

Unit 1: Building Strong Communities

WEEK 6 Day 5

**Writing Personal Recount**  
Individual Construction

<b>Content Objective</b>	I can write a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can retell the stages of someone else’s personal recount. (SL.1.1)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● piece of chart paper and marker Prepare the Personal Recount Stages chart (see Day 3).</li><li>● system for keeping track of work shared Choose one child who would like to share a personal recount and who has not yet shared her work.</li><li>● drawing and writing tools</li><li>● drawing and writing paper Provide different styles of loose paper with space for illustration and lines for writing words.</li><li>● children’s writing folders</li><li>● personal Recount Observation Tools, from Week 5, Day 3</li></ul>
<b>Opening</b> 1 minute	<i>Today we are going to chart _____’s personal recount!</i>
<b>Individual Construction</b> 10 minutes	Call the child who will share her writing to the front of the meeting area, with her folder. Guide her to tell the personal recount she began writing, including all stages (orientation, sequence of events, and conclusion).  Follow the process from Day 3 of having other children retell the parts of the presenter’s story. Write them on the chart. Support the presenter in choosing a title for her work.
<b>Individual Construction</b>	Distribute children’s writing folders. <i>Before you go to write, review your work. Which parts of your</i>

18 minutes	<p><i>personal recount have you included?</i>  <i>Which are you still missing?</i>  <i>Tell your plan for writing today to your partner.</i></p> <p>After sharing their plans for writing, send children to work. As children write, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Next we will learn about the verbs in personal recounts!</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter’s personal recount do children easily identify? Which are more challenging?  Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

<p><b>Notes</b></p>
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