

WEEK 4 Day 2

Writing Personal Recount

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

Children use feedback from partners to revise their work.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure, language, or media and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objectives	I can use feedback to revise my poem. (W.1.5) I can revise my poem to include poetic devices and to fit the purpose, structure, and language of personal recount. (W.1.5, W.1.3, W.1.3a, W.1.4)
Language Objective	I can use adjectives to describe a special object. (SL.1.4, W.1.5b)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain feedback: specific, helpful suggestions given to improve work revise: to make changes to writing audience: an individual or group for whom a piece of writing is composed adjective: a word or phrase used to describe a person, place, thing, or idea poetic device: a tool poets use repetition: using the same sound, word, phrase, line, or stanza more than once rhyme: words with the same ending sound rhythm: a regular, repeated pattern of sound

<p>Materials and Preparation</p>	<p>These materials will be used during Days 2 and 3 this week.</p> <ul style="list-style-type: none"> ● Personal Recount Observation Tools and Personal Recount Poem Feedback sheets <p>Before the lesson, review the children’s Personal Recount Observation Tools and Personal Recount Poem Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing notebooks and/or folders ● children’s writing folders, including Personal Recount Poem Feedback sheets ● Personal Recount mentor texts: <i>Come On, Rain!</i>, <i>Poetry Speaks to Children</i> ● Personal Recount anchor chart, from Unit 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Come On, Rain!</i> chart, from Week 1, Day 1 ● “Good Hot Dogs” chart, from Week 1, Day 2 ● Adjectives slides, from Week 3, Day 1 ● Repetition slides, from Week 2, Day 1 ● Rhyme slides, from Week 2, Day 3 ● Rhythm slides, from Week 2, Day 5 ● <i>Poetry Speaks to Children</i>, Elise Paschen CD/audio files and equipment for playing a CD/audio file, as needed for reviewing poetic devices
<p>Opening 1 minute</p>	<p><i>Each of you wrote a personal recount poem about an experience with a special object. Yesterday you received feedback from each other. Today you are going to begin revising your poem.</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group instruction</p>	<p><i>Before revising your poem, review the feedback you received yesterday, along with the plans you made for revision.</i></p>
<p>Small Group Possibilities 24 minutes, concurrent with</p>	<p>As children work individually and with partners, meet with small groups of children with similar needs to improve one aspect of their personal recount poems. The aspects addressed in revisions should be features of personal recount or poetry taught during the unit. The following are suggestions for</p>

<p>Individual Construction</p>	<p>what to address in small groups.</p> <p><u>Stages of Personal Recount</u> Review the lessons from Week 1, Days 1-2. Use the <i>Come On, Rain!</i> and “Good Hot Dogs” charts for reference. Refer the children back to their own poems to identify the stages of personal recount. If stages are missing or unclear, guide them to revise those parts.</p> <p><u>Adjectives</u> Review the lesson from Week 3, Day 1. If children do not include adjectives, have them draw and orally describe them. Ask children what they want the reader to imagine about their objects. Then guide them to go back to their poems to add at least two adjectives.</p> <p><u>Poetic Devices</u> Review the lessons from Week 2. Ask children what feelings they want to create for the reader. Guide children to create structure in their poems by including repetition, rhyming words, and/or line breaks/syllables to create rhythm.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards (Boston)</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 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>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</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>
<p>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

Notes



Writing U3 W4 D2