

WEEK 8 Day 1

Writing Personal Recount
Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.K.3, W.K.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.K.5, SL.K.2)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Things” slides, from Week 7, Day 3 ● writing tools ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish ● children’s writing folders ● Personal Recount Poetry Observation Tools, from Week 7, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Today we are going to learn about a poetic device, or tool, poets use, called repetition. Repetition means doing something more than once. In writing it means using the same sound, word, phrase, line, or stanza more than once.</i>
Deconstruction 10 minutes	<p><i>Today we are going to reread the poem “Things,” by Eloise Greenfield, and discuss how she uses repetition.</i></p> <p><i>As we read, think about what in the poem is repeated, and why Eloise Greenfield chooses to repeat that part.</i></p>
slide 6	<p>Read the poem.</p> <p><i>Which part of the poem is repeated?</i></p> <p><i>Why do you think Eloise Greenfield repeated that part?</i></p>

slide 7	<p><i>Poets use repetition to create an effect or emphasize a point. In this poem, Eloise Greenfield uses repetition to emphasize that while the candy and sandhouse disappeared, her poem lasts.</i></p>
<p>Individual Construction 14 minutes</p>	<p><i>As we continue writing poetry, you will try the tools that poets use. Today you will try repetition. You may choose to go back to a poem you have already written and add repetition, or you may choose to write a new personal recount poem that uses repetition.</i></p> <p><i>Think about an experience you would like to tell about in your poem and a line that you would like to repeat. Then, before you write, tell your idea to your partner. Make sure to repeat the line at least three times.</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 identify an important idea in the poem that could be repeated.</p> <p>Choose one child who successfully incorporated repetition to share their poem with the group.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share why they chose to repeat that line.</p> <p><i>Today we practiced one tool poets use: repetition!</i></p>
<p>Standards</p>	<p>RL.K.5. Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).</p> <p>W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p>W.K.3a. For poems, use rhyming words to create structure.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Repetition. After Writing, gather children’s folders. Analyze their work and note any trends that are emerging.</p>