

Unit 1: Building Strong Communities

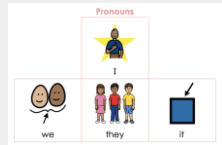
WEEK 4 Day 4

Writing Personal Recount

Joint and Individual Construction

Content Objective	I can write a personal recount. (W.3.1b, W.2)
Language Objective	I can write 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	action verb: verb that expresses action adverb: a word or phrase used to describe a verb 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
Materials and Preparation	● Personal Recount Word Bank images, cut apart ● chart paper Prepare the following Personal Recount Word Bank Personal Recount Word Bank Adverbs (time)  yesterday  last night  when I was a baby  a long time ago  over the weekend  this morning Nouns  family  mom  dad  sister  brother  baby  grandma  grandpa  teacher  friend  pet Action Verbs (past tense)  saw  walked  drove  ate  cooked  played  made  read  built  helped  took care of  cleaned Adverbs (place)  at the restaurant  in the store  at home  at the grocery store  in the doctor's office  at the zoo  in the pool  at the park  at the beach  at school  on the street  at the playground

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	 ● Personal Recount Planner, for joint construction ● Simple and Expanded Sentence (Personal Recount) table copy, one copy for each group of children ● 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 Tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Wh- Questions visual
Opening 5 minutes	<i>Yesterday you began writing your own personal recounts. Today we will start writing a personal recount together, and you will continue working on your personal recounts.</i> Introduce the Personal Recount Word Bank. <i>Here are words we might use when writing personal recounts. It includes the pronoun "I," as well as other nouns, along with action verbs. There are also adverbs here that describe when and where, which we will talk about tomorrow. You can use this Personal Recount Word Bank to help in your writing. Also, you can add to the Word Bank if you think of more words that might help write personal recounts.</i>
Joint Construction 9 minutes	Interactive Writing Step 1: Set the stage: <i>We are going to write a personal recount together as a class. We have been in first grade together for a few weeks now. Let's think about an experience we had together as a class that we can write about together. Try to think of something that might be interesting for someone else to read about. Think, Pair, Share.</i> Step 2: Brainstorm:

	Have several children share their ideas. Choose one shared experience to write about. Step 3: Orally compose: <i>Can someone retell _____ [the class's experience]? What happened?</i> Step 4: Prepare to write: <i>Like yesterday, we are going to begin writing by sketching our personal recount on the Personal Recount Planner. That way we can remember all of our ideas and go back and add to our writing on other days.</i> Together, retell the personal recount pointing to each section of the planner as the event is told. Step 5: Share the pen: Invite children to the front to do a quick sketch of each part. Step 6: Discuss what we wrote: Together retell the personal recount using the sketches.
Individual Construction 15 minutes	Distribute children's writing folders. <i>Today you will continue working on the personal recounts you planned yesterday.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think about what your next step is. Do you need to begin writing your plan on paper? Do you need to add more details to your illustrations? Will you add sentences? When you are ready to share your plan 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;

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	● helping children choose their next step; ● referring to the Simple Sentence section of the Personal Recount anchor chart and Expanded Sentence chart to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank 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; ● modeling asking <i>wh</i>- questions. When they finish telling their plans, send children with paper, Simple and Expanded Sentence (Personal Recount) table copies, and folders. As children write, circulate or pull small groups to support them. Support could include: ● inviting children to retell their personal recounts; ● supporting them with sketching each part of their personal recount on a separate page; ● referring to the Simple Sentence section of the Personal Recount anchor chart and Simple and Expanded Sentence table copy to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank 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.
Closing 1 minute	<i>Tomorrow we will look more closely at the parts of Mango, Abuela, and Me to learn more about personal recounts.</i>

Standards WIDA	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. 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.