

Art Studio

What can I do with paper to make a container?

Is it the right size?

How can I make it larger or smaller?

Building Studio

What are the parts of this market? Why is each part important?

How is this market important in the community?

Drama Studio

How can I communicate what I need and want?

What exchange are we making?

Library Studio

What is the same and different in each market?

What do we notice about this data?

Science and Engineering Studio

What do I observe about how this bean plant grows?

How can I record what I observe?

Writing and Drawing Studio

What could we use this money for?

How could we make change, if we need it?

Welcome to my shop!

How can I help you?

What do you want to buy?

Do you need anything else?

The total cost is _____.

Do you need a bag, or did you bring
your own?

Thank you for shopping at my store.

Goodbye!

Scripts for Playing Store: **Customer**

Hello!

Do you sell any _____?

I would like to buy this _____.

How much does it cost?

I need _____ of these.

What is the total?

I have my own bag.

I like shopping here.

Thank you! Goodbye!

Market Search

Name/s _____

Make a tally mark for each of these you find.

A customer paying for a good or service
A customer choosing what to buy
Scale
Place to keep money
Containers for different kinds of goods

Images of Money



Dong - Vietnam



Rupees - India



Pesos - Mexico



Shilling - Somalia



Pesos - Mexico



Gourde - Haiti

Writing and Drawing Studio U3 W1



Dollar - United States



Five dollars - United States



Coins - United States

WEEK 1 Day 1



Writing Personal Recount
Deconstruction: Personal Recount Purpose and Stages

Content Objectives	<p>I can identify and name the parts of the orientation. (W.3.1.b)</p> <p>I can put the sequence of events of <i>Come On, Rain!</i> in order. (R.5.1.a)</p>
Language Objective	I can explain why the sequence of events belong in that order. (SL.1.1)
Vocabulary	<p>genre: a type of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>document: to record, sometimes by writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>entertain: to interest someone</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>conclusion: the end</p> <p>purpose: the reason for doing or creating something</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents).</p> <p>Plan for children to work in heterogeneous small groups of about 4 children each.</p> <ul style="list-style-type: none"> ● mentor text images ● Personal Recount anchor chart, from Unit 1, Week 5, Day 2 Add the mentor text images to the chart. ● <i>Come On, Rain!</i>, Karen Hesse

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Come on, rain!”</p> <ul style="list-style-type: none"> chart paper <p>Prepare the following <i>Come On, Rain!</i> chart.</p> <p>Note: Separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10”).</p> <table border="1" data-bbox="500 451 1362 1213"> <tr> <th colspan="4"><u>Come On, Rain!</u></th> </tr> <tr> <td colspan="4">Orientation:</td> </tr> <tr> <td>Who</td> <td>When</td> <td>Where</td> <td>What</td> </tr> <tr> <td colspan="4">Sequence of Events:</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4">Conclusion:</td> </tr> <tr> <td colspan="4"> </td> </tr> </table> <ul style="list-style-type: none"> <i>Come On, Rain!</i> sequence of events strips, 1 copy for each small group, plus one for the class chart, cut apart and put in envelopes tape or glue, for attaching the sequence of events to the chart 	<u>Come On, Rain!</u>				Orientation:				Who	When	Where	What	Sequence of Events:																								Conclusion:							
<u>Come On, Rain!</u>																																													
Orientation:																																													
Who	When	Where	What																																										
Sequence of Events:																																													
Conclusion:																																													
<p>Opening 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called personal recount. We read Mango, Abuela, and Me and wrote our own personal recounts. For the next few weeks, you will write personal recount poems! Today we will review what we learned about personal recount.</i></p>																																												
<p>Deconstruction 18 minutes</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We know that personal recounts are written to document a sequence of events and to entertain. Mango, Abuela, and Me is one example of a personal recount that we read together.</i></p> <p><i>Today we will read another personal recount, titled Come On, Rain!</i></p>																																												

