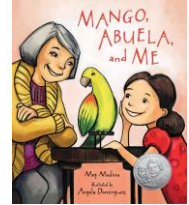


Unit 1: Building Strong Communities



WEEK 4 Day 2

Writing Personal Recount

Deconstruction: Personal Recount Purpose
Individual Construction

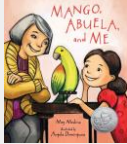
Content Objectives	I can identify the main purpose of a text. (R.9.1.a) I can write a personal recount. (W.1.3, W.1.4)
Language Objectives	I can orally tell a true story from my life that includes who is in the story and what I did. I can use the Simple Sentence frame for support as needed. (ELD-SI.K-3.Narrate) I can use words like <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask my partner questions. I can use Wh- Question Visuals as needed. (SL.1.3, ELD-SI.K-3.Narrate)
Vocabulary	action verb: verb that expresses action communicate: to share ideas with each other document: to record, sometimes by writing entertain: to interest someone genre: a type of writing noun: a word that names a person, place, thing, or idea personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain pronoun: a word that can take the place of a noun purpose: the reason for doing or creating something sequence of events: the events in a personal recount, in order
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents). • <i>Mango, Abuela, and Me</i>, Meg Medina

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- Why We Write chart
- Personal Recount anchor chart images: example, purpose, and simple sentence, cut apart
- chart paper

Prepare the following Personal Recount anchor chart. Note that for Personal Recount, the anchor chart will need 4 pieces of chart paper.

Personal Recount



Purpose



to document a sequence of events;
to entertain

Simple Sentence	
Subject	Predicate
Who? 🧑	Did What? 🏠
noun / pronoun	action verb (past tense)
_____	_____.

	• writing paper: horizontal and vertical, enough copies for each child to have one in the direction of their choice • children’s writing folders • drawing and writing tools • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Simple and Expanded Sentences charts and table copies ○ Wh- Questions visual
Opening 1 minute	<i>We have learned that writers communicate in different ways, for different purposes. Texts that share the same purpose, structure, and language belong to the same genre. This year we will learn about many different genres of writing. To learn about these genres, we will read books and other texts to find out how authors write. When we read during Writing time, we will be thinking as readers AND writers. Today we will begin learning about a new genre of writing.</i>
Deconstruction 10 minutes	Refer to <i>Mango, Abuela, and Me</i> on the Why We Write chart. <i>When we began our year together as writers, we previewed this book and predicted its purpose—why Meg Medina wrote it. Then we read the book together during Text Talk. Let’s see if our thinking has changed, now that we have read the book.</i> Review children’s responses on the chart. <i>Take a moment to think quietly about this question: Why did Meg Medina write <i>Mango, Abuela, and Me</i>? [to tell the story of Mia and her abuela teaching each other]</i> Flip through pages as needed to review the text. Add any new ideas to the chart. Introduce the Personal Recount anchor chart. <i>The new genre we are going to study and write is called personal recount. The word “personal” means something about yourself [point to yourself], and the word “recount” means to tell.</i> <i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal</i>

	<i>recounts are also meant to entertain, or be interesting to, readers.</i> <i>Think, Pair, Share: What part of Mango, Abuela, and Me is most entertaining to you?</i> Walk through the illustrations as needed to review the events of the book. Harvest several children’s ideas and refer back to the specific pages children mention. <i>Here is a simple sentence chart for personal recount. Just like when we told and wrote stories, personal recounts name who with a noun or pronoun and then use action verbs to tell what they did. The difference in personal recounts is that they already happened, so we use verbs in the past tense. We will talk more about this later.</i>
Individual Construction 18 minutes	<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> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. 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. <i>The first partner will tell their personal recount, and the second partner will ask a question. Then the second partner will tell their personal recount, and the first partner will ask a question.</i> As the children tell personal recounts to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Simple Sentence section of the Personal Recount anchor chart and Simple and Expanded Sentences charts to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling telling a personal recount; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail;

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	- modeling asking <i>wh</i>- questions. When they finish telling their personal recounts, help children choose paper and send them with writing paper and folders. As children write, circulate or pull small groups to support them. Support could include: - inviting children to retell their personal recounts; - referring to the Personal Recount anchor chart and Simple and Expanded Sentences charts and table copies to provide a sentence frame and/or to support children in generating ideas and using vocabulary; - helping children decide what from their personal recount to draw; - assisting in sketching by asking children about the shapes that make up what they are drawing; - referring to the Independent Writing Routine table copy to remind children of the routine for writing; - taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are writing. Support for encoding could include: - encouraging children to label using phonetic spelling; - referring to Foundations resources to review known letters and sounds; - suggesting parts of their illustrations they might label; - referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Closing 1 minute	<i>Today we began learning about a genre of writing called personal recount! Tomorrow we will continue writing personal recounts.</i>
Standards	R.9.1.a Identify who is telling the story at various points in a text. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
WIDA	ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	Listen for and make note of how children discuss the text. What do children already know about the purpose of personal recount?

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	Listen for and make note of how children tell personal recounts. - Do they tell the story in the first person? - Do they use the past tense? - Do they introduce the story? - Do they retell events in order? - How do they conclude the story? Listen for and make note of the questions children ask each other. - Do they know how to ask questions? - Do they ask authentic questions, to gain more information?
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