

WEEK 8 Day 3

Writing Personal Recount
Deconstruction and Individual Construction: Rhyme

Content Objective	I can write a personal recount poem using rhyme. (W.K.3, W.K.3a)
Language Objective	I can describe how rhyme 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>rhyme: words with the same ending sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Good Luck Gold” slides, from Week 7, Day 2 ● 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 another poetic device, or tool, poets use, called rhyme.</i>
Deconstruction 14 minutes	<i>You will listen to Janet S. Wong talk about and read her poem “Good Luck Gold.” We read this poem before. Think about what you understand about the poem this time, after hearing Janet Wong’s introduction.</i>
slide 4	<p>Play the audio files in the order indicated on the slide.</p> <p><i>What more do you understand about “Good Luck Gold,” after hearing the poet talk about what she wrote?</i></p>
slide 5	<i>Listen to the poem again. Look closely at the rhyming words. They are highlighted in different colors.</i>

	<p><i>Poets use rhyme for different reasons:</i></p> <ul style="list-style-type: none"> ● <i>it connects ideas;</i> ● <i>it creates a pattern;</i> ● <i>it makes the poem like a song.</i> <p><i>Why do you think Janet S. Wong uses rhyme?</i></p> <p><i>Poets use patterns, like repeating words, phrases, and lines, and by repeating sounds—often in rhyming words.</i></p> <p><i>Janet S. Wong follows a pattern with her rhyming words. They are all at the end of the lines, and they usually happen every other line. [Indicate, by pointing, what “every other line” means.]</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you can 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 their poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share why they chose to include those rhyming words.</p> <p><i>Today we practiced another tool poets use: rhyme!</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</p>

	questions about key details and requesting clarification if something is not understood.
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhyme. After Writing, gather children's folders. Analyze their work and note any trends that are emerging.

Notes