	<p><i>In this book, the author, Karen Hesse, writes from the point of view of a young girl on a hot summer's day. She documents the sequence of events that happen on that day.</i></p> <p>Add the mentor text image to the chart.</p>
<p>pages 1-2</p>	<p>Refer to the <i>Come On, Rain!</i> chart.</p> <p><i>Because Come On, Rain! is a personal recount, it also has the same stages, or parts, as Mango, Abuela, and Me. Remember, personal recounts begin with an orientation that introduces the reader to <u>who</u> is in the story, <u>when</u> and <u>where</u> it happens and an introduction to <u>what</u> happened. Let's read the first pages of the book and add the parts of the orientation to our chart.</i></p> <p>Read only pages 1 and 2. Ask children who the story is about and fill in that portion of the chart (Mamma and Tessie; note that the author does not give Tessie's name until the next page, because she is the storyteller).</p> <p>Ask children when the story takes place. Note that the author does not explicitly name a date or time of day and year, but uses phrases such as "endless heat" and "parched plants" to indicate that it is summer. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place (at their home; in the city).</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story.</i></p> <p>Fill in this portion of the chart. Note that the What may be difficult for the children to identify independently. The What introduced in <i>Come On, Rain!</i> is "wishing for rain."</p>
<p>page 3-27</p>	<p><i>As I read the rest of the book, listen carefully to the sequence of events. After we read, you will work with a group to put the events in order.</i></p> <p>Read through page 27 ("I hug mamma hard... springing back to life.").</p>
<p>page 28</p>	<p><i>The last stage of a personal recount is the conclusion. Personal recounts can end with a final event, a feeling, or a reflection on what happened. I am going to read the conclusion of Come On, Rain! As I read, think about which kind of conclusion Karen Hesse chooses.</i></p> <p>Read the last page. Harvest the children's ideas.</p> <p><i>Karen Hesse concludes her story with a feeling. She uses Tessie's words and a description of Tessie and Mamma walking home to give the feeling of happiness and calmness.</i></p>





Record the conclusion on the *Come On, Rain!* Chart. (See the following example.)




Deconstruction
10 minutes

*Now you will work in small groups to put the **sequence of events** in order. Each group will get an envelope with strips of paper inside. Together you will put these strips in order. As you work, talk about the choices you make—what is happening in this event? Why do the events go in this order?*

Show and read each event. Then send children to work in small groups.

When groups finish, keep them sitting in their small groups, but draw children’s attention to the whole group. Go through each event, asking what children have first, second, and so on. Talk together about what order makes sense. Attach one set of events to the *Come On, Rain!* chart.

<i>Come On, Rain!</i>			
Orientation:			
Who Mamma and Tessie	When summer	Where at their home in the city	What wishing for rain
Sequence of Events:			
	Tessie saw clouds rolling in.		
	Tessie told Jackie-Joyce to put on her bathing suit.		
	Tessie made Mamma iced tea.		
	Jackie-Joyce came to the house.		

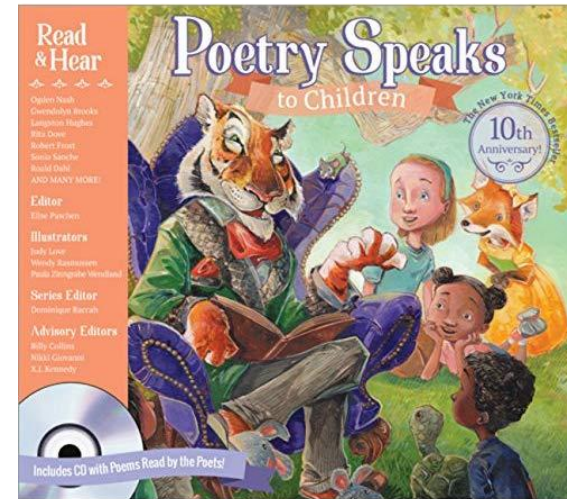
	<div data-bbox="500 149 1362 331">  <p>Tessie put on her bathing suit, while Jackie-Joyce ran to get Liz and Rosemary.</p> </div> <div data-bbox="500 338 1362 520">  <p>Tessie, Jackie-Joyce, Liz, and Rosemary danced and played in the rain.</p> </div> <div data-bbox="500 527 1362 709">  <p>Miz Glick, Miz Grace, Miz Vera, and Mamma came outside and danced with their daughters.</p> </div> <div data-bbox="511 716 1351 947"> <p>Conclusion: “We sure did get a soaking, Mamma,” I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.</p> </div>
<p>Closing 1 minute</p>	<p><i>Today we reviewed the purpose and stages of personal recount.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text. How much support do children require when identifying the parts of the orientation? Do children accurately categorize the conclusion as a feeling? Do children put the sequence of events in order? How do they justify the order they choose?</p>
<p>Notes</p>	



