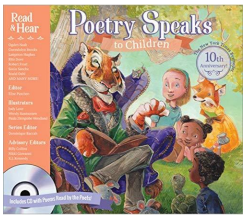

WEEK 1 Day 4

Writing Personal Recount

Deconstruction

Individual Construction

Content Objective	I can tell a personal recount poem. (W.3.1.b)
Language Objective	I can describe what I notice about a poem. (SL.1.1)
Vocabulary	**poetry**: a form of writing that often includes rhythm, rhyme, and repetition **personal recount**: a genre of writing whose purpose is to document a sequence of events and to entertain **rhythm**: regular, repeated beats **rhyme**: words with the same ending sound
Materials and Preparation	• *Poetry Speaks to Children* CD/audio files, Elise Paschen: "Brother," Mary Ann Hoberman, tracks 57-58 • equipment for playing a CD/audio files • *Poetry Speaks to Children*, Elise Paschen: "Brother," Mary Ann Hoberman, page 95 • writing tools • children's writing notebooks and/or different styles of paper (blank, with lines, with lines and space for illustration) • children's writing folders • Personal Recount Observation Tool, one copy for each child
Opening 1 minute	*Today we are going to read and discuss another poem, and you will tell and write a personal recount poem!*
Deconstruction 14 minutes	*Today's poem is called "Brother," by Mary Ann Hoberman.* Play track 58. (Note that track 57 will be played later in the lesson.) *What happened in this poem?* Harvest several children's ideas.

	Think, Pair, Share. *What picture did you have in your mind as you listened to the poem?* *How did the poem make you feel?* Show page 95. *Here is what the poem looks like written on the page and illustrated. Does the illustration match what you were imagining?* *We know that poets make choices about what and how they want to communicate. Let's listen to the poet, Mary Ann Hoberman, talk about the choices she made when writing this poem.* Play track 57. *Now that you've heard Mary Ann Hoberman discuss her choices as a poet, what more do you understand about her poem?* *She talks about using rhyme in her poem. Next week we will learn more about how poets use rhyme.*
Individual Construction 14 minutes	*Now it's your turn! Just like yesterday, you will tell your partner a personal recount as a poem. But today, after you tell your poem, you will also get to write it down.* Show the notebooks and/or different types of paper. *There are different types of paper you might use. You can write on lines. Or, you might want to write on blank paper and arrange your words in a different way.* *Think about a personal recount poem you would like to tell and write. Remember, when you tell your poem, you can clap or stomp if you want to help you keep a beat.* Partner children. Encourage them to stand as they tell their poems, to feel the rhythm more. After children tell poems, have them choose paper and begin to write. As children write, circulate to support them.
Closing 1 minute	*Today we continued reading and telling personal recount poems. Tomorrow you will continue writing poems!*
Standards	**W.3.1.b** Use a combination of drawing and writing to communicate a topic with details. **SL.1.1** Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

Ongoing assessment	Reflect on the class discussion. and on children's oral poems. What do children already understand about poetry? Review children's oral and written poems. What elements of personal recount do they include? Do they tell poems using a regular rhythm? How do they use the space on the paper? Are they using line breaks to show rhythm, or do they look more like prose? Are they using any other poetic devices, like rhyme or repetition?

Notes