

WEEK 6 Day 2

## Writing Personal Recount

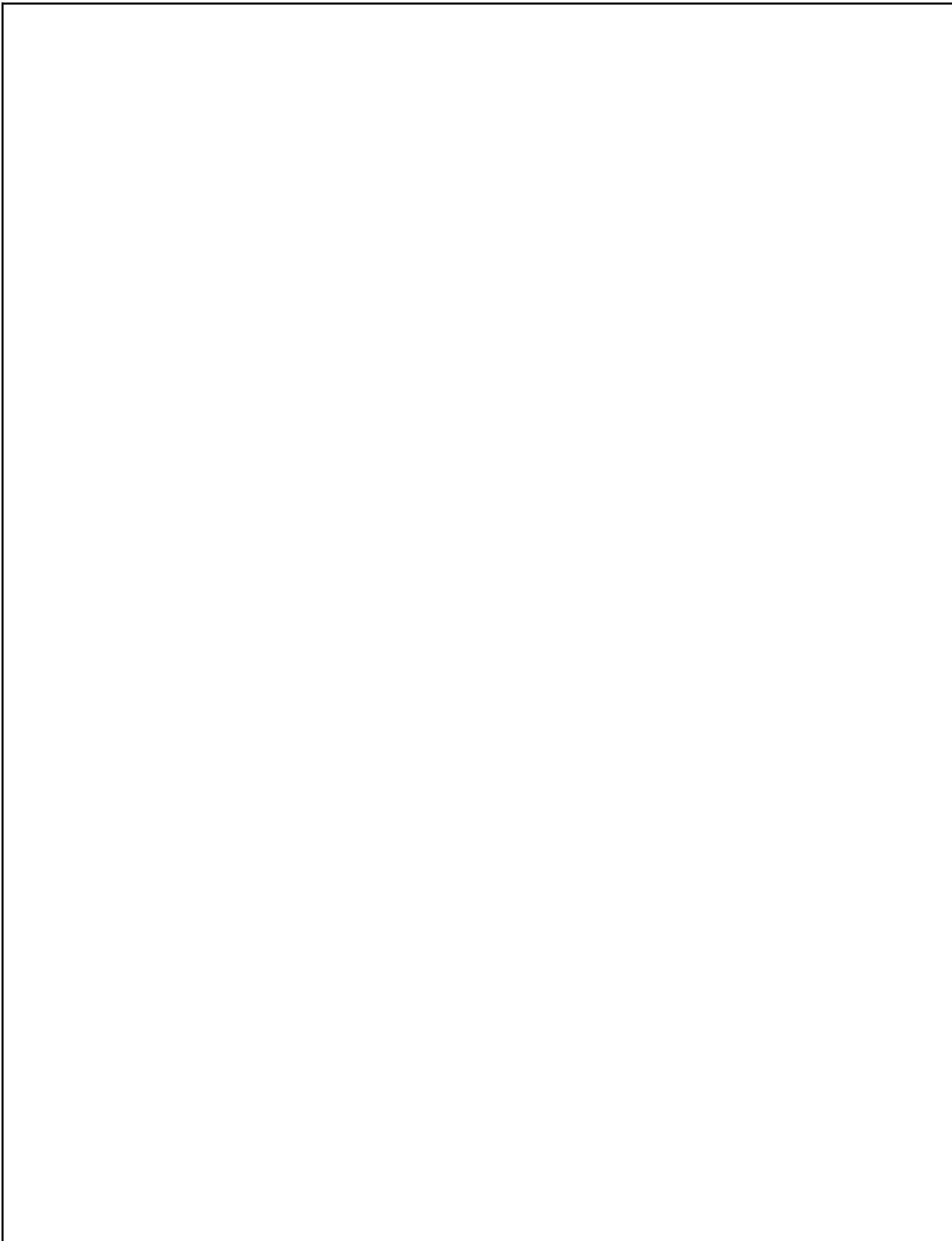
Deconstruction, Joint Construction, and Individual Construction:  
Conclusion