Writing U3 W1 D1

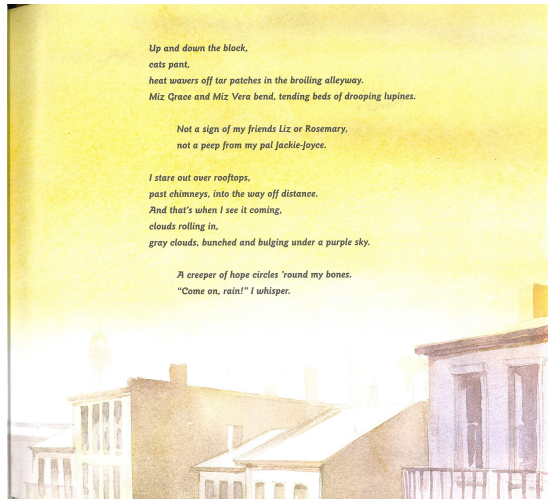
Personal Recount anchor chart images

mentor texts

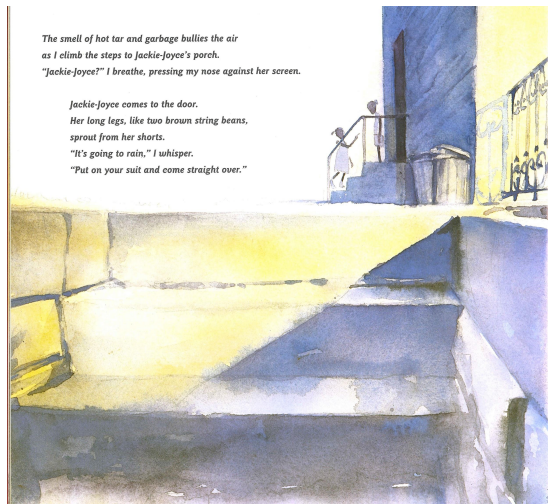


Writing U3 W1 D1

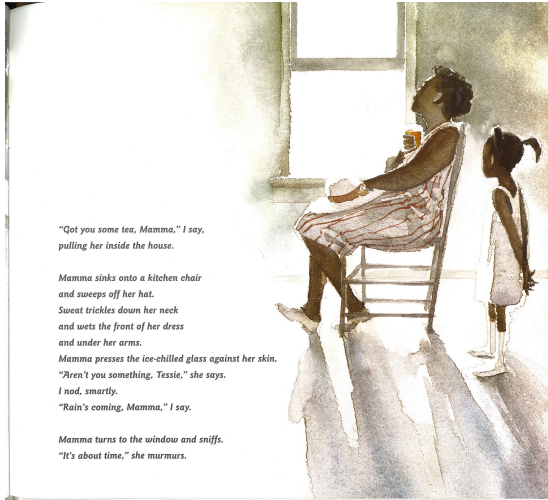
Come On, Rain! sequence of events



Tessie saw clouds
rolling in.



Tessie told
Jackie-Joyce to put
on her bathing suit.



"Got you some tea, Mamma," I say,
pulling her inside the house.

Mamma sinks onto a kitchen chair
and sweeps off her hat.
Sweat trickles down her neck
and wets the front of her dress
and under her arms.

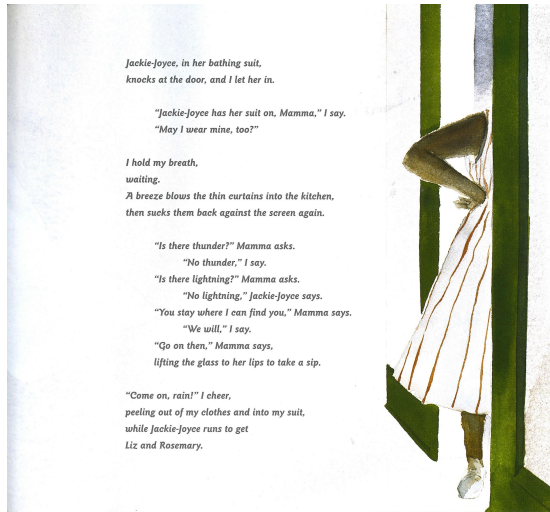
Mamma presses the ice-chilled glass against her skin.
"Aren't you something, Tessie," she says.
I nod, smartly.
"Rain's coming, Mamma," I say.

