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2nd Grade
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Subject: Writing

**Characteristics of Poetry- Repetition**

**Situating the Lesson:** This lesson is the second lesson in a writing unit on poetry. Earlier this week, students were divided into groups and asked to brainstorm the answers to several questions about poetry as a way to assess prior knowledge. Each group was given a poster to answer the following questions:

- Who writes poems?
- What does a poem include?
- Where do ideas about poetry come from?
- When have you heard poetry read aloud?
- Why do people write poems?
- What are the characteristics of poetry?
- How is poetry different from other texts?

When groups were finished, the five posters were put up around the room and students did a “carousel/gallery walk” with their groups to see other groups’ responses to the questions before revisiting their own. A discussion followed about the answers to the questions in order to clear up confusion and ensure everyone had a basic understanding of poetry.

Future instruction in this unit will include lots of poetry reading and writing, practicing different techniques and characteristics. This unit will culminate in an audio/visual project using student-written poetry and illustrations.

**Methods of Inquiry:** Direct instruction, turn and talk, guided practice

**Objective:** Today we will evaluate characteristics of poetry and practice writing poems using repetition.

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.10
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Procedure:

1. Call all students to the carpet.
2. Ask a student to read the objective: Today we will evaluate characteristics of poetry and practice writing poems using repetition.
3. Read a poem using repetition and an informational text on the same topic (Autumn).
   a. Ask students to compare and contrast the two different types of written text.
4. Review the characteristics of poetry that students had discussed earlier in the week.
5. Explain the literary device of repetition to students to elucidate the concept.
   a. Have students turn and talk to another student about where they have noticed repetition being used.
      i. Call on several students for their ideas, probing for a student to give an example from *Little Red Riding Hood*, a fairytale that all of the students are very familiar with.
6. Explain the activity: students will use repetition to write poems about spring.
   a. Remind students of the *Autumn Leaves* poem example.
   b. Model how to write a poem about spring using repetition.
7. Ask students to brainstorm for their writing activity. Students should turn and talk about two questions:
   a. What parts of spring will you write about?
   b. How will you use repetition in your poem?
8. Return to the example and model from before, going over expectations and instructions.
   a. Students should work with their writing partners.
   b. Poems should be written in their writer’s notebooks.
   c. Students must write at least five lines.
   d. When students are finished, they may read, write, or do “rainy day work.”
      i. Rainy day work is a collection of unfinished worksheets, activities, etc. that students can work on when waiting for the rest of the class to finish activities.
9. Answer any questions students may have.
10. Dismiss students by row to begin working on their poems.
11. Circulate the room to answer questions, question students about their poems and ideas, assessing student comprehension of and ability to use repetition in a poem.
12. In the last five minutes of the lesson, call students back to the carpet.
   a. Ask students what went well when working on the poem? What did not go well?
      i. Take 2-3 student responses for each.
Assessment: Students were assessed informally throughout the lesson. This was done through student responses to questions, discussions overheard while they were turning and talking with each other, and from observation of their writing while the teacher was walking around the room during guided practice.