

## Student Handout: Unit 4 Lesson 2



### “I Am” Rap Reflection

Suggested time: 1 Hour

#### What’s important in this lesson:

This lesson looks at change. You will read about one girl’s changes, and then think about yourself, and how you have changed over time. You will be doing this by reading and writing by using a rap form of poetry.

It is important that you demonstrate the use of two reading strategies introduced in Unit 1. You will need to use the Think Aloud (see Unit 1, Lesson 4 to remind yourself) and will add two new words to the Word Wall.

It is also important you use the writing process when you create your own rap about yourself:

- Complete the rough draft,
- Have a classmate edit your work, and then make changes to your rough draft.
- Hand in a good copy that has been decorated with graphics.

#### Complete these steps:

1. Read the news article “Jane’s Story” on Handout 1. While you read, practice the Think Aloud strategy. (If you don’t remember it, go back to Unit 1 Lesson 4 and review it.)
2. Fill out the matrix “Tracking Change In Jane” on Handout 2. Use Handout 4 “Character Traits” to give you ideas about character trait vocabulary.
3. Now, reflect about your own life. Fill out the matrix “Tracking Change In Yourself” on Handout 3. Use the “Character Traits” list on Handout 4 to help you find interesting words to describe your changes. If you do not understand some of the words on the list, ask your teacher to help you.
4. Work on “I Am’ Rap Assignment” Handout 5. The handout deals with the steps below:
  - Read the sample rap “I Am” by Andy Nguyen on Handout 5. Highlight words you do not understand and ask for assistance with comprehension if necessary.
  - Choose two new words from the lesson to place in the “I Am Vocabulary Chart” on Handout 6.
  - Complete the “I Am’ Vocabulary Chart” Handout 6. Create cards for the words and add them to the word wall started in Unit 1.
  - Write your own rap about yourself by completing the “I Am Rap Rough Draft” Handout 7.

## Student Handout: Unit 4 Lesson 2



- Give your “I Am Rap Rough Draft” to a peer to read. Have your partner complete the “Editing Checklist” Handout 8.
- Write your good copy of the ‘I Am’ Rap. Be sure to add a few creative and thoughtful graphics to your good copy. Hand in your rap for evaluation.

### **Hand-in the following to your teacher:**

1. Completed think aloud comments on Handout 1 “Jane’s Story”
2. Completed “Tracking Change In Jane” matrix on Handout 2
3. Completed “Tracking Change In Yourself” matrix on Handout 3
4. Completed “‘I Am’ Vocabulary Chart” on Handout 4
5. Completed “‘I Am’ Rap Rough Draft” on Handout 5
6. Completed “‘I Am’ Rap Peer Editing Checklist” on Handout 6
7. Completed good copy of your ‘I Am’ Rap

### **Questions for the teacher:**



## Jane's Story

Read the news article below.

As you read, practice a "Think Aloud" strategy: write down your thoughts in the margins. Write down a minimum of 3 thoughts in the margins.

### Local Teen Wins Marathon

Utopia – A local teenage girl has won a 25 km marathon. This was the first marathon for Jane Doe, 16. No one is more surprised than Jane at her win.

"I was not very healthy a year ago," Jane says. "I was overweight, I smoked a bit, and I never exercised."

All of that changed when Doe's little brother, 10, got sick with meningitis. "I spent a lot of time at the hospital with him, and got to see how hard the doctors and nurses worked. It was scary to see my brother so sick for so long."

"We were afraid he would die."

But Jane's brother got better. Jane decided to raise money for the hospital as a thank you. The local Lion's Club offered to help plan the marathon.

Then Jane began to exercise.

"It was really hard at first. I never took gym at school, so I was not at all used to physical activity. I did not play any sports, either – all I ever did in my spare time was watch TV and play video games. So I was really sore when I first began training."

But soon Jane began to see changes in her body and in her habits." I got stronger, and could run longer and faster. It got to be kind of fun, when I started to see improvements."

"TV got to be boring. I had too much energy to just sit around for so long. So I began to do other things – like play sports with friends, swim or just take the dog for a walk."

