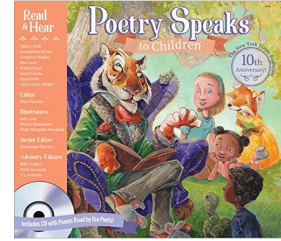


WEEK 2 Day 3



Writing Personal Recount

Deconstruction and Individual Construction: Rhyme

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| Content Objective | I can write a personal recount poem using rhyme. (W.1.3, W.1.3a) |
| Language Objective | I can describe how rhyme adds meaning to a poem. (RL.1.4, SL.1.2) |
| Vocabulary | rhyme: words with the same ending sound poetic device: a tool poets use |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Good Luck Gold,” Janet S. Wong, tracks 27-28 ● equipment for playing a CD/audio files ● Rhyme slides (Note: only slides 1-3 are used in this lesson.) ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Luck Gold,” Janet S. Wong, page 48 ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared |
| Opening 1 minute | <i>Today we are going to learn about rhyme, which is another poetic device, or tool poets use. We will reread the poem “Good Luck Gold,” and then you will continue writing your own poems.</i> |
| Deconstruction 14 minutes tracks 27-28 slide 1 page 48 | <p><i>This time we are going to listen to Janet S. Wong talk about and read her poem. Think about what you understand about the poem this time, after hearing Janet S. Wong’s introduction.</i></p> <p>Play tracks 27-28 and show slide 1. <i>What more do you understand about “Good Luck Gold,” after</i></p> |

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| | <p><i>hearing the poet talk about what she wrote?</i></p> |
| <p>track 28 slide 2</p> | <p><i>When we first read “Good Luck Gold,” we talked about how Janet S. Wong uses line breaks to give rhythm to her poem. Rhyme is another tool that she uses to give her poem structure. We know that rhyming words are words that have the same sound at the end.</i></p> <p><i>This time as you listen, think about the rhyming words and why Janet S. Wong may have used rhyme.</i></p> <p>Play track 28, stopping at :24.</p> <p><i>What are some rhyming words that you heard?</i></p> <p><i>Poets use rhyme for different reasons. Rhyme connects ideas; it creates a pattern; it makes the poem like a song. Why do you think Janet S. Wong uses rhyme?</i></p> |
| <p>slide 3</p> | <p><i>Poets use patterns, like repeating words, phrases, and lines, and by repeating sounds—often in rhyming words. Let’s look at the patterns Janet S. Wong uses in her rhyme.</i></p> <p>Read the pairs of rhyming words.</p> <p><i>What do you notice about the pattern Janet S. Wong uses with her rhyming words? [they are all at the end of lines; they usually happen every other line]</i></p> |
| <p>Individual Construction 10 minutes</p> | <p><i>Today you have a chance to try rhyming words in your poem. You may choose to go back to a poem you’ve been working on and revise it to include rhyming words, or you might choose to write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem and some words you might rhyme. Then, before you write, tell your partner your idea and some rhyming words you will use.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to generate at least two rhyming words.</p> <p>Choose one child who successfully incorporated rhyme to share his poem.</p> |
| <p>Closing 5 minutes</p> | <p>Have the identified child read his poem and briefly share why he chose to include those rhyming words.</p> |

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| | <p><i>Today we practiced one tool poets use: rhyme. Tomorrow we will read another poem that includes rhyme, and you will continue writing poems.</i></p> |
| <p>Standards (Boston)</p> | <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <p>Ongoing assessment</p> | <p>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhyme. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.</p> |

Notes



Writing U3 W2 D3