

Unit 1: Building Strong Communities

WEEK 4 Day 3

Writing Personal Recount

Modeling, Individual Construction, and Joint Construction

Content Objective	I can plan for and write a personal recount. (W.3.1.b, W.2)
Language Objective	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)
Vocabulary	document: to record, sometimes by writing entertain: to interest someone genre: a type of writing personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain sequence of events: the events in a personal recount, in order
Materials and Preparation	● Personal Recount planner, one copy for each child and one teacher copy ● writing paper: horizontal and vertical, enough copies for each child to have a few in the direction of their choice ● children's writing folders ● drawing and writing tools ● Personal Recount Observation Tool, one copy for each child ● chart paper At the top of the paper, write Personal Recount Topics ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Simple and Expanded Sentences charts and table copies ○ Wh- Questions visual

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Opening 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>
Modeling 9 minutes	Modeled Writing Step 1: Set the stage: <i>Before you start writing, I am going to tell you a personal recount.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of an idea, referring to the Expanded Sentences chart to model this scaffold. Step 3: Model: Point to Step 2. Tell your own personal recount. ● Begin with an orientation that includes information about when the story happened, who the story is about, an introduction to what happened, and where it happened. ● Then tell a short sequence of events. ● Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. For example, <i>Yesterday I went to the grocery store with my son. The store was very busy, so when we got there there were no shopping carts! We picked up two baskets and started shopping, but soon our baskets were full. We went back to the front, and finally there was a cart available. We felt relieved that we weren't carrying heavy baskets anymore.</i> Point to Step 3. Show the Personal Recount Planner. <i>For today, we are going to begin writing by sketching our personal recount on this planner. That way we can remember all of our ideas.</i> Model sketching each part on the planner. Step 4: Reread the finished text: Review your personal recount.
Individual Construction 11 minutes	Distribute children's writing folders and Personal Recount Planners. <i>Today you can continue working on the personal recount you began yesterday, or you can start a new one. Choose which you will do, and then tell your personal recount to your partner, pointing to the</i>

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	<i>boxes on the planner as you do.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think about your plan. Will you continue your personal recount from yesterday, or write a new one? When you are ready to share your plan and personal recount with your partner, 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 plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell plans to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● helping children decide whether to continue writing or begin a new personal recount; ● supporting children to use the planner to tell their personal recount; ● 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; ● suggesting what children might add to a personal recount they already began; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. <i>Your first job is to sketch your plan. If you finish early, you can take paper and begin writing your personal recount.</i> Send the children with planners and folders. As children write, circulate or pull small groups to support them. Support could include: ● asking children to retell their personal recounts in order to sketch their plans; ● supporting them with sketching each part of their personal recount
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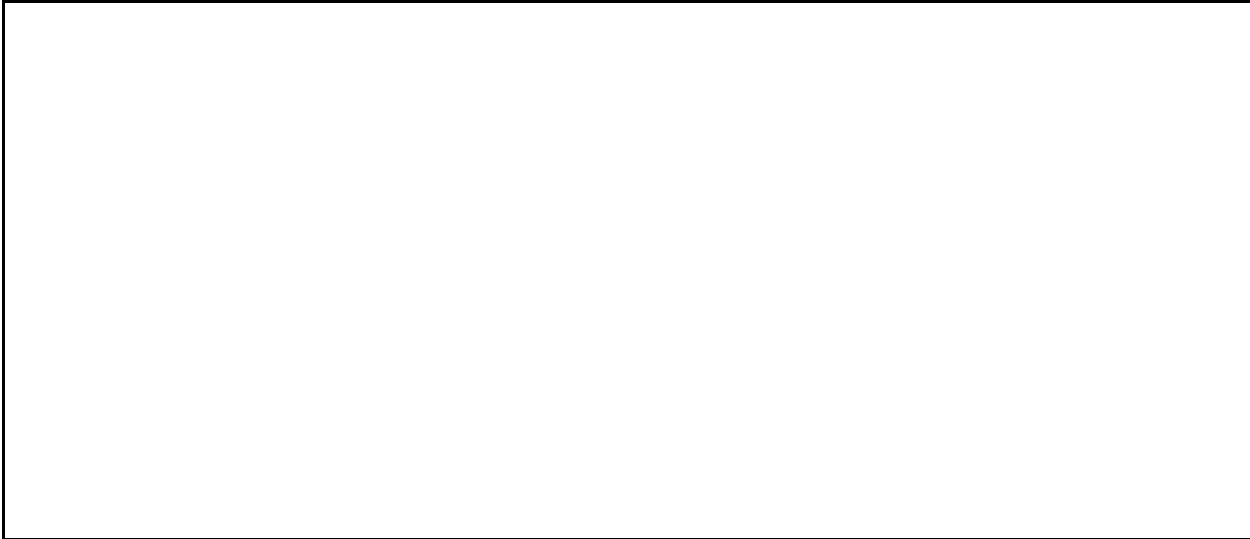
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	on the planner; - referring to the Personal Recount anchor chart and Simple and Expanded Sentences charts and table copies to provide a sentence frame and/or to support children in generating ideas and using vocabulary; - helping children decide what 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. While checking in with children, take notes on the personal recount observation tool.
Joint Construction 8 minutes	Interactive Writing Step 1: Set the stage: <i>You have already started writing personal recounts on a variety of topics. Let's make a chart to keep track of our ideas. What might we write about?</i> Step 2: Brainstorm: As children think, refer to the Expanded Sentences chart for support in generating ideas. Harvest several children's ideas. Step 3: Orally compose: As a class, choose the first idea to record. Step 4: Prepare to write: Together, orally repeat the chosen word (e.g., summer) or phrase (e.g. went to the beach). Step 5: Share the pen: Follow the Encoding Prompting Guide: If recording a phrase, count the words in the phrase and write a line for each one.

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	• For multisyllabic words, pound the syllables. For example, for the word “summer,” pound two syllables. • Tap and say the sounds in the syllable. • Choose the letters for the sounds you hear. Model writing unfamiliar sounds, and share the pen to write familiar ones. • Reread and check for spelling. Repeat Steps 2-5 to record other topics. Step 6: Discuss what we wrote: Reread the jointly constructed text. <i>We will keep adding ideas to our chart as we write.</i>
Closing 1 minute	<i>Tomorrow we will begin writing a personal recount together as a class, and you will work on your own personal recounts.</i>
Standards	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.
WIDA	ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	As children write, circulate and ask them to tell their personal recounts (not describe their drawings). Use their storytelling, drawing, and writing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

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