## **Student Handout: Unit 4 Lesson 2**



Jane admits sometimes she wanted to quit. “When it was raining or cold outside, I did not want to train.” But she was determined to reach her goal. “So when I was feeling lazy or discouraged, I just thought about when my brother was in the hospital and was too sick to get up. That got me out of bed or off the couch.”

She’s glad now she stuck with it. “Winning the race – that was cool,” Jane says. “But the best part is now I have enough energy to keep up with my brother on the basketball court,” she laughs.

# Student Handout: Unit 4 Lesson 2



## Tracking Change In Jane

Jane's story shows what she was like before she ran, and how she has changed now that she reached her goal.

In the chart below, trace the changes that took place in Jane.

<b>She Was</b>  (List words that describe what Jane was like before she began running)	<b>She Is</b>  (List words that describe what Jane is like after she began running)	<b>She STILL Is</b>  (List words that describe the ways Jane has not changed)

# Student Handout: Unit 4 Lesson 2



## Tracking Change In Yourself

Jane's story shows how one person can change. How have you changed over time?

Use the chart below to identify the ways you have changed since you were very young. Hints:

- Try to avoid simple physical changes, such as "I Was Short" and "I Am Taller."
- Focus on changes in your attitude, beliefs or personality.
- If you need help finding words to describe your attitude, beliefs or personality, take a look at the list provided on the next page

See the examples in the first row to get you started:

<b>I Was</b>  (List words or phrases that describe what you were like as a young child)	<b>I Am</b>  (List words or phrases that describe the changes that have taken place in you now that you are a teenager.)	<b>I Still Am</b>  (List words or phrases that describe the ways you have <i>not</i> changed)
<i>Example: Shy</i>	<i>Example: more outgoing with people I know</i>	<i>Example: not comfortable in a crowd</i>

# Student Handout: Unit 4 Lesson 2



## Character Traits

The following is a list of adjectives and nouns, which may be used to describe personality.

### POSITIVE

reliable  
spontaneous  
mature  
courteous  
cheerful  
enthusiastic  
trustworthy  
trusting  
knowledgeable  
pleasant  
easy-going  
jolly  
caring  
decisive  
understanding  
considerate  
thoughtful  
impressive  
overwhelming  
optimistic  
observant  
bold  
controlled  
confident  
sure  
helpful  
happy  
well-mannered  
social  
organized  
inquisitive  
kind  
polite  
funny  
bright  
logical  
witty  
charming  
romantic  
humorous  
friendly  
loving  
positive  
intelligent

### EITHER

stubborn  
withdrawn  
cynical  
clumsy  
innocent  
self-conscious  
reserved  
inexperienced

### NEGATIVE

nasty  
immature  
hypocritical  
jealous  
argumentative  
defiant  
gloomy  
anarchistic  
violent  
sadistic  
boring  
shifty  
loud  
mischievous  
devious  
arrogant  
pompous  
bigoted  
prejudiced  
unpleasant  
bothersome  
impatient  
self-centred  
fantastical  
careless  
ignorant  
vain  
psychotic  
pessimistic  
annoying  
scatterbrained  
mournful  
dishonest  
greedy  
conceited  
disorganized  
cruel  
moody  
obnoxious  
cowardly  
anti-social  
a bully  
inactive  
negative

# Student Handout: Unit 4 Lesson 2



## “I AM” Rap Assignment

### STEP 1: READING A RAP

*Instructions: Read the following rap. If you find a word you don't understand, highlight it.*

#### “I AM”

I am a crazy and beautiful guy.  
I wonder what the world will be like and I sigh.  
I hear silence pulsing in the middle of the night.  
I see a dolphin flying up to the bright light.  
I want the adventure of life before it passes me by.  
I am a crazy and beautiful guy.

I pretend that I'm the ruler of the world.  
I feel the weight of responsibility on my shoulders and hurl.  
I touch the sky, the stars, the moon, and all planets of mankind.

I worry about the death of a nuclear holocaust.  
I cry for all the death and poverty and all we have lost.  
I am a crazy and beautiful guy.

I understand the frustration of not being able to do something easily.  
I say that we are all equally small.  
I dream of traveling to other points on the earth.  
I try to reach out to poor and starving children of worth.  
I hope that all mankind will be at peace and not die out.  
I am a crazy and beautiful guy.