<b>Content Objective</b>	I can write the conclusion of a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can discuss the best type of conclusion for the class’s personal recount. (SL.2.1.a)
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Personal Recount anchor chart images: conclusion</li> <li>● Personal Recount anchor chart, from Week 5, Day 2</li> <li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4</li> <li>● jointly constructed personal recount, from Week 5, Day 3</li> <li>● writing tools</li> <li>● children’s notebooks</li> <li>● personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<b>Opening</b> 1 minute	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We know that they begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage, or part, of personal recounts.</i></p>
<b>Deconstruction</b> 9 minutes	<p>Open to the last page of <i>Mango, Abuela, and Me</i>.</p> <p><i>Personal recounts end with <b>conclusions</b>. Sometimes writers end their personal recounts with one final event; sometimes they talk</i></p>

	<p><i>about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Mango, Abuela, and Me. As I read, think about which kind of conclusion Meg Medina chooses.</i></p> <p>Read the last page. Harvest the children’s ideas. <i>Meg Medina concludes her story with a feeling. She uses the illustration and words to show Abuela and Mia feeling close and comfortable with each other, both going to sleep peacefully.</i></p> <p>Add the conclusion anchor chart image to the chart, below sequence of events.</p>
<p><b>Joint Construction</b> 10 minutes</p>	<p><i>Let’s go back to the personal recount we have been working on and think about how we would like to conclude it. What would be the best way to end—with a final event, a feeling, or talking about why the experience was important?</i></p> <p>Decide together which type of conclusion to write, and what to write. Then write the conclusion together as a class.</p>
<p><b>Individual Construction</b> 9 minutes</p>	<p><i>Now it’s your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about what conclusion makes sense. Tell your conclusion to your partner before you draw and write it.</i></p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned about the conclusions of personal recounts. Tomorrow you will continue writing.</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>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.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the whole group discussion. Which type of conclusion do children identify for <i>Mango, Abuela, and Me</i>?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

	How do children conclude their personal recounts? Are there any trends emerging?
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**Notes**



