

WEEK 2 Day 1

Writing Personal Recount

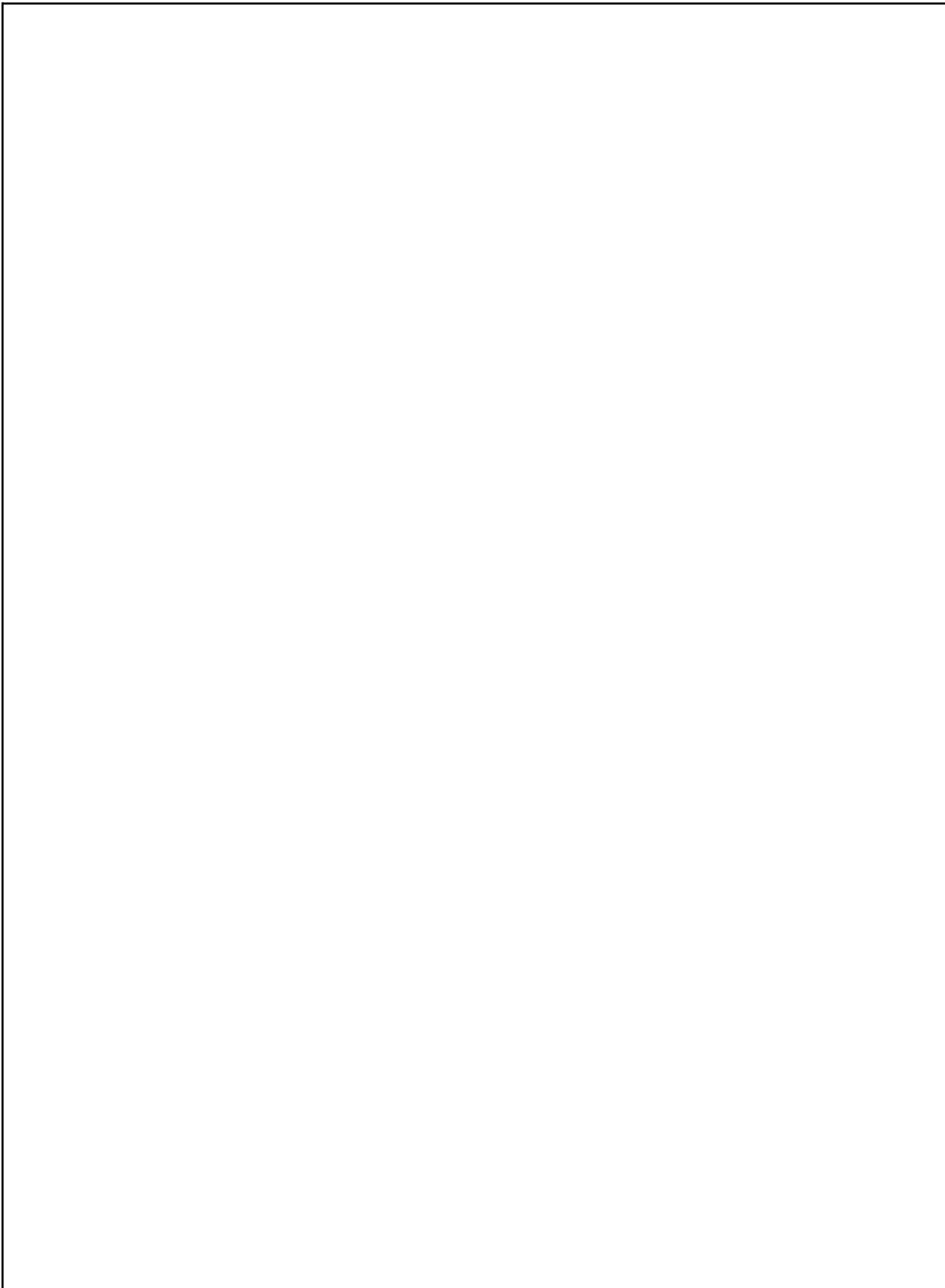
Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.1.3, W.1.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.1.4, SL.1.2)
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"> ● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle ● Repetition slides (Note: only slides 1-2 are used for this lesson.) ● projector and screen ● 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	<p><i>Last week you began writing your own personal recount poems. 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></p>
Deconstruction 14 minutes “Nesting,” page 1	<p><i>We are going to read two poems from this book, Hidden City, by Sarah Grace Tuttle. These poems are not personal recounts, but you will be able to use what you learn about repetition when you are writing your personal recount poems.</i></p>

<p>slide 1</p>	<p><i>The first poem is called “Nesting.” As you listen, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</i></p> <p>Read “Nesting.” Afterwards, allow children one minute to reflect silently on what they heard, what they imagined, and how it made them feel. Harvest their ideas.</p> <p><i>What do you think this poem is about?</i></p> <p><i>Now I am going to read the poem again, and you will be able to see it on the slide. As we read, think about what in the poem is repeated, and why Sarah Grace Tuttle chooses to repeat that part.</i></p> <p>Show slide 1, and read the poem.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Sarah Grace Tuttle repeated that part?</i></p> <p><i>Poets use repetition to create an effect or emphasize a point. In this poem, Sarah Grace Tuttle uses repetition to create an image of a mother mouse scurrying back and forth to build her nest.</i></p>
<p>“Fairy Ring,” page 6 slide 2</p>	<p><i>The next poem we are going to read is called “Fairy Ring.” As we read, think about what in the poem is repeated, and why Sarah Grace Tuttle chooses to repeat that part.</i></p> <p>Show slide 2, and read the poem.</p> <p><i>Which part of the poem is repeated?</i></p> <p>Expand means to get bigger. She writes “expand, expand, expand.” While reading, demonstrate expanding by holding your hands near each other and then spreading them apart.</p> <p><i>What do you notice about the way she wrote the word “expand”?</i> <i>Why do you think Sarah Grace Tuttle repeated that word and wrote it in that way?</i></p> <p><i>By writing “expand” three times and making the word spread out and get bigger, Sarah Grace Tuttle creates an image of the mushrooms growing.</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>As we continue writing poetry, you will get a chance to try the tools that poets use. Today you will try repetition. You may choose to go back to the poem you wrote last week and add repetition, or you may choose to write a new personal recount poem that uses repetition. You will repeat it at least three times.</i></p>

	<p><i>Think about an experience you would like to tell about in your poem and a word, phrase, or line that you would like to repeat. Then, before you write, tell your idea 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 as they tell and write 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 his poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read his poem and briefly share why he chose to repeat that word, phrase, or line.</p> <p><i>Today we practiced one tool poets use: repetition. Tomorrow we will read a poem with a different kind of repetition and 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 Repetition. 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 D1