-Andy Nguyen

Did you highlight any words? If you did, then try to *problem-solve*:

- Do the words around the highlighted text give you a sense of the meaning?
- Can you break the word down into smaller words? Do you recognize any of the smaller words-within-the-word?

# Student Handout: Unit 4 Lesson 2



## STEP 2: PROBLEM-SOLVING VOCABULARY

In the chart below, practice your skill as a problem-solver:

- Write down **2 words** that are new to you, either from the rap, or from the character traits list.
- Write down your best **prediction** about the meaning of the word. **DON'T USE A DICTIONARY.**
- Check out the word in a dictionary. Write the actual meaning down in your own words.

### “I AM” Vocabulary Chart

New word	My prediction	Definition

## STEP 3: ADDING WORDS TO YOUR WORD WALL

- Add the words to the word wall you began in Unit One.
- Create a card for each of the words in your chart.
- Put your definition in your own words on the back of your card.

## STEP 4: WRITING A RAP

You too can write an “I AM” Rap.

Begin by describing two things about yourself – special things about yourself.

- Avoid the obvious and ordinary, such as “I am a 15 year old boy with brown hair.” There are millions of 15-year-old boys with brown hair. Think of things about yourself that make you an individual.
- “I am a girl who bruises easily and believes in astrology – when the stars are right.” That’s better because it gives a sense of how the writer is different from other people. This description is powerful because it is imaginative and specific.

Brainstorm and organize ideas by using Handout 4 “I Am’ Rap Rough Draft”.

## **Student Handout: Unit 4 Lesson 2**



### ***STEP 5: EDITING YOUR ROUGH DRAFT***

Ask a classmate to help you edit your “I Am” rough draft. Give your helper your rough draft (Handout 6) and Peer Editing Checklist (Handout 7). Your editor will use complete the checklist to give you feedback on your draft.

Make whatever adjustments or changes are necessary, based on the editing feedback you receive.

### ***STEP 6: PREPARING THE GOOD COPY***

Write or type a good copy of your “I Am” rap and submit it with the rest of your lesson. You may wish to add some design elements such as pictures or graphics.

## Student Handout: Unit 4 Lesson 2



### “I AM” Rap Rough Draft

Use this line-by-line guide to write the rough draft of your poem.

I am \_\_\_\_\_  
(two special characteristics you have)

I wonder \_\_\_\_\_  
(something you are actually curious about)

I hear \_\_\_\_\_  
(an imaginary sound)

I see \_\_\_\_\_  
(an imaginary sight)

I want \_\_\_\_\_  
(an actual desire)

I am \_\_\_\_\_  
(the first line of the poem repeated)

I pretend \_\_\_\_\_  
(something you actually pretend to do)

I feel \_\_\_\_\_  
(a feeling about something imaginary)

I touch \_\_\_\_\_  
(an imaginary touch)

I worry \_\_\_\_\_  
(something that really bothers you)

I cry \_\_\_\_\_  
(something that makes you cry)

I am \_\_\_\_\_  
(the first line of the poem repeated)

I understand \_\_\_\_\_  
(something you know is true)

I say \_\_\_\_\_  
(something you believe in)

## Student Handout: Unit 4 Lesson 2



I dream \_\_\_\_\_  
(something you actually dream about)

I try \_\_\_\_\_  
(something you really make an effort about)

I hope \_\_\_\_\_  
(something you actually hope for)

I am \_\_\_\_\_  
(the first line of the poem repeated)

## Student Handout: Unit 4 Lesson 2



### “I Am” Rap Peer Editing Checklist

Now that you have finished your rough draft, ask a peer to proofread your rough draft by filling out this checklist.

#### Peer Editing Checklist

Read the “I AM Rap Rough Draft.” Check off each item ONLY if it really describes the rap:

- Each line of the rap is completed.
- Each line has punctuation at the end of it.
- I can understand every line of the rap – it makes sense to me.
- The writer has used interesting words to describe themselves.
- There are no spelling mistakes in this rap.
- After reading this rap, I feel like I know a lot about the writer’s personality.

Peer Editor’s Signature: \_\_\_\_\_