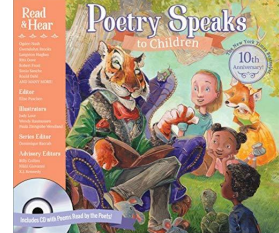


Unit 3: Resources in Our Communities

WEEK 4 Day 3



Writing Personal Recount
 Deconstruction and Individual Construction: Poem Shapes and Titles
 Revising and Publishing
 continued from Day 2

Content Objectives	<p>I can choose a title and shape for my poem. (W.1.3, W.1.3a)</p> <p>I can use feedback to revise my poem. (W.1.5)</p> <p>I can revise my poem to include poetic devices and to fit the purpose, structure, and language of personal recount. (W.1.5, W.1.3, W.1.3a, W.1.4)</p>
Language Objectives	<p>I can discuss how the shape of a poem helps to communicate its message. (SL.1.2)</p> <p>I can use adjectives to describe a special object. (SL.1.4, W.1.5b)</p>
Vocabulary	<p>title: the name of a piece of writing</p> <p>poetic device: a tool poets use</p> <p>informative: providing useful information</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>revise: make changes to writing</p>
Materials and Preparation	<p>See materials from Day 2, and add as follows.</p> <p>For Poem Shapes and Titles:</p> <ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Rabbit,” Mary Ann Hoberman, track 21 ● equipment for playing a CD/audio files ● Poem Shapes and Titles slides ● projector and screen

	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Rabbit,” Mary Ann Hoberman, page 39 and 95 ● <i>Fresh-Picked Poetry</i>, Michelle Schaub: “Delightful Bites” <p>For Publishing:</p> <ul style="list-style-type: none"> ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child
<p>Opening 1 minute</p>	<p><i>Today, to get ready for publishing, we will look at the titles and shapes of poems. Then you will continue to revise your poems.</i></p>
<p>Deconstruction 10 minutes</p> <p>“Rabbit” slide 1 track 21</p>	<p><i>Poets have a lot to think about when they’re writing poems. In addition to considering all of the poetic devices we have been discussing, they also think about how to arrange their words on the page and what to call their poems—their titles.</i></p> <p><i>As we learned earlier in the year, the titles, or names, of personal recounts, are both informative, telling the reader what the recount is about, and enticing, drawing the reader in.</i></p> <p>Show slide 1.</p> <p><i>This is a poem we have read before. It’s called “Rabbit,” by Mary Ann Hoberman.</i></p> <p><i>Is this a good title for this poem? Why or why not?</i></p> <p><i>Mary Ann Hoberman thought very carefully about how she arranged the words in this poem. Let’s listen to her talk about her choices again.</i></p> <p>Play track 21. As the poet describes her choices, point to the word “bit” that runs down the center of her poem.</p> <p><i>Wow—she even used different colors on the title “Rabbit,” to highlight the part of the word, “bit!”</i></p>
<p><i>Fresh-Picked Poetry:</i> “Delightful Bites” pages 8-9 slide 2</p>	<p><i>Now let’s read a new poem from this collection: Fresh-Picked Poetry, by Michelle Schaub. Before we read, what do you notice about the words on these pages?</i></p> <p><i>What do you think this poem might be about?</i></p> <p><i>This poem is called “Delightful Bites.”</i> <i>What does “delightful bites” mean?</i> <i>Now what do you think this poem might be about?</i></p> <p><i>The title gives me some information about what this poem is about—it’s informative. It’s also enticing—after reading the title, I really want to read the rest of the poem, to find out what the</i></p>

	<p><i>delightful bites are, and why they are so delightful!</i></p> <p><i>Let's read the poem.</i> Read the poem.</p> <p><i>Now that we've read the poem, why do you think Michelle Schaub organized the page this way?</i></p> <p><i>Poets organize their words in specific ways to communicate their message. This is something you might want to try in your own poetry.</i></p>
<p>Individual Construction and Small Groups 14 minutes</p>	<p><i>Now think about your personal recount. What are you trying to communicate? Spend a minute thinking of a title for your poem, and think about how you would like to organize it on the page. When you are ready, turn to a partner and discuss your ideas.</i></p> <p>Give partners time to exchange ideas about possible arrangements for their poems.</p> <p><i>When you go to work, first write down your title. Then continue revising your poem. After you revise your poem and meet in your small group, you can begin to publish your work! You can choose to organize your poem however you want on the page.</i></p> <p>As children work independently, meet with small groups, as described in Day 2.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards (Boston)</p>	<p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.5b. Demonstrate the ability to choose and use appropriate vocabulary.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>

Ongoing assessment	Note children’s participation in and understanding of the content of each small group.
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Notes