Mamma turns to the window and sniffs.
"It's about time," she murmurs.

Tessie made Mamma
iced tea.



Jackie-Joyce came to
the house.

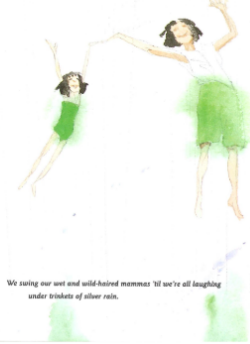


Tessie put on her bathing suit, while Jackie-Joyce ran to get Liz and Rosemary.



Tessie, Jackie-Joyce, Liz, and Rosemary danced and played in the rain.

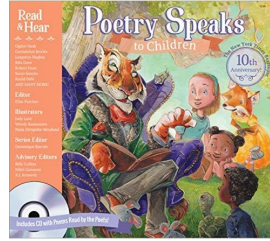
Jackie-Joyce, Liz, Rosemary and I,
we grab the hands of our mamas.
We hold and sway them,
tramping through puddles,
romping and reeling in the misty green air.



We swing our wet and wild-haired mamas 'til we're all laughing
under trickles of silver rain.

Miz Glick, Miz Grace,
Miz Vera, and
Mamma came
outside and danced
with their daughters.

WEEK 1 Day 2



Writing Personal Recount

Deconstruction and Individual Construction: Personal Recount Poetry

Content Objective	I can tell a personal recount poem. (W.3.1.b)
Language Objectives	I can describe what I notice about a poem. (SL.1.1) I can identify words that help me imagine and feel what the poem is about. (R.7.1.a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetry: a form of writing that often includes rhythm, rhyme, and repetition</p> <p>medium: a form of communication</p> <p>rhythm: regular, repeated beats</p> <p>rhyme: words with the same ending sound</p> <p>repetition: saying or doing the same thing more than once</p> <p>line break: the place where lines of a text are split</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Come On, Rain!</i>, Karen Hesse ● <i>Come On, Rain!</i> slide ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Luck Gold,” Janet S. Wong, page 48
Opening 1 minute	<i>Yesterday we read a new personal recount—Come On, Rain!, by Karen Hesse—and charted its stages. Today we will take another look at Come On, Rain! We’ll also read a poem called “Good Luck Gold” to begin learning about what makes poetry different from other types of writing.</i>
Deconstruction 20 minutes	<i>Poetry is another medium, or form, writers use to communicate. Writers choose their medium based on what they want to say and</i>

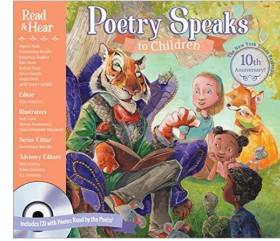
	<p><i>how they want to say it. We have been reading a lot of poetry during Shared Reading.</i></p> <p><i>Poetry has a different effect on the reader than other media, or forms of writing. Poems can paint a picture or give the reader strong feelings. Poems sound different than stories. They have rhythm and sometimes rhyme and repetition. For the next few weeks, we are going to read and write poetry together, and you will write a personal recount in the form of a poem. We have been growing a lot as a community, and reading each other's personal recounts will help us get to know each other even better.</i></p> <p><i>Poems are often written with language that helps the reader create a picture in her mind. Come On, Rain! is a special book, because it is written with poetic language. Karen Hesse uses language that really helps us form pictures in our mind.</i></p>
<p><i>Come On, Rain!</i> page 4</p>	<p><i>While I read this page, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i></p> <p>Read the page slowly, with slight pauses after each line.</p> <p>Think, Pair, Share.</p> <p><i>What picture did you have in your mind as you listened to the page? What are some words from the page that gave you this image?</i></p> <p>Show the slide, for children's reference.</p> <p><i>How did this section make you feel? What specific words made you feel this way?</i></p> <p><i>Now let's look closely at the page. What do you notice?</i></p> <p><i>One thing that is different about poems is that they have rhythm, or beats. When you read a poem, you pause at the end of each line. This time when I read the page, listen for the pauses.</i></p> <p>Reread the page.</p>
<p>"Good Luck Gold"</p>	<p>Show <i>Poetry Speaks to Children</i>.</p> <p><i>This poetry collection, called Poetry Speaks to Children, includes a poem by Janet S. Wong called "Good Luck Gold." Again, you might want to close your eyes as I read. Listen carefully and imagine a picture in your mind.</i></p> <p>Read through the poem fluidly, with expression.</p> <p><i>This poem is a personal recount. The poet told a true story from her life. What happened in this poem?</i></p>

