WEEK 7   Day 3

<table>
<tr><td colspan="2" style="background-color:#fbd989">Writing Personal Recount
Deconstruction
Individual Construction</td></tr>
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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	**personal recount**: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	● "Things" slides
Opening 1 minute	*Today we are going to read and discuss another poem, and you will tell more personal recount poems!*
Deconstruction 14 minutes	*Today's poem is called "Things," by Eloise Greenfield.* Without showing the slides, read through the poem fluidly, with expression, two times. *What happened in this poem?* Harvest several children's ideas. Think, Pair, Share. *What picture did you have in your mind as you listened to the poem?* *How did the poem make you feel?*
slide 2	*Now let's look at the poem. What do you notice?*
slides 3-5	Reread the poem.

Individual Construction 14 minutes	*Now it's your turn! Just like yesterday, tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat.* Partner children. Encourage them to stand as they tell their poems, to better feel the rhythm.
Closing 1 minute	*Today we continued reading and telling personal recount poems. Tomorrow we will read a new poem!*
Standards	**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.

Ongoing assessment	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?

Notes