

WEEK 7 Day 4

Writing Personal Recount
Individual Construction

Content Objective	I can write a personal recount poem. (W.K.3, W.K.3a)
Language Objective	I can respond to my classmate’s poem. (SL.K.1)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain poetry: a form of writing that often includes rhythm, rhyme, and repetition rhythm: regular, repeated beats
Materials and Preparation	<ul style="list-style-type: none">● writing tools● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish● children’s writing folders● Personal Recount Poetry Observation Tool, one copy for each child● system for keeping track of work shared
Opening 5 minutes	<p><i>For the past few days we’ve been learning more about poetry by reading, discussing, and telling poems. Today you will begin writing your own poems!</i></p> <p>Show the different types of paper. <i>There are different types of paper you might use. You can write on lines. Or, you might want to write on blank paper and arrange your words in a different way, like Abram Bunn Ross did in “Two in a Bed.”</i></p> <p><i>The poem you write today can be one you’ve already told, or it can be a new poem. Think about an experience you would like to tell about in your poem. Then, before you write, tell your idea to your partner.</i></p>

	After children share their plans, have them choose paper and begin to write.
Individual Construction 20 minutes	As children write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Check in with one child who is willing to share their poem with the class.
Closing 5 minutes	Have children put their poems away in their writing folders, and gather the class together in the meeting area. <i>Today we will listen to _____'s poem. Listen carefully and imagine a picture in your mind.</i> Have the presenter read their poem. Then have several children share what they imagined. <i>Tomorrow, you will continue writing your own poems.</i>
Standards	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	Use the Personal Recount Poetry Observation Tool to review children's poems. What elements of personal recount do they include? How do they use the space on the paper? Are they using line breaks to show rhythm, or do they look more like prose? Are they using any other poetic devices, like rhyme or repetition?

Notes

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