

WEEK 3 Day 3

**Writing Personal Recount**  
Peer-to-Peer Feedback  
Revising

<b>Content Objective</b>	I can use feedback to revise my poem. (W.3.K.b, R.2.K.a, W.K.3a, W.2.K.a)
<b>Language Objective</b>	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.K.b)
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>repetition:</b> using the same sound, word, phrase, line, or stanza more than once</p> <p><b>rhyme:</b> words with the same ending sound</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Personal Recount Observation Tools, from Week 7, Day 4 Before the lesson, review the Observation Tools. Note any trends and prepare to share the information with children before they revise their work.</li> <li>● writing tools</li> <li>● Personal Recount Poem Feedback sheet, one copy for each child</li> <li>● children’s writing folders</li> </ul>
<b>Opening</b> 5 minutes	<p><i>You have done a great job writing <b>personal recount</b> poems! Today you will choose one poem that you want to publish and share with your classmates.</i></p> <p><i>After you choose your poem, you will read it to a partner, and you will provide <b>feedback</b> to each other to make your poems even better.</i></p> <p>Introduce the Personal Recount Poem Feedback sheet. <i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are</i></p>

	<p><i>the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your poem to him. After you read, your partner will answer three questions.</i></p> <p><i>The first question says, “Is it a personal recount?” If the poem is written as a personal recount, with the writer telling a true story from her life, your partner will check “Yes.” If not, he will check “No.”</i></p> <p><i>The second question says, “Does it make sense?” If the poem makes sense, he will check “Yes.” If it does not make sense, he will check “No.” If something doesn’t make sense, talk together about what doesn’t make sense.</i></p> <p><i>The third question says, “Which poetic devices are used?” If you used <b>repetition</b>, your partner will check “Repetition.” If you used <b>rhyme</b>, your partner will check “Rhyme.” If you did not use either, your partner will not check anything.</i></p> <p><i>Then you will switch and the other partner will read her writing and the first partner will give feedback.</i></p>
<p><b>Peer-to-Peer Feedback</b> 14 minutes</p>	<p><i>Look through your poems. Choose the one that you would like to revise and publish. Then work together with your partner to provide feedback.</i></p> <p>Partner the children and send them with Personal Recount Poem Feedback sheets.</p> <p>As the children work, circulate to support them.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p>If a review of Personal Recount Observation Tool trends revealed a teaching point that would benefit all children, briefly gather the class back together before sending children to revise.</p> <p>If small groups or individual children (rather than the whole class) require more assistance, send children to revise after they finish their feedback, and pull individuals/groups for additional instruction during this block.</p> <p>Send children to revise their work, based on the feedback they received, and circulate to support them.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you provided feedback for each other and began revising your poems. Tomorrow you will finish revising and publish your work.</i></p>
<p><b>Standards</b></p>	<p><b>R.2.K.a</b> Recognize and produce rhyming words. <b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p>

	<p><b>W.K.3a.</b> For poems, use rhyming words to create structure.</p> <p><b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<b>Ongoing assessment</b>	Review children’s revised work. Note any final revisions that should be made before publishing on Day 4.

**Notes**