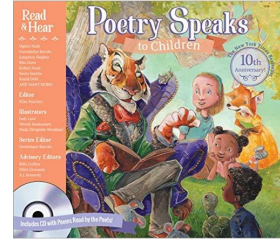


WEEK 1 Day 3



Writing Personal Recount

Deconstruction and Individual Construction: Personal Recount Poetry

Content Objective	I can tell a personal recount poem. (W.3.1.b)																								
Language Objective	I can recount the sequence of events in a personal recount poem. (SL.2.1.a, R.5.1.a)																								
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>sequence of events: the events in a personal recount, in order</p> <p>conclusion: the end</p>																								
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Hot Dogs” Sandra Cisneros, page 74 ● “Good Hot Dogs” slides ● projector and screen ● chart paper and markers <p>Prepare the following “Good Hot Dogs” chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; padding: 5px;">“Good Hot Dogs”</th> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="height: 40px;"></td> </tr> </table> </div>	“Good Hot Dogs”				Orientation:				Who	When	Where	What					Sequence of Events:							
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<p>Opening 1 minute</p>	<p><i>We have been reviewing personal recount and learning about how personal recounts can be written as poems. Today we are going to read a new poem to find out which stages, or parts, of personal recount the poet includes.</i></p>				
<p>Deconstruction 20 minutes page 74 Slide 1</p>	<p>Show <i>Poetry Speaks to Children</i>. Today’s poem, “Good Hot Dogs,” by Sandra Cisneros, is part of this same poetry collection. As I read the poem, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</p> <p>Read the poem. Afterwards, allow the children one quiet minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas.</p> <p><i>Think, Pair, Share. 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><i>What do you think this poem is about?</i> <i>This poem is a personal recount. The poet told a true story from her life.</i></p> <p>Show Slide 1. <i>This is how the illustrator represented this poem.</i></p>				
<p>Slide 2 lines 1-8</p>	<p>Show the “Good Hot Dogs” chart. <i>Let’s read this poem again. This time as we read, we will pause to fill in this chart with the stages of personal recount.</i></p> <p>Point to “Orientation” on the chart. <i>We know that personal recounts begin with an orientation that introduces who is in the story, when and where it happened, and an introduction to what happened. Let’s read the beginning of the poem again to see which parts of the orientation Sandra Cisneros includes.</i></p> <p>Read Slide 2. <i>Who is in this poem?</i> [the narrator and another child]</p>				

	<p><i>Where does it take place?</i> [at a store two blocks from school] <i>When does it happen?</i> [lunchtime] <i>What happens?</i> [the poet and her friend go to the store to buy hot dogs for lunch]</p> <p>Fill in the Orientation section of the chart. See the following example.</p>																																				
Slide 3 lines 9-21	<p><i>Now we'll continue reading the poem. We'll pause to discuss what happens and add the sequence of events to our chart.</i></p> <p>For filling in the chart, see the following example.</p> <p>Read Slide 3. <i>What happened here?</i></p>																																				
Slide 4 lines 21-23	<p>Read Slide 4. <i>Then what happened?</i></p>																																				
Slide 5 lines 24-29	<p>Read Slide 5. <i>What happened here?</i></p>																																				
Slide 6 lines 30-32	<p><i>The last few lines of this poem are the conclusion. Remember, the conclusion, or end, of a personal recount can be a final event, a reflection on the experience, or a feeling. Let's read the last three lines to find out how Sandra Cisneros concludes her poem.</i></p> <p>Read lines 30-32. <i>Which conclusion does Sandra Cisneros include?</i> [a feeling] <i>What feelings does she communicate?</i> [being happy and carefree]</p> <p>Record the conclusion in the chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">"Good Hot Dogs"</th> </tr> <tr> <td colspan="4">Orientation:</td> </tr> <tr> <td style="width: 25%;">Who Sandra Cisneros, another child</td> <td style="width: 25%;">When lunchtime</td> <td style="width: 25%;">Where the store</td> <td style="width: 25%;">What buys hot dogs for lunch</td> </tr> <tr> <td colspan="4">Sequence of Events:</td> </tr> <tr> <td colspan="4">The friend ordered two hot dogs and two pops, and they were prepared just the way they liked them.</td> </tr> <tr> <td colspan="4">The friends paid for their hot dogs and sat down to eat.</td> </tr> <tr> <td colspan="4">They ate their hot dogs quickly.</td> </tr> <tr> <td colspan="4">Conclusion:</td> </tr> <tr> <td colspan="4">The friends are happy, humming and swinging their legs.</td> </tr> </table>	"Good Hot Dogs"				Orientation:				Who Sandra Cisneros, another child	When lunchtime	Where the store	What buys hot dogs for lunch	Sequence of Events:				The friend ordered two hot dogs and two pops, and they were prepared just the way they liked them.				The friends paid for their hot dogs and sat down to eat.				They ate their hot dogs quickly.				Conclusion:				The friends are happy, humming and swinging their legs.			
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<p>Individual Construction 8 minutes</p>	<p><i>Now it's your turn! Tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat. You might want to try pausing in between words, like Abram Bunn Ross did.</i></p> <p>Partner children. Encourage them to stand as they tell their poems.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked at the stages of personal recount in the poem "Good Hot Dogs." Tomorrow we will listen to and read a new poem, and you will tell and write your own poems!</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a 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>Listen for and make note of how children discuss the text.</p> <p>How much support do children require when identifying the parts of the orientation?</p> <p>How much support do they need to identify the sequence of events?</p> <p>Do children accurately categorize the conclusion as a feeling?</p> <p>Reflect on children's oral poems.</p> <p>Do their poems sound like poetry or prose?</p> <p>Do they tell poems using a regular rhythm?</p> <p>Which elements of personal recount do they include?</p>

<p>Notes</p>