Writing U1 W6 D2

Personal Recount anchor chart images

stages



**conclusion:**  
final event,  
telling why the  
experience was  
important,  
or a feeling

Unit 1: Building Strong Communities

WEEK 6 Day 3

**Writing Personal Recount**  
Individual Construction

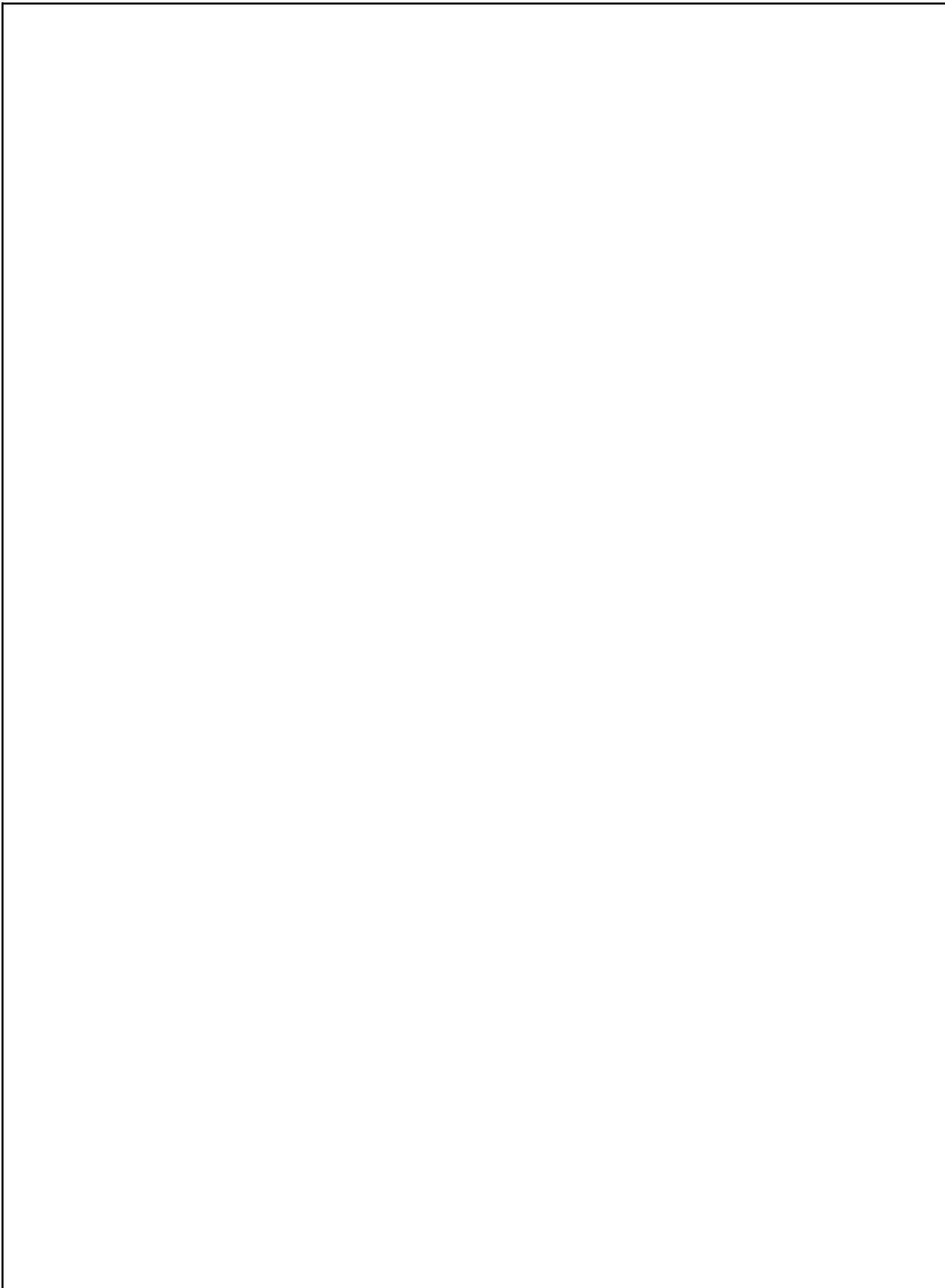
<b>Content Objective</b>	I can write a personal recount. (W.3.1.b, Writing Standard W.2)																																
<b>Language Objective</b>	I can retell the stages of someone else’s personal recount. (SL.1.1)																																
<b>Vocabulary</b>	<p><b>stages:</b> the parts of a piece of writing</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p>																																
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>chart paper and marker</li></ul> <p>Prepare the following Personal Recount Stages chart.</p> <table border="1"><tr><td colspan="4"><b>Title:</b></td></tr><tr><td colspan="4"><b>Orientation:</b></td></tr><tr><td><b>Who</b></td><td><b>When</b></td><td><b>Where</b></td><td><b>What</b></td></tr><tr><td colspan="4"><b>Sequence of Events:</b></td></tr><tr><td colspan="4"> </td></tr><tr><td colspan="4"> </td></tr><tr><td colspan="4"> </td></tr><tr><td colspan="4"><b>Conclusion:</b></td></tr></table>	<b>Title:</b>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>	<b>Sequence of Events:</b>																<b>Conclusion:</b>			
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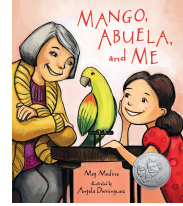
	<ul style="list-style-type: none"> <li>● system for keeping track of work shared Choose one child who would like to share a personal recount.</li> <li>● drawing and writing tools</li> <li>● drawing and writing paper Different styles of loose paper should be available to children (they will be stapled 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.</li> <li>● children’s writing folders</li> <li>● personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Refer to the Personal Recount Stages chart. <i>We used a chart like this to keep track of the stages of Mango, Abuela, and Me. We are going to use the same kind of chart to keep track of our own personal recounts!</i></p>
<p><b>Individual Construction</b> 15 minutes</p>	<p><i>For the next few weeks we will be thinking a lot about books and making sure that everyone has access to books. Today when you tell and draw your personal recounts, you will think about an experience you have had with books. For example, it could be a special time when someone read you a book, when you got a library card, or when we read an important book together at school.</i></p> <p>Call the child who will share to the front of the meeting area. Guide him to tell his personal recount, including all stages (orientation, sequence of events, and conclusion). <i>Now we are going to chart _____’s personal recount. Think about the orientation—the beginning: who was in _____’s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “at night,” “the other day,” “when I was in kindergarten.”</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story. For example, Abuela came to live with Mia and her family.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the Title line will be filled in the following day.</p>
<p><b>Individual Construction</b></p>	<p><i>Remember, when you go to write today, you will write a personal recount about an experience you had with books. Think about what</i></p>