	<p>Harvest several children’s ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p><i>Just like the page I read from Come On, Rain!, this poem has pauses after each line, or line breaks, that help give it rhythm. As I read the poem again, listen for the line breaks.</i></p> <p>Reread the poem, emphasizing pausing between lines.</p>
<p>Individual Construction 8 minutes</p>	<p><i>To get ready for writing poems, for the next few days you will be telling each other poems! Today when you tell your poem, think about the rhythm you will use. Poems are like songs and raps, so you might even want to sing or rap your personal recount! Tell your partner a story about you, but do it to a beat. Like this—everyone clap with me!</i></p> <p>Lead the class in clapping out a regular rhythm, then tell one or more lines of a personal recount, such as</p> <p><i>I woke up this morning saw snow falling down Wore my boots outside stomped in the fresh snow licked up snowflakes from the air</i></p> <p><i>Now it’s your turn! Tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat.</i></p> <p>Partner children. Encourage them to stand as they tell their poems, to feel the rhythm more.</p>
<p>Closing 1 minute</p>	<p><i>Today we started learning more about poetry and you told each other personal recount poems! Tomorrow we will read a new poem and continue telling poems.</i></p>
<p>Standards</p>	<p>R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion and on children’s oral poems.</p> <p>What do children already understand about poetry? Do their poems sound like poetry or prose?</p>

	Do they tell poems using a regular rhythm? Which elements of personal recount do they include?
--	---

Notes

WEEK 1 Day 3



Writing Personal Recount

Deconstruction and Individual Construction: Personal Recount Poetry

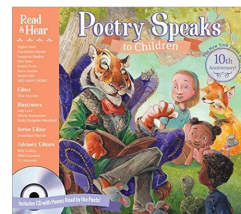
Content Objective	I can tell a personal recount poem. (W.3.1.b)																								
Language Objective	I can recount the sequence of events in a personal recount poem. (SL.2.1.a, R.5.1.a)																								
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>sequence of events: the events in a personal recount, in order</p> <p>conclusion: the end</p>																								
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Hot Dogs” Sandra Cisneros, page 74 ● “Good Hot Dogs” slides ● projector and screen ● chart paper and markers <p>Prepare the following “Good Hot Dogs” chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; padding: 5px;">“Good Hot Dogs”</th> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="height: 40px;"></td> </tr> </table> </div>	“Good Hot Dogs”				Orientation:				Who	When	Where	What					Sequence of Events:							
“Good Hot Dogs”																									
Orientation:																									
Who	When	Where	What																						
Sequence of Events:																									

	<table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;">Conclusion:</td></tr> </table>				Conclusion:
Conclusion:					
<p>Opening 1 minute</p>	<p><i>We have been reviewing personal recount and learning about how personal recounts can be written as poems. Today we are going to read a new poem to find out which stages, or parts, of personal recount the poet includes.</i></p>				
<p>Deconstruction 20 minutes page 74 Slide 1</p>	<p>Show <i>Poetry Speaks to Children</i>. Today’s poem, “Good Hot Dogs,” by Sandra Cisneros, is part of this same poetry collection. As I read the poem, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</p> <p>Read the poem. Afterwards, allow the children one quiet minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas.</p> <p><i>Think, Pair, Share. What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p><i>What do you think this poem is about?</i> <i>This poem is a personal recount. The poet told a true story from her life.</i></p> <p>Show Slide 1. <i>This is how the illustrator represented this poem.</i></p>				
<p>Slide 2 lines 1-8</p>	<p>Show the “Good Hot Dogs” chart. <i>Let’s read this poem again. This time as we read, we will pause to fill in this chart with the stages of personal recount.</i></p> <p>Point to “Orientation” on the chart. <i>We know that personal recounts begin with an orientation that introduces who is in the story, when and where it happened, and an introduction to what happened. Let’s read the beginning of the poem again to see which parts of the orientation Sandra Cisneros includes.</i></p> <p>Read Slide 2. <i>Who is in this poem?</i> [the narrator and another child]</p>				

