



WEEK 2 Day 2

Writing Autobiography

Deconstruction and Individual Construction: Repetition

Content Objective	I can write an autobiographical poem using repetition. (W.3.2)
Language Objective	I can describe how repetition adds meaning to a poem. (R.7.2.a, SL.2.2.a)
Vocabulary	<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>Water Rolls, Water Rises</i> slides ● <i>Water Rolls, Water Rises</i>, Pat Mora, for reference ● Poetry chart, from previous lessons ● Autobiographical Poem Planning sheets, from Week 1, Day 4, copies available as necessary for children who want to use them ● writing tools ● writing folders ● writing notebooks ● Autobiography Observation Tools, from Week 1, Day 5
Opening 1 minute	<p><i>Yesterday we began learning about poetic devices, the tools poets use. We read a poem that includes repetition, and you tried it in your own writing. Today we will read and listen to another poem that includes repetition.</i></p>
Deconstruction 12 minutes	<p>Show the book <i>Water Rolls, Water Rises</i>.</p> <p><i>We read Water Rolls, Water Rises during our last unit of study, the Forces of Wind and Water. Pat Mora wrote about water through poetry. Today we will listen to and discuss just a few pages of the book. As I read, you may want to close your eyes as you listen for repetition.</i></p>

slides 2-4	<p>Read slides 2-4, emphasizing the repeated sounds on each page (/ur/, /s/, /l/).</p> <p><i>What do you notice about the repetition in this poem?</i> Record children’s ideas on the Poetry chart.</p>
slide 2	<p>Reread the page. <i>Which sound repeats on this page? [/ur/]</i> <i>Why does Pat Mora repeat that sound? What effect does it create?</i> [water bubbling up in one place]</p>
slide 3	<p>Reread the page. <i>Which sound repeats on this page? [/s/]</i> <i>Why is this sound repeated? What effect does it create?</i> [water moving fast through the canyon]</p>
slide 4	<p>Reread the page. <i>Which sounds repeat on this page? [/l/ and /s/]</i> <i>Why are these sounds repeated? What effects do they create?</i> [the /l/ sound evokes water leaping and falling; the /s/ sound here evokes the splashing water]</p>
<p>Individual Construction 12 minutes</p>	<p><i>Today you will continue writing poetry with repetition. You may choose to go back to a poem you have been working on, or you may choose to write a new autobiographical poem. You can continue working on repeating lines, or use repeating sounds.</i></p> <p>Send the children to their seats. As they write, circulate to support their work. Choose one child who successfully incorporated repetition to share their poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share how they made decisions about how to include repetition.</p> <p><i>Today we practiced one tool poets use: repetition. Tomorrow we will explore another poetic device.</i></p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