13 minutes	<p><i>you would like to write, then tell the story to your partner.</i></p> <p>After children share their plans, send them to write. As children work, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Today we heard and made a chart about _____'s personal recount and wrote our own personal recounts. Tomorrow we will check in with _____ again!</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?</p> <p>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>

**Notes**







WEEK 6 Day 4

**Writing Personal Recount**  
 Deconstruction, Joint Construction, and Individual Construction: Title

<b>Content Objective</b>	I can write a title for a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can discuss what makes an effective title for a personal recount. (SL.1.1)
<b>Vocabulary</b>	<b>title:</b> the name of a piece of writing <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>● child’s Personal Recount Stages chart, from Day 3</li> <li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● drawing and writing tools</li> <li>● children’s writing folders</li> <li>● blank sheet of paper, one for each child</li> <li>● drawing and writing paper</li> </ul> <p>Provide different styles of loose paper with space for illustration and lines for writing words..</p> <ul style="list-style-type: none"> <li>● personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<b>Opening</b> 1 minute	<i>Today we will look at _____’s illustration and add a title. We’ll also add a title to our class personal recount, and you will write titles for your personal recounts.</i>
<b>Deconstruction</b> 10 minutes	<p>Display the child’s chart and review his personal recount. Point to the Title line on the chart.</p> <p><i>Now let’s help _____ think of a title. In personal recounts the title gives information about what the story will be about and is interesting to the reader. Before we work together to come up with a title, let’s take a look at the title of the text we have been reading.</i></p> <p>Show <i>Mango, Abuela, and Me</i>. Think, Pair, Share.  <i>Meg Medina named her book Mango, Abuela, and Me. Why do you</i></p>

	<p><i>think she chose that title?</i> Harvest several ideas.</p> <p><i>Remember, we said that the titles of personal recounts have two jobs. One is to give information. What kind of information about the story do we get from this title? [it mentions three characters in the story; we can tell that one of the characters is telling the story]</i></p> <p><i>The other job of a title is to be interesting to the reader. What is interesting about this title? [someone might not be sure who Mango is; the reader might want to know what these three are doing together]</i></p>
<p><b>Joint Construction</b> 5 minutes</p>	<p><i>Think about _____'s personal recount. What would be a good title?</i> Collect the children's ideas and write them on the teacher whiteboard.</p> <p><i>Now _____ has a lot of options to choose from. _____, is there one that fits your personal recount the best, or would you like to keep thinking?</i></p> <p>If the child is ready, record the title in his chart. If not, allow him to keep thinking as the other children go to work. After the child has written his title, send him to write his personal recount on paper.</p>
<p><b>Individual Construction</b> 13 minutes</p>	<p><i>Now it's your turn. When you get your writing folder, review the personal recount you started yesterday. Think about what might be a good title, and tell your partner. Write your title on a blank sheet of paper. This will be the front cover of your book. After you write your title, you can continue working on the rest of your personal recount.</i></p> <p>Send the children to work. As they work, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned about the titles in personal recounts. Tomorrow we will chart another classmate's personal recount.</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>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>	As children write, circulate and take notes on the Personal Recount Observation Tool. How effective are children's titles? Are they informative? interesting? Note that writing titles is a challenging process that will improve over time.
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**Notes**



Writing U1 W6 D4

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	<p>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).</p> <p>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.</p>
<b>Individual Construction</b>	<p>Distribute children’s writing folders.</p> <p style="text-align: center;"><i>Before you go to write, review your work. Which parts of your</i></p>

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>

**Notes**