

# Copy Change

This strategy has been used in the following ABLE lesson(s):

Introducing Poetry - Writing Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=89](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=89)

## **Purpose:**

To provide a framework for writing. Students use another author's pattern as a framework for their own writing. For example, young children might use Bill Martin Jr.'s "Brown bear, brown bear..." to create their own version: "Fierce eagle, fierce eagle, what do you see?" or "Mr. Jones, Mr. Jones, what do you see?"

## **Materials:**

Poetry, predictable text.

## **Procedure:**

1. Students read (listen).
2. The teacher leads a discussion about text characteristics: What did you notice about the format of this text? What did the author do first, second, etc.? If you were going to use the author's framework to write something of your own, what framework would you use? The teacher may want to list students' ideas about the author's framework on the chalkboard, chart paper, or an overhead transparency.
3. Students use the author's framework for their own writing.

For more information, see Rasinski, T., & Padak, N. (2000). *Effective reading strategies* (2nd. Ed.). Upper Saddle River, NJ: Prentice Hall.