

Unit 3: Resources in Our Communities

WEEK 3 Days 3-5

During Days 3-5, children continue to independently write personal recount poems. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Personal Recount Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Personal Recount Poems: (see the attached lessons for recommendations)

- personal recount purpose and stages (orientation, sequence of events, conclusion)
- adjectives
- rhythm
- repetition
- rhyme

Conventions: (no suggested lessons included)

- including spaces between words
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Personal Recount

Deconstruction and Revision: Personal Recount Stages

Materials:

- Personal Recount anchor chart, from Unit 1
- “Good Hot Dogs” poem and chart, from Week 1, Day 3
- mentor text for personal recount poetry: “Brother,” “Good Luck Gold,” or a child’s writing that includes personal recount stages
- children’s personal recount poems

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the purpose and stages of personal recount.
- Read “Good Hot Dogs.” Refer to how the poem meets the purpose of personal recount (Sandra Cisneros recounts getting hot dogs for lunch, and does it in an entertaining way.)
- Refer to the “Good Hot Dogs” chart to review how the stages of personal recount can be included in a poem.
- Read the mentor text.
- Together, identify the stages of personal recount in the poem.
- Refer children back to their poems. Have them first identify whether they have met the purpose of personal recount: to document a sequence of events and to entertain. If they have not, guide them to think about how they could adjust their poem to meet these purposes.
- Then have them identify the orientation, sequence of events, and conclusion. Note that poems can be more flexible in representing the stages of personal recount. In particular, the beginning of the poem may not include all parts of the orientation. However, there should be some attempt to introduce the special object and experience, communicate several events, and end with a final event, feeling, or reflection on the experience.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add it to their poems.

Writing Personal Recount

Deconstruction and Revision: Adjectives

Materials:

- *Come On, Rain!*, Karen Hesse
Choose to read either page 3 or page 8.
- children's personal recount poems

Process (small or whole group):

- Have children close their eyes and form a picture in their minds as you read. Read the chosen page.
- Ask children to share what they imagined. Have them identify some of the words that helped paint that picture. Review that adjectives describe and give the readers a clear picture in their minds.
- Have children go back to their own poems. Ask them what picture they would like to give their readers.
- Support them to include adjectives that help to paint that picture. Guide them with the questions

What?

Which ones?/Whose?

What like?

What kind?

Writing Personal Recount

Deconstruction and Revision: Rhythm

Materials:

- *Poetry Speaks to Children* CD/audio files, Elise Paschen: “Rabbit” or “Brother,” Mary Ann Hoberman, tracks 21-22 or 57-58
- equipment for playing a CD/audio file
- *Poetry Speaks to Children*, Elise Paschen: “Rabbit” or “Brother,” Mary Ann Hoberman, pages 39 or 95
- children’s personal recounts

Process (small or whole group):

- Read and listen to “Rabbit” or “Brother,” by Mary Ann Hoberman (or both). (Note that the rhythm of “Rabbit” is irregular and determined by line breaks, while the rhythm of “Brother” is more fluid/regular and tied closely to the rhymes at the end of each line.)
- Discuss the rhythm in the poem. (If listening to “Brother,” clap along.)
- Remind children that poets create rhythm by deciding carefully where they will end each line. Sometimes they decide to create the same number of beats on each line, and sometimes they choose to have each line be a different length.
- Remind children that different rhythms create different feelings.
- Guide children to go back to their poems to choose line breaks and syllables that help them create the feelings that they want to create.

Writing Personal Recount

Deconstruction and Revision: Repetition

Materials:

- *Hidden City*, Sarah Grace Tuttle: “Hurry Up and Wait”
- children’s personal recount poems

Process (small or whole group):

- Review with children that poets often repeat a sound, word, phrase, line, or stanza, to create an effect in their poems.
- Read “Hurry Up and Wait,” and discuss what Sarah Grace Tuttle repeats, and why.
- Have children go back to their own poems. Guide them to incorporate repetition into their poems in a way that adds to their meaning.

Writing Personal Recount

Deconstruction and Revision: Rhyme

Materials:

- *Fresh-Picked Poetry*, Michelle Schaub: “Necessary Mess”
- children’s personal recount poems

Process (small or whole group):

- Review with children that poets often use rhyme to add structure to their poems and to connect ideas to each other.
- Read “Necessary Mess,” and discuss the rhyme pattern. (Each stanza is three lines long. The first two lines rhyme with each other, and the last line rhymes with the last line in the following stanza.) Talk about why Michelle Schaub may have made these choices.
- Have children go back to their own poems. Guide them to incorporate rhyme into their poems in a way that adds to their meaning.