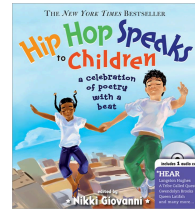


Unit 3: Connecting Places, Connecting People



WEEK 2 Day 1

## Writing Autobiography

Deconstruction and Individual Construction: Repetition

<b>Content Objective</b>	I can write an autobiographical poem using repetition. (W.3.2)
<b>Language Objective</b>	I can describe how repetition adds meaning to a poem. (R.7.2.a, SL.2.2.a)
<b>Vocabulary</b>	<p><b>autobiography:</b> a genre of writing whose purpose is to retell the events of the author’s life and to entertain</p> <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>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni</li> <li>● “Things” slides Note: This lesson uses slides 1-3.</li> <li>● Poetry chart, from Week 1, Day 3</li> <li>● Autobiographical Poem Planning sheets, from Week 1, Day 4, copies available as needed for children who want to use them</li> <li>● writing tools</li> <li>● writing folders</li> <li>● writing notebooks</li> <li>● Autobiography Observation Tools, from Week 1, Day 5</li> </ul>
<b>Opening</b> 1 minute	<p><i>Last week you began writing your own autobiographical poems. Today we are going to read a new poem. You’ll notice that it is not an autobiography, but we will use it to learn strategies poets use.</i></p>
<b>Deconstruction</b> 12 minutes  slide 1	<p>Show <i>Hip Hop Speaks to Children</i>.</p> <p><i>The poem we will listen to and read today is from the same collection as “Music for Fun and Profit.” The poem is “Things” by Eloise Greenfield. We will first listen to the poet reading it. As you listen, you may want to close your eyes. Notice what you imagine</i></p>

	<p><i>and feel as you listen to the poem.</i></p> <p>Play the track on slide 1.</p> <p><i>What did you hear?</i>  <i>What did you imagine?</i>  <i>How did hearing this poem make you feel?</i></p> <p>Harvest the children’s ideas and record them on the Poetry chart.</p> <p><i>What do you think this poem is about?</i></p>
slide 2	<p><i>One tool poets use is repetition. <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. We are going to listen to the poem again. This time while you listen, think about what in the poem is repeated, and why Eloise Greenfield chooses to repeat that part.</i></p> <p>Play the track. Then harvest the children’s ideas and record them on the Poetry chart.</p>
slide 3	<p><i>Poets use repetition to create an effect or emphasize a point. In this poem, Eloise Greenfield uses repetition to emphasize that while the candy and sandhouse disappeared, her poem lasts.</i></p>
<b>Individual Construction</b> 12 minutes	<p><i>As we continue writing poetry, you will get a chance to try the tools that poets use. These tools are called <b>poetic devices</b>. 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 autobiographical poem that uses repetition. Think about an important line, phrase, or word that you want to communicate and repeat it at least three times. There are planning sheets available for those who would like to use them before writing.</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>
<b>Closing</b> 5 minutes	<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 read another poem with repetition and continue writing poems.</i></p>
<b>Standards</b>	<b>R.7.2.a</b> Describe how words and phrases supply rhythm and meaning in a text.

	<p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>As children write, circulate and take notes on the Autobiography Observation Tool, focusing on Repetition.</p> <p>After Writing, gather children’s notebooks. 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**