

WEEK 1 Day 5

Writing Personal Recount
Individual Construction

Content Objective	I can tell and write a personal recount poem. (W.3.1.b)
Language Objective	I can respond to my classmate’s poem. (SL.1.1)
Vocabulary	<p>poetry: a form of writing that often includes rhythm, rhyme, and repetition</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>rhythm: regular, repeated beats</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Day 4 ● system for keeping track of work shared
Opening 5 minutes	<p><i>For the past few days we’ve been learning more about poetry by reading, discussion, and telling poems. Today you will continue writing your own poems!</i></p> <p><i>The poem you write today can be one you’ve already told, or it can be a new poem. Think about an experience you would like to tell about in your poem. Then, before you write, tell your idea to your partner.</i></p> <p>After children share their plans, distribute writing notebooks or have them choose paper, and send them to write.</p>
Individual Construction 20 minutes	<p>As children write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks.</p> <p>Check in with one child who is willing to share her poem with the class.</p>

<p>Closing 5 minutes</p>	<p>Have children put their poems away in their writing folders, and gather the class together on the rug. <i>Today we will listen to ____'s poem. Listen carefully and imagine a picture in your mind.</i></p> <p>Have the presenter read her poem. Then have several children share what they imagined.</p> <p><i>Next week you will continue writing your own poems!</i></p>
<p>Standards</p>	<p>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.</p>
<p>Ongoing assessment</p>	<p>Review children's poems, using the Personal Recount Observation Tools. Which elements of personal recount do they include? How do they use the space on the paper? Are children using line breaks to show rhythm, or do the poems look more like prose? Are they using any other poetic devices, like rhyme or repetition?</p>

Notes