



WEEK 6 Day 1

Writing Personal Recount

Deconstruction, Joint, and Individual Construction: Conclusion

Content Objective	I can write the conclusