



Poetic Writing: Personal Experience

LEVEL | 1i | 1ii | 1iii | 2 | 3 | 4 | 5

The Wriggling Tooth

THE LEARNING CONTEXT

At this stage in her development, Jaimee is expected to draw a picture as part of planning for writing and recording her personal experiences.

The focus for the students was to write about a time when they had been hurt. The teacher introduced this topic and motivated discussion by reading them *Tom is Brave* and *The Accident*.

The students then listened to their own and the teacher's stories about times when they were hurt or had been involved in an accident. While they were sharing their stories, the teacher asked questions to encourage them to elaborate and provide further information.

The teacher modelled how to plan for writing by drawing a picture of her accident and verbalising what she was thinking as she did so. She also modelled drafting her story, paying particular attention to concepts about print, such as:

- directionality
- spaces between words
- one-to-one matching.

She included her feelings and used vocabulary specific to the incident. The students were encouraged to contribute to spelling approximations.

They were then asked to write their drafts using the experiences they had shared, and to re-read their stories to check for sense and meaning. While the writing was in progress the teacher moved about, conferencing with individual students.

The stories were then published by the teacher and illustrated by the students.

Teacher-student conversations

The teacher questioned Jaimee as she wrote.

Teacher: Why is your tooth sore?

Jaimee: Because it's wriggling.

Teacher: What might happen to it?

Jaimee: You might have to pull it out.

Teacher: Really? I'd love to read a story about that.

INTEGRATING READING AND WRITING

Guided and shared reading programmes provide opportunities for students to explore the personal experiences of others and relate these to their own experiences and knowledge.

Within the reading programme, opportunities could also be sought for students to:

- develop knowledge of letter/sound relationships and rhyme
- begin to understand the relationship between spoken and printed words
- identify some high-frequency words
- recognise letters, words, and spaces between words.

WHERE TO NEXT?

To move Jaimee towards the next learning step, the teacher might help her to focus on:

- developing knowledge of letter names and their sounds
- understanding the difference between letters and words
- recognising and writing some high-frequency words
- leaving spaces between words.

These skills could be modelled during shared writing sessions and teacher modelling. Specific feedback could also help her meet her personal learning goals.

CURRICULUM LINKS

English in the New Zealand Curriculum

Level 1: Writing Functions

Poetic Writing: Students should write on a variety of topics, beginning to shape ideas.

Levels 1 and 2: Reading and Writing Processes

Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should be able to identify and express meanings in written texts, drawing on personal background, knowledge and experience.

English in the New Zealand Curriculum, pages 35-36

Te Whāriki

Pages 76-79

Strand 4, Communication

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.



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REFERENCES

Depree, Helen (1995). *The Accident*. Lower Hutt: Lands End Publications.

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media.

Randall, Beverley (1993). *Tom Is Brave*. Petone: Nelson Price Milburn.



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WHAT THE WORK SHOWS: Jaimee is intent on expressing a clear personal thought. She shows that she has thought about what having a sore tooth means to her. Although she does not have the skills to express this in writing, she does understand that the purpose of writing is to convey meaning to an audience.

Deeper features

Voice

Attempts to record a personal experience.

Ideas

Forms ideas and attempts to express them.

Student's first draft



[One of my teeth is sore and it's wriggling a little bit. When it's wriggling much my teacher will pull it out.]

Surface features

Spelling

Copies known letters.

Layout

Demonstrates some sense of directionality - left to right.



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The Wriggling Tooth

Student's first draft

