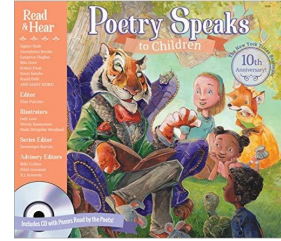


WEEK 2 Day 2



## Writing Personal Recount

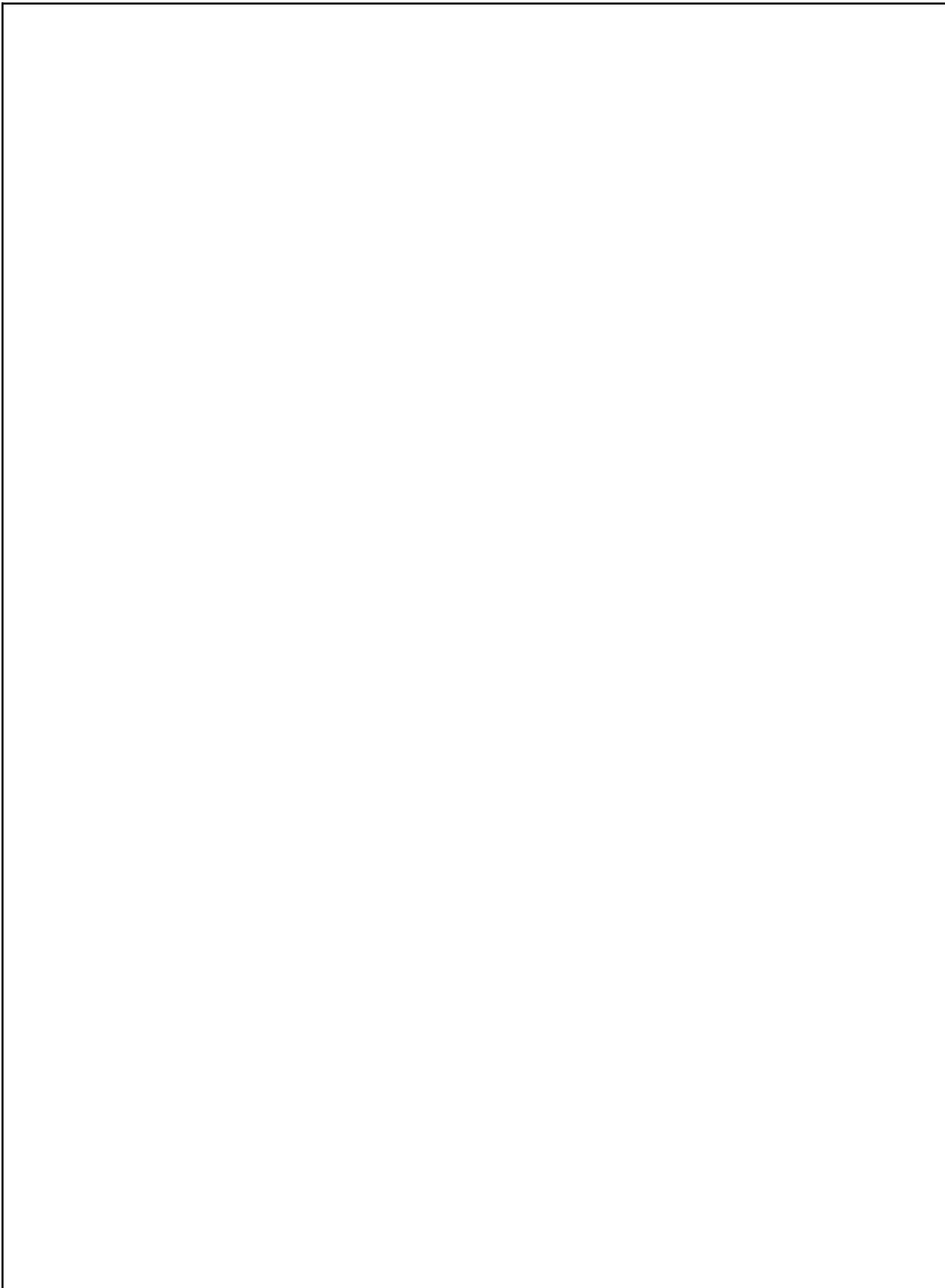
Deconstruction and Individual Construction: Repetition

