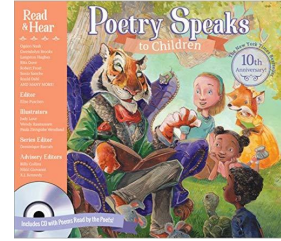


WEEK 2 Day 4



Writing Personal Recount

Deconstruction and Individual Construction: Rhyme

Content Objective	I can write a personal recount poem using rhyme. (W.1.3, W.1.3a)
Language Objective	I can describe how rhyme adds meaning to a poem. (R.7.1.1.b, SL.1.2)
Vocabulary	<p>rhyme: words with the same ending sound</p> <p>stanza: a group of lines</p> <p>line break: the place where lines of a text are split</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio file, Elise Paschen: “Sneeze,” Maxine Kumin, track 10 ● equipment for playing a CD/audio file ● Rhyme slides, from Day 3 (Note: slides 4-6 are used in this lesson.) ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Sneeze,” Maxine Kumin, page 16 ● writing tools ● children’s writing notebooks and/or different styles of paper, enough copies for each child ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Today we are going to continue to learn about rhyme by reading the poem “Sneeze.” Then you will use rhyme in your own poems.</i>
Deconstruction 14 minutes	<i>Today’s poem is called “Sneeze,” by Maxine Kumin. While you listen to the poet read, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i>

<p>track 10 slide 4 page 16</p>	<p>Play track 10.</p> <p><i>What happened in this poem?</i> Harvest several children’s ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 4. <i>This is how the illustrator represented the poem, and how Maxine Kumin arranged the words on the page.</i></p>
<p>track 10 slide 5</p>	<p><i>This time as you listen, think about the rhyming words and why Maxine Kumin may have used rhyme.</i></p> <p>Play track 10.</p> <p><i>What were some rhyming words that you heard?</i></p> <p><i>Remember, poets use rhyme for different reasons. Rhyme connects ideas; it creates a pattern; it makes the poem like a song. Why do you think Maxine Kumin uses rhyme?</i></p>
<p>slide 6</p>	<p><i>What do you notice about the patterns of rhyming words Maxine Kumin uses? [each stanza has a different set of rhyming words, the last two stanzas end with the same rhyme, most of the rhyming words are placed on their own lines]</i></p> <p><i>“Sneeze” is separated into four stanzas. Stanzas are groups of lines in a poem. Each stanza includes a different set of rhyming words. Then, the last two stanzas are connected to each other by ending with the same rhyme.</i></p> <p><i>Another clever pattern Maxine Kumin uses is her line breaks. By alternating between longer phrases and single words in each line, it makes the poem sound like someone getting ready to sneeze!</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you have another chance to 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 her poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read her poem and briefly share why she chose to include those rhyming words.</p> <p><i>Today we practiced rhyme and learned about stanzas. Tomorrow we will talk again about creating rhythm in our poems using line breaks.</i></p>
<p>Standards (Boston)</p>	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</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 Rhyme. 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 D4