

WEEK 4 Day 5

Writing Personal Recount
Presentation and Celebration

Content Objective	I can present my poem. (SL.1.4, W.1.3, W.1.3a)
Language Objective	I can share what I learned about my classmate from her/his poem. (SL.1.1a)
Materials and Preparation	<ul style="list-style-type: none"> ● children’s published writing <p>On the whiteboard write the following sentence frame.</p> <p style="text-align: center;">I heard _____’s poem and I learned _____.</p>
Opening 1 minute	<i>Today we have a lot to celebrate! You have all worked so hard to write personal recount poems.</i>
Pair Sharing 20 minutes	<p><i>Now you will share your poem with other children. You will find someone who has not yet read your poem. You and that partner will sit together to share work. Take turns reading your poems aloud to each other. After you have both shared your poems, shake hands and say “Thank you.” Then, look for another child who is ready to share her or his work. You should share poems with at least three people. While you are reading or listening to your partners’ poems, think about something new you learned about the poet. We will be sharing what we learned about our classmates at the end of writing today.</i></p> <p>Send children to find partners and share their work. Use an established classroom signal (chime, lights out, etc.) to indicate when it is time to change partners.</p>
Closing 9 minutes	<p>Bring children back together, sitting in a circle.</p> <p><i>So far this school year we have spent a lot of time getting to know each other. One of the reasons we wrote personal recount poems was to get to know each other even better. Think of one thing you</i></p>

	<p><i>learned about another child that you did not know before hearing her or his poem. We will go around the circle to share what we've learned. If you do not want to share, or if you are not ready, you can say "Pass."</i></p> <p>Refer to the sentence frame, "I heard _____'s poem and I learned _____."</p> <p>Allow quiet time for children to think and prepare for sharing. Then go around the circle, having children share what they learned about each other.</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>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>
<p>Ongoing assessment</p>	<p>Reflect and make notes about the unit.</p> <p>What more did children come to understand about the purpose, structure, and language of personal recount?</p> <p>What did children come to understand about poetry and the use of poetic devices?</p> <p>What is still challenging?</p> <p>What do I still need to address with children this year?</p> <p>What might I do differently next year?</p>

Notes