<b>Content Objective</b>	I can write a personal recount poem using repetition. (W.1.3, W.1.3a)
<b>Language Objective</b>	I can describe how repetition adds meaning to a poem. (RL.1.4, SL.1.2)
<b>Vocabulary</b>	<p><b>poetic device:</b> a tool poets use</p> <p><b>repetition:</b> using the same sound, word, phrase, line, or stanza more than once</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Rabbit” and “Brother,” Mary Ann Hoberman, tracks 21-22 and 57-58</li> <li>● equipment for playing a CD/audio files</li> <li>● Repetition slides, from Day 1 (Note: slides 3-4 are used for this lesson.)</li> <li>● projector and screen</li> <li>● <i>Poetry Speaks to Children</i>, Elise Paschen: “Rabbit” and “Brother,” Mary Ann Hoberman, pages 39 and 95</li> <li>● writing tools</li> <li>● children’s writing notebooks and/or different styles of paper</li> <li>● children’s writing folders</li> <li>● Personal Recount Observation Tools, from Week 1, Day 4</li> <li>● system for keeping track of work shared</li> </ul>
<b>Opening</b> 1 minute	<p><i>Yesterday we talked about repetition, which is a <b>poetic device</b>, or a tool poets use. Remember, <b>repetition</b> means doing something more than once. In writing it means using the same sound, word, phrase, line, or stanza more than once. The poems we read yesterday repeated lines and phrases. Today we will read poems that repeat</i></p>

	<p><i>words and sounds.</i></p>
<p><b>Deconstruction</b> 14 minutes</p> <p>“Rabbit” page 39 slide 3 tracks 21-22</p>	<p><i>We are going to read two poems from this book, Poetry Speaks to Children. Mary Ann Hoberman is the poet who wrote both poems.</i></p> <p><i>The first poem’s title is “Rabbit.” 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>Play track 22. Afterwards, allow the children one minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas.</p> <p><i>What do you think this poem is about?</i></p> <p><i>Now we will listen to 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 Mary Ann Hoberman chooses to repeat that part.</i></p> <p>Show slide 3 and replay track 22.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Mary Ann Hoberman repeated that part?</i></p> <p><i>Let’s listen to Mary Ann Hoberman talk about her poem.</i></p> <p>Play track 21. If time allows, replay track 22 and have children count how many times they hear the word “bit,” as the poet suggests.</p>
<p>“Brother” page 95 slide 4 Tracks 57-58</p>	<p><i>Now we will reread a poem that we read last week. It’s title is “Brother.” As we read, think about what in the poem is repeated, and why Mary Ann Hoberman chooses to repeat that part.</i></p> <p>Show slide 4 and play track 58.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Mary Ann Hoberman repeated that part?</i></p> <p><i>Let’s listen again to hear why Mary Ann Hoberman decided to repeat that sound.</i></p> <p>Play track 57.</p> <p><i>Remember, poets use repetition to create an effect or emphasize a point. The repetition of words and sounds in Mary Ann Hoberman’s poems helps to connect her ideas together.</i></p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Today as you continue to write poetry, you will try repetition again. Think about a word or 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</i></p>

	<p><i>a new personal recount poem that uses repetition.</i>  <i>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 an important word or sound in the poem that could be repeated.</p> <p>Choose one child who successfully incorporated repetition to share her poem.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Have the identified child read her poem and briefly share why she chose to repeat that word/phrase/line.</p> <p><i>Today we practiced the poetic device, repetition. Tomorrow we will talk more about repeating sounds, by using rhyme, and you will continue writing poems.</i></p>
<p><b>Standards (Boston)</b></p>	<p><b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>W.1.3.</b> 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><b>W.1.3a.</b> For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></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 D2