	<p><i>Where does it take place?</i> [at a store two blocks from school] <i>When does it happen?</i> [lunchtime] <i>What happens?</i> [the poet and her friend go to the store to buy hot dogs for lunch]</p> <p>Fill in the Orientation section of the chart. See the following example.</p>																																				
<p>Slide 3 lines 9-21</p>	<p><i>Now we'll continue reading the poem. We'll pause to discuss what happens and add the sequence of events to our chart.</i></p> <p>For filling in the chart, see the following example.</p> <p>Read Slide 3. <i>What happened here?</i></p>																																				
<p>Slide 4 lines 21-23</p>	<p>Read Slide 4. <i>Then what happened?</i></p>																																				
<p>Slide 5 lines 24-29</p>	<p>Read Slide 5. <i>What happened here?</i></p>																																				
<p>Slide 6 lines 30-32</p>	<p><i>The last few lines of this poem are the conclusion. Remember, the conclusion, or end, of a personal recount can be a final event, a reflection on the experience, or a feeling. Let's read the last three lines to find out how Sandra Cisneros concludes her poem.</i></p> <p>Read lines 30-32. <i>Which conclusion does Sandra Cisneros include?</i> [a feeling] <i>What feelings does she communicate?</i> [being happy and carefree]</p> <p>Record the conclusion in the chart.</p> <table border="1" data-bbox="500 1171 1360 1843"> <tr> <th colspan="4">"Good Hot Dogs"</th> </tr> <tr> <td colspan="4">Orientation:</td> </tr> <tr> <td>Who Sandra Cisneros, another child</td> <td>When lunchtime</td> <td>Where the store</td> <td>What buys hot dogs for lunch</td> </tr> <tr> <td colspan="4">Sequence of Events:</td> </tr> <tr> <td colspan="4">The friend ordered two hot dogs and two pops, and they were prepared just the way they liked them.</td> </tr> <tr> <td colspan="4">The friends paid for their hot dogs and sat down to eat.</td> </tr> <tr> <td colspan="4">They ate their hot dogs quickly.</td> </tr> <tr> <td colspan="4">Conclusion:</td> </tr> <tr> <td colspan="4">The friends are happy, humming and swinging their legs.</td> </tr> </table>	"Good Hot Dogs"				Orientation:				Who Sandra Cisneros, another child	When lunchtime	Where the store	What buys hot dogs for lunch	Sequence of Events:				The friend ordered two hot dogs and two pops, and they were prepared just the way they liked them.				The friends paid for their hot dogs and sat down to eat.				They ate their hot dogs quickly.				Conclusion:				The friends are happy, humming and swinging their legs.			
"Good Hot Dogs"																																					
Orientation:																																					
Who Sandra Cisneros, another child	When lunchtime	Where the store	What buys hot dogs for lunch																																		
Sequence of Events:																																					
The friend ordered two hot dogs and two pops, and they were prepared just the way they liked them.																																					
The friends paid for their hot dogs and sat down to eat.																																					
They ate their hot dogs quickly.																																					
Conclusion:																																					
The friends are happy, humming and swinging their legs.																																					

<p>Individual Construction 8 minutes</p>	<p><i>Now it's your turn! Tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat. You might want to try pausing in between words, like Abram Bunn Ross did.</i></p> <p>Partner children. Encourage them to stand as they tell their poems.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked at the stages of personal recount in the poem "Good Hot Dogs." Tomorrow we will listen to and read a new poem, and you will tell and write your own poems!</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text.</p> <p>How much support do children require when identifying the parts of the orientation?</p> <p>How much support do they need to identify the sequence of events?</p> <p>Do children accurately categorize the conclusion as a feeling?</p> <p>Reflect on children's oral poems.</p> <p>Do their poems sound like poetry or prose?</p> <p>Do they tell poems using a regular rhythm?</p> <p>Which elements of personal recount do they include?</p>

