

WEEK 8 Day 2

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"> ● “Rainbow Fish, Red Frog” slides ● 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	<p><i>You learned about repetition, a tool that poets use. Remember, repetition means doing something more than once. We read different poems that used repetition. In some the lines were repeated. In others the words and phrases were repeated.</i></p> <p><i>Today we will reread a poem from Shared Reading. In this poem, words and sounds are repeated.</i></p>
Deconstruction 10 minutes	<i>Let’s reread “Rainbow Fish, Red Frog.” As we read, think about what in the poem is repeated, and why the author chooses to repeat that part.</i>
slides 2-3	<p>Read the poem.</p> <p><i>Which part of the poem is repeated?</i></p>

	<i>Why do you think the author repeated that part?</i>
slide 4	<i>In this poem, the /r/ sound is repeated. Using this sound over and over again helps the reader pay attention to the sound. It also connects the words to each other.</i>
Individual Construction 14 minutes	<p><i>Today as you continue to write poetry, you will try repetition again. Think about a sound you want to communicate and repeat it at least three times. 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. Before you write, tell your plan to your partner.</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 a sound that could be repeated to create an effect.</p> <p>Choose one child who successfully incorporated repetition to share their poem.</p>
Closing 5 minutes	<p>Have the identified child read their poem and briefly share why they chose to repeat that word or phrase.</p> <p><i>Today we continued practicing repetition. Tomorrow we will begin learning about another poetic device—rhyme.</i></p>
Standards	<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>
Ongoing assessment	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.