

WEEK 7 Day 2

Writing Personal Recount
 Deconstruction
 Individual Construction

Content Objective	I can tell a personal recount poem. (W.K.3, W.K.3a)
Language Objective	I can describe what I notice about a poem. (SL.K.1, RL.K.5)
Vocabulary	<p>medium: a form of communication</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetry: a form of writing that often includes rhythm, rhyme, and repetition</p> <p>repetition: saying or doing the same thing more than once</p> <p>rhyme: words with the same ending sound</p> <p>rhythm: regular, repeated beats</p>
Materials and Preparation	<ul style="list-style-type: none"> • “Good Luck Gold” slides
Opening 1 minute	<i>Yesterday we reviewed the purpose and stages of personal recount. Today we will begin learning about personal recount poetry.</i>
Deconstruction 20 minutes	<p><i>Poetry is another medium, or form, writers use to communicate. Writers choose their medium based on what they want to say and how they want to say it. We have been reading a lot of poetry during Shared Reading.</i></p> <p><i>Poetry has a different effect on the reader than other media, or forms of writing. Poems can paint a picture or give the reader strong feelings. Poems sound different than books. They have rhythm and sometimes rhyme and repetition. For the next few weeks, we are going to read and write poetry together, and you will write a personal recount in the form of a poem. We have been growing a lot as a community, and reading each other’s personal</i></p>

	<p><i>recounts will help us get to know each other even better.</i></p> <p><i>Poems are often written with language that helps the readers create pictures in their minds. While I read this poem, you might want to close your eyes. Listen carefully and imagine a picture in your mind. The poem is called “Good Luck Gold,” by Janet S. Wong.</i></p> <p>Without showing the slides, read through the poem fluidly, with expression, two times.</p> <p><i>This poem is a personal recount. The poet told a true story from her life. What happened in this poem?</i></p> <p>Harvest several children’s ideas.</p> <p>Think, Pair, Share.</p> <p><i>What picture did you have in your mind as you listened to the poem?</i></p> <p><i>How did the poem make you feel?</i></p>
slide 2	<p><i>Now let’s look at the poem. What do you notice?</i></p> <p><i>One thing that is different about poems is that they have rhythm, or beats. When you read a poem, you pause at the end of each line. This time when I read the poem, listen for the pauses.</i></p>
slide 3	<p>Reread the poem.</p>
<p>Individual Construction 8 minutes</p>	<p><i>To get ready for writing poems, for the next few days you will be telling each other poems. Today when you tell your poem, think about the rhythm you will use. Poems are like songs and raps, so you might even want to sing or rap your personal recount! Tell your partner a story about you, but do it to a beat. Like this—everyone clap with me!</i></p> <p>Lead the class in clapping out a regular rhythm, then tell one or more lines of a personal recount, such as</p> <p><i>I walked in the classroom Took down chairs Sharpened pencils Waited for The class to come</i></p> <p><i>Now it’s your turn! Tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat.</i></p> <p>Partner children. Encourage them to stand as they tell their poems, to better feel the rhythm.</p>

<p>Closing 1 minute</p>	<p><i>Today we started learning more about poetry, and you told each other personal recount poems! Tomorrow we will do the same thing, and we'll read a new poem.</i></p>
<p>Standards</p>	<p>RL.K.5. Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems). W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. W.K.3a. For poems, use rhyming words to create structure. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion and on children's oral poems. What do children already understand about poetry? Do their poems sound like poetry or prose? Do they tell poems using a regular rhythm? Which elements of personal recount do they include?</p>

Notes