<p>Notes</p>



WEEK 1 Day 4

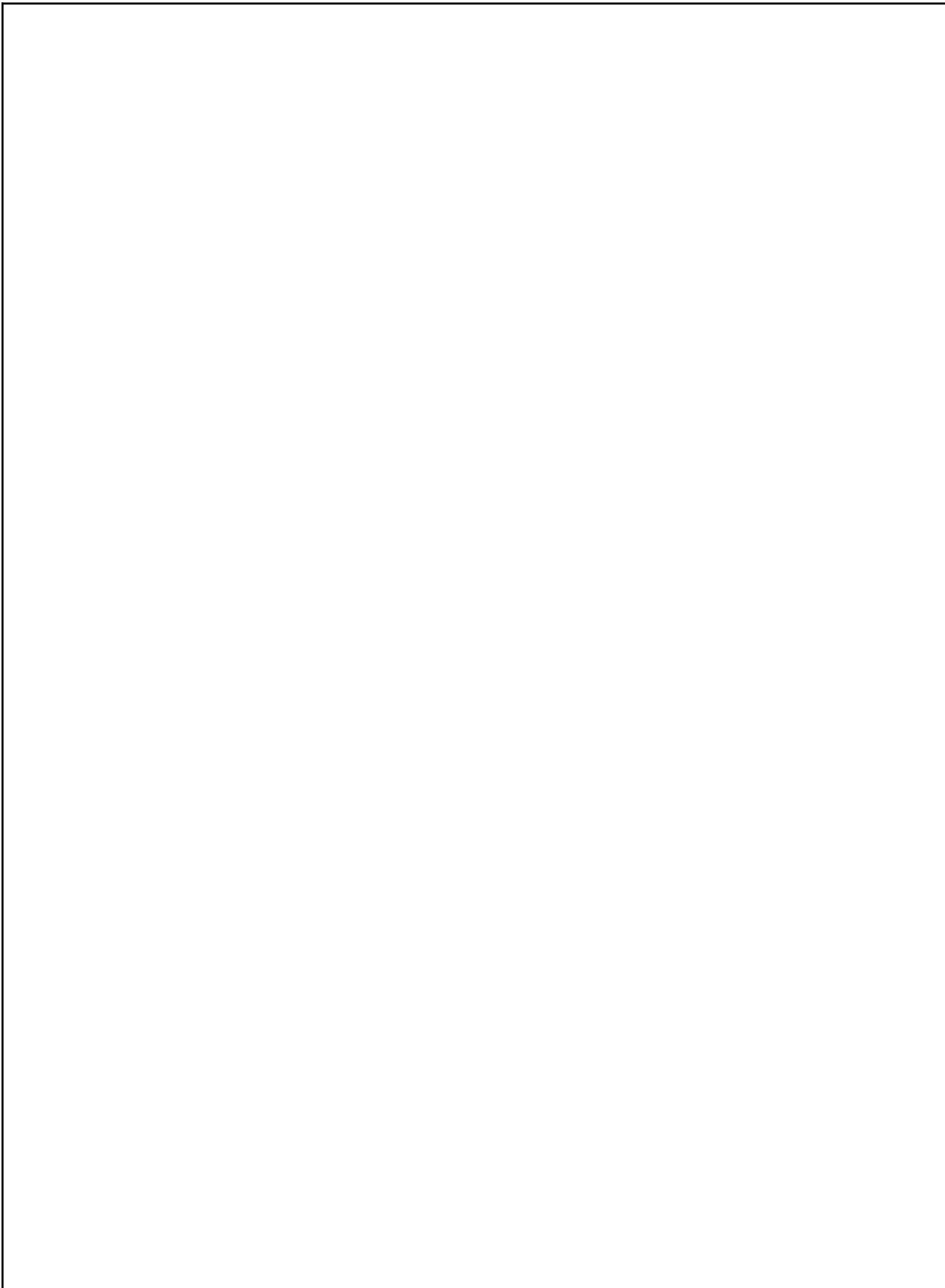
Writing Personal Recount
Deconstruction
Individual Construction

Content Objective	I can tell a personal recount poem. (W.3.1.b)
Language Objective	I can describe what I notice about a poem. (SL.1.1)
Vocabulary	<p>poetry: a form of writing that often includes rhythm, rhyme, and repetition</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>rhythm: regular, repeated beats</p> <p>rhyme: words with the same ending sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Brother,” Mary Ann Hoberman, tracks 57-58 ● equipment for playing a CD/audio files ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Brother,” Mary Ann Hoberman, page 95 ● writing tools ● children’s writing notebooks and/or different styles of paper (blank, with lines, with lines and space for illustration) ● children’s writing folders ● Personal Recount Observation Tool, one copy for each child
Opening 1 minute	<i>Today we are going to read and discuss another poem, and you will tell and write a personal recount poem!</i>
Deconstruction 14 minutes	<p><i>Today’s poem is called “Brother,” by Mary Ann Hoberman.</i> Play track 58. (Note that track 57 will be played later in the lesson.)</p> <p><i>What happened in this poem?</i> Harvest several children’s ideas.</p>

