



WEEK 3 Day 1

Writing Personal Recount
 Deconstruction: Adjectives
 Planning

Content Objective	I can identify adjectives used to describe objects. (RL.1.4)
Language Objective	I can use adjectives to describe a special object. (SL.1.4, W.1.5b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● Adjectives slides ● projector and screen ● <i>Those Shoes</i>, Maribeth Boelts, page 15 ● <i>A Chair for My Mother</i>, Vera B. Williams, pages 7-8 ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Luck Gold,” Janet S. Wong, page 48 ● writing tools ● children’s writing notebooks <p>On the whiteboard, write: What? Which ones?/Whose? What is it like? What kind?</p>
Opening 1 minute	<p><i>You have been telling and writing so many wonderful poems! Today you will begin planning for the poem you will write and publish over the next two weeks. That poem will be about an experience you had with a special object—just like Jeremy in Those Shoes, the family in A Chair for My Mother, and Janet S. Wong in “Good Luck Gold.” We are going to look at how each of those special objects is described, using adjectives. Then you will choose a special object that you would like to write about, and draw and write adjectives to describe</i></p>

	<p><i>it.</i></p>
<p>Deconstruction 18 minutes</p> <p><i>Those Shoes</i> page 15 slides 1-2</p>	<p>Note: Time may not allow for use of all three of the following examples.</p> <p><i>When we first started learning about poetry, we talked about how poets use language to paint a picture or give the reader a strong feeling. One way that poets do this is by including adjectives.</i></p> <p><i>Let’s read a page from Those Shoes and identify the adjectives Jeremy uses to describe the shoes.</i></p> <p>Read page 15/slide 1. <i>What adjectives does Jeremy use to describe the shoes?</i></p> <p>Refer to the questions on the whiteboard. <i>Let’s use these questions to identify and generate adjectives, like we did as we learned about writing report.</i></p> <p>Show slide 2 and click through the animation while facilitating the following discussion.</p> <p><i>The first question we need to answer is What? What is being described? [shoes]</i></p> <p><i>The next question says Which ones? Whose? In this case it’s those shoes, a particular kind of shoes.</i></p> <p><i>Next we can ask What like? What are the shoes like? [black, with two white stripes, the perfect shape]</i></p> <p><i>Finally we can ask What kind? What kind of shoes are they? [high-tops]</i></p> <p><i>All of these adjectives work together to give the reader a clearer picture of the shoes.</i></p>
<p><i>A Chair for My Mother</i> pages 7-8 slides 3-4</p>	<p><i>Now let’s see which adjectives are included in A Chair for My Mother. As I read, listen carefully for the adjectives.</i></p> <p>Read only the second paragraph on page 8.</p> <p><i>Which adjectives did you hear?</i></p> <p>Show slide 4. Click through the animation, reading the questions and adjectives.</p>

	<p><i>Vera B. Williams uses a lot of adjectives to describe the chair! It really gives the readers a good idea of the type of chair the family is looking for.</i></p>
<p>“Good Luck Gold” page 48 slide 5</p>	<p><i>Janet S. Wong also uses adjectives to describe her good luck gold. She describes several different pieces. Listen to the adjectives in these lines.</i></p> <p>Read lines 5-6.</p> <p>Click through the animation while facilitating the following discussion.</p> <p><i>What is she describing? [ring]</i> <i>What is the ring like? [so soft it bends]</i> <i>What kind of ring is it? [a golden ring]</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Now it’s your turn to think about a special object. Choose something special to you, and think about adjectives to describe it.</i></p> <p>Provide children with an example, preferably from your own life, or using the following script.</p> <p><i>On my first birthday, my grandparents gave me a stuffed cat. That cat was very important to me and went with me everywhere. In fact, I still have it in a special box in my closet! I could write about my Kitty, and about one time when I had Kitty with me.</i></p> <p><i>After you choose your object, you will use adjectives to describe it to your partner. For example, I could use words like “pink” and “fuzzy” to describe my kitty.</i></p> <p>Think, Pair, Share.</p> <p><i>What object will you write about, and how can you describe it?</i></p> <p><i>Now you will draw your object in your writing notebook and label it with adjectives.</i></p> <p>Send children to draw and write in their writing notebooks. Guide them to include adjectives to describe their objects.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will begin writing personal recount poems about experiences you had with your special objects.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order</p>

	<p>where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>W.1.5b. Demonstrate the ability to choose and use appropriate vocabulary.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>
Ongoing assessment	<p>Reflect on the class discussion.</p> <p>Which adjectives do children identify?</p> <p>Which questions are the easiest for children to answer? Which are the most difficult?</p> <p>Review children’s plans.</p> <p>Do they choose a special object?</p> <p>Do they use a variety of adjectives to describe the object?</p>

Notes