

WEEK 3 Day 2

Writing Personal Recount Individual Construction

Content Objective	I can write a personal recount poem about a special object. (W.1.3, W.1.3a, W.1.4)
Language Objective	I can respond to my classmate's poem. (SL.1.1)
Vocabulary	poetic device: a tool poets use
Materials and Preparation	<ul style="list-style-type: none">● writing tools● children's writing notebooks● children's writing folders and different styles of paper● Personal Recount Observation Tools, from Week 1, Day 4● system for keeping track of work shared
Opening 5 minutes	<p><i>Yesterday you began planning for the personal recount poems you will write and publish. You chose a special object and wrote adjectives to describe it. Today you will begin writing your poems.</i></p> <p>Distribute children's notebooks.</p> <p><i>Before you begin writing, take a moment to review your plan: the object you drew and the adjectives you wrote about it.</i></p> <p><i>Then think about an experience you have had with that object and tell it to your partner.</i></p> <p><i>After you have shared your experience, you are ready to write your poem!</i></p> <p>When children are ready with their plans, have them choose paper and begin to write.</p> <p><i>As you write, keep in mind all of the poetic devices, or tools, that you have learned about and can use in your poem.</i></p>
Individual Construction	As children write, circulate to support them and to take notes on the Personal Recount Observation Tools.

20 minutes	Check in with one child who is willing to share her poem with the class.
Closing 5 minutes	<p>Have children put their poems away in their writing folders, and gather the class together on the rug.</p> <p><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>For the rest of the week, you will continue working on your poems.</i></p>
Standards (Boston)	<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 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.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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>
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool. After Writing, gather children's notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends on Days 3-5 or when planning for revisions in Week 4.

Notes