* Begin PowerPoint by reading ICS. Then have students chorally read ICS with you.
* Let’s make some connections to our ICS by answering a couple of questions.

-Where have you heard or experienced a rhythm or beat before-it could be a school, at home, or anywhere else in your life? How did you know that is was a rhythm?

-What kinds of books or text have you read that you think has a rhythm or beat? How do you know they do?

-One place I have heard rhythm before is in I SPY Books. How many of you have read I Spy books before?

-Today we are going to use I Spy Books to learn all we can about a text’s rhythm and beat.

* Introduce first PowerPoint slide on rhyme. Did you know rhyme is one thing that can give a text a rhythm or beat?

-Ms. Smith told me you have already learned about rhyme. So I am going to see how much you know, and maybe you can teach me something.

-Let’s take a look at this I SPY riddle-Guess what? It has words that rhyme.

-Read riddle aloud. Then have students write 2 examples/non examples of rhyming words on notecard

-switch with partner

-partners must hold up example/non example when called

-CHALLENGE-Listen to this statement-Write on board next to lines “An I SPY riddle has an AABB rhyming pattern. Do you agree or disagree with me? Vote with feet. Whatever side you go to, you must justify your answer.

* Another way you can add rhythm or beat to a poem or riddle is by using alliteration.

-Read definition

-Read example & Question Students

-Have students raise hand when you read riddle through second time when they hear alliteration. Check at end with arrows.

* Have students work with a partner to find two examples of alliteration in an I SPY Book and highlight with tabs.
* Now that we have talked about different ways we can add rhythm or beat to an ISPY text, let’s talk about its rhythm.

-Show slide show

-Read aloud to students

-Ask Questions

-Share-An ISPY riddle has 4 main beats-just like a rap.

-Clap pattern-read with students-let read together.

-Show Rap

* Now, we are going to write our own ISPY riddle using what we have learned about a text’s rhythm or beat.

-Show templates under document camera

-talk about dictionary as a resource-reading walls in room-word lists

* Give teacher formative