	<p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show page 95. <i>Here is what the poem looks like written on the page and illustrated. Does the illustration match what you were imagining?</i></p> <p><i>We know that poets make choices about what and how they want to communicate. Let's listen to the poet, Mary Ann Hoberman, talk about the choices she made when writing this poem.</i></p> <p>Play track 57. <i>Now that you've heard Mary Ann Hoberman discuss her choices as a poet, what more do you understand about her poem?</i></p> <p><i>She talks about using rhyme in her poem. Next week we will learn more about how poets use rhyme.</i></p>
<p>Individual Construction 14 minutes</p>	<p><i>Now it's your turn! Just like yesterday, you will tell your partner a personal recount as a poem. But today, after you tell your poem, you will also get to write it down.</i></p> <p>Show the notebooks and/or 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.</i></p> <p><i>Think about a personal recount poem you would like to tell and write. Remember, when you tell your poem, you can clap or stomp if you want to help you keep a beat.</i></p> <p>Partner children. Encourage them to stand as they tell their poems, to feel the rhythm more.</p> <p>After children tell poems, have them choose paper and begin to write. As children write, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we continued reading and telling personal recount poems. Tomorrow you will continue writing poems!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>

Ongoing assessment	<p>Reflect on the class discussion. and on children’s oral poems. What do children already understand about poetry?</p> <p>Review children’s oral and written poems. What elements of personal recount do they include? Do they tell poems using a regular rhythm? 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?</p>
---------------------------	---

Notes



Writing U3 W1 D4

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part: through illustration or with words.)</p>		
<p>Sequence of Events: includes all events documented in sequence</p>		
<p>Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used)</p>		
<p>Title: is informative (previews the topic of the story) and enticing (draws the reader in)</p>		

	Yes, date observed and notes	Not Yet, notes and next steps
<p>Medium: Poetry Note: Children should be experimenting with repetition, rhyme, and rhythm as they are introduced, but should not be required to use them in their final poems. Final poems should be evaluated on the intentional use of poetic devices and the effectiveness of the devices chosen.</p>		
<p>Rhythm: uses regular beats; creates rhythm through line breaks</p> <p>Week 1, Day 2 and Week 2, Day 5</p>		
<p>Repetition: repeats lines or sounds to emphasize a point or create an effect</p> <p>Week 2, Days 1 and 2</p>		
<p>Rhyme: creates a pattern of rhyming words</p> <p>Week 2, Days 3 and 4</p>		
<p>Use of Poetic Devices: uses poetic devices intentionally to communicate an idea or feeling</p>		

Language		
Adjectives: includes adjectives that describe the object		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words. Note that for poetry, children should be afforded more freedom in conventions.		

Suggestions for Week 4 revisions, based on observations

A large, empty rectangular box with a thin black border, intended for handwritten notes or suggestions. It occupies the central portion of the page.

WEEK 1 Day 5

Writing Personal Recount
Individual Construction

Content Objective	I can tell and write a personal recount poem. (W.3.1.b)
Language Objective	I can respond to my classmate’s poem. (SL.1.1)
Vocabulary	<p>poetry: a form of writing that often includes rhythm, rhyme, and repetition</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>rhythm: regular, repeated beats</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Day 4 ● 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, discussion, and telling poems. Today you will continue writing your own poems!</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> <p>After children share their plans, distribute writing notebooks or have them choose paper, and send them to write.</p>
Individual Construction 20 minutes	<p>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.</p> <p>Check in with one child who is willing to share her poem with the class.</p>

<p>Closing 5 minutes</p>	<p>Have children put their poems away in their writing folders, and gather the class together on the rug. <i>Today we will listen to ____'s poem. Listen carefully and imagine a picture in your mind.</i></p> <p>Have the presenter read her poem. Then have several children share what they imagined.</p> <p><i>Next week you will continue writing your own poems!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Review children's poems, using the Personal Recount Observation Tools. Which elements of personal recount do they include? How do they use the space on the paper? Are children using line breaks to show rhythm, or do the poems look more like prose? Are they using any other poetic devices, like rhyme or repetition?</p>

Notes