

Unit 1: Building Strong Communities

WEEK 5 Day 3

**Writing Personal Recount**  
Joint Construction  
Individual Construction

<b>Content Objective</b>	I can tell and draw a personal recount. (W.3.1.b)
<b>Language Objective</b>	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.1.b)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>genre:</b> a type of writing <b>document:</b> to record, sometimes by writing <b>sequence of events:</b> the events in a personal recount, in order <b>entertain:</b> to interest someone
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● writing tools</li><li>● about 6 sheets of drawing and writing paper, for joint construction</li><li>● drawing and writing paper</li></ul> Different styles of loose paper should be available to children (they will be stapled later). All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children. <ul style="list-style-type: none"><li>● Personal Recount Observation Tool, one copy for each child</li><li>● children’s writing folders</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday we started learning about personal recount, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts.</i>
<b>Joint Construction</b> 14 minutes	<i>Before you write your own personal recounts, we’ll write a personal recount together as a class. Let’s think about an experience we had together as a class that we can write about together. Try to think of</i>

	<p><i>something that might be interesting for someone else to read about. Think, Pair, Share.</i></p> <p>Have several children share their ideas. Choose one shared experience to write about.</p> <p><i>Can someone retell ____ [the class’s experience]? What happened?</i></p> <p><i>For today, we are going to begin writing by sketching our personal recount across different pages. That way we can remember all of our ideas and go back and add to our writing on other days.</i></p> <p>Model drawing a sketch of each event on a separate piece of paper.</p>
<p><b>Individual Construction</b> 14 minutes</p>	<p><i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better.</i></p> <p><i>Now it’s your turn to tell and draw a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their personal recounts.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, distribute paper and have children move to tables and begin sketching the events of their personal recounts, one on each page. As children write, circulate to support them.</p> <p>After writing, have children put away their sheets in their writing folders.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will look more closely at the parts of Mango, Abuela, and Me to learn more about personal recounts.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></p>	<p>As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to</p>

which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.

**Notes**



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## Personal Recount Observation Tool

Child's Name: \_\_\_\_\_

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p><b>Orientation:</b> 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><b>Sequence of Events:</b> includes all events documented in sequence; includes major and sub-events</p>		
<p><b>Conclusion:</b> concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)</p>		

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	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>Verbs:</b> uses a variety of verbs to develop the topic and characters		
<b>Phrases of Time:</b> introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next.”)		
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, using punctuation.		

Suggestions for Week 8 revisions, based on observations

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