What words or phrases might you choose instead of 'Twirling our frantic loops and circles' to evoke a different feeling or image for this line of the poem? For example, imagine a child who is afraid to hold a sparkler. What word might you choose instead of 'frantic'? Let's record these on our 'Sparklers' page. I'll record them on the board. (Students respond 'small,' 'timid,' 'scared.' Record.)"

"Let's replace 'Twirling our frantic loops and circles' with one of these words or phrases and see what happens. Who can say 'Twirling our timid loops and circles' as if you are afraid of the sparkler? (Students respond. Spotlight vocal qualities.) On three, let's all create a movement and say 'Twirling

our timid loops and circles.' 1-2-3. (Say line and create movement.) I see ... I hear ..."

"What are the differences in the movements and vocal choices you made for 'Twirling our timid loops and circles' and the movements we did earlier? Pair-share with a partner. (Students pair-share.) Let's share with the whole group. (2–3 students respond.)"

"We just explored many words and phrases for this part of the poem to help us get a better understanding of the poet's word choices."

EXPLORE "GIDDY SLASH OF EVERY TURN AND LEAP."

"Let's read some more of the poem and take a close look at another line:"

- We cried out look! To the grownups
- Watching from their lawn chairs,
- Afraid they'd somehow miss the
- Giddy slash of every turn and leap.

"Let's focus on the phrase 'Giddy slash of every turn and leap.' What does that phrase make you picture in your mind? What does it look like to slash something? Pair-share with a partner. (Students pair-share.) When someone feels giddy, that means they feel lighthearted, excited, and energized."

"How can you say 'giddy' so it sounds excited and energized? (Students respond). Let's all try that together. (Class says "giddy!" Repeat with different variations as interest allows.)"

"How can you say 'slash' with prosody? (Students respond.) Let's all try that together. (Class says 'slash.' Repeat with different variations as interest allows.)"

"On three, let's create a movement and say 'Giddy slash of every turn and leap.' 1-2-3. (Students say line and create movement. Spotlight student movements and vocal qualities.) I see your arms moving fast in big circle, I see sharp energy, I hear loud, high-pitched voices, etc."

IDENTIFY SIMILAR WORDS AND PHRASES.

"Are there words or phrases that evoke similar feelings and images that you could substitute for 'giddy' in the phrase 'Giddy slash of every turn and leap'? Pair-share with a partner and write your ideas on your 'Sparklers' Word Exploration page. (Students pair-share and record.)"

"Can you think of another word or phrase to use instead of the phrase 'turn and leap'? Pair-share with a partner and write your ideas on your 'Sparklers' Word Exploration page. (Students pair-share and record.)"

"Let's share those ideas with the whole group. Then add them to the ideas you thought of using instead of the one in the poem. (Students respond 'Excited slash of every twirl and skip,' 'Lighthearted slash of every spin and jump,' etc.)

"Let's replace 'Giddy slash of every turn and leap' with one of your ideas and see what happens. We'll use the phrase __(student suggestion.) On three, let's all create a movement and say '__(student suggestion)___.' 1-2-3. (Say line and create movement. Spotlight movement and vocal choices.) I see ... I hear..."

"What are the differences in the movements and vocal choices you made for 'Giddy slash of every turn and leap' and '__(student suggestion)___'? Pair-share with a partner. (Students pair-share.) Let's share with the whole group. (2–3 students respond.)"

IDENTIFY DIFFERENT WORDS AND PHRASES.

"What words or phrases might you choose if you wanted to evoke a very different image? For example, what if the kids felt very serious instead of lighthearted and excited? What words might you use instead of 'giddy' or what phrase might you use instead of 'turn and leap'? Pair-share with a partner and write your ideas on your 'Sparklers' Word Exploration page. (Students pair-share and record.) Let's hear your ideas and add them to our lists. (Students respond 'slow slash in the air,' 'serious slash of every step.')"

"Let's replace 'Giddy slash of every turn and leap' with one of these and see what happens. We'll use the phrase _(student suggestion.) On three, let's all create a movement and say '__(student suggestion)___.' (Say line and create movement. Spotlight movement and vocal choices.) I see ... I hear..."

"What are the differences in the movements and vocal choices you made for '__(student suggestion)____' and the movements we did earlier? Pair-share with a partner. (Students pair-share.) Let's hear some of those ideas. (2–3 students respond.)"

Explore the phrase "bare feet flying in slippery grass."

"Let's read some more of the poem and take a close look at another line:"

-Until the last glow died and we went back,

-Warned each time about burnt hands

-And bare feet flying in slippery grass.

"Let's focus on the phrase 'bare feet flying in slippery grass.' What does that phrase make you picture in your mind? Who is concerned about the slippery grass? What feeling do you get? Pair-share with a partner. (Students share.)"

"This time, let's say the whole phrase with prosody. How can you say 'flying in slippery grass' so it sounds like one of those feelings we just discussed? (Students respond.) Let's all try that together. (Class says 'flying in slippery grass.') Repeat with different variations as interest allows."

"Create a movement for 'bare feet flying in slippery grass.' (Students create movement. Spotlight movements.) I see... I see... I see..."

IDENTIFY SIMILAR WORDS AND PHRASES AND RECORD THEM ON THE BOARD.

"What are other phrases that could have been used instead of 'bare feet flying in slippery grass' to evoke a similar image and feeling? Pair-share with a partner and write your ideas on your 'Sparklers' Word Exploration page. (Students pair-share and record.) Let's share those with everyone and add them to our ideas. (Students respond 'bare feet running in wet grass,' 'bare feet dashing in damp grass,' 'bare feet sprinting in slick grass.')'

"Let's replace 'bare feet flying in slippery grass' with one of these words or phrases and see what happens. Which phrase should we use? (Students respond.) How might we say (student suggestion) with prosody? (Students respond.) On three, let's all create a movement and say '__(student suggestion)__.' (Say line and create movement. Spotlight movement and vocal choices.) I see ... I hear..."

"What are some differences between the movements and vocal choices you made for 'bare feet flying in slippery grass' and '__(student suggestion)__'? Pair-share with a partner. (Students pair-share.) Let's share with the class. (2–3 students respond.)"

IDENTIFY DIFFERENT WORDS AND PHRASES.

"What words or phrases might you choose if you wanted to evoke a very different image? For example, what if the grass is hard or rough or the children are moving slowly instead of quickly? Pair-

share with a partner and write your ideas on your 'Sparklers' Word Exploration page. (Students pair-share and record.) Let's share with the group and add these to our ideas. (Students respond 'bare feet slugging in prickly grass,' "bare feet trudging in rough grass,' 'bare feet walking in dry grass.')"

"Let's replace 'bare feet flying in slippery grass' with one of these words or phrases and see what happens. Which phrase should we use? (Students respond.) How might we say (student suggestion) with prosody? (Students respond.) On three, let's all create a movement and say '__(student suggestion)__.' (Say line and create movement. Spotlight movement and vocal choices.) I see ... I hear..."

"What are the differences between the movements and vocal choices you made for 'bare feet flying in slippery grass' and '__(student suggestion)__'? Pair-share with a partner. (Students pair-share.) Let's share out. (2–3 students respond.)"

CLOSE WORD EXPLORATIONS.

Like Georgia Heard, Mark Vinz had a lot of choices when he wrote this poem. He was careful to use words and phrases that evoked particular images, feelings and responses from us. We talked about and created movement and used our voices for many words and phrases in this poem to help us get a better understanding of what words mean and how we might use them.

STEP 4: CLOSE LESSON 4

Process: Close the lesson with a look forward describing the next lesson.

Suggested Dialogue

Looking Forward

"In our next lesson, we'll create dances with prosody for 'Sparklers.'"

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap.
On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 4! YOU ARE NOW READY TO MOVE ONTO LESSON 5 OF UNIT 5.

Is this Lesson Public or Members only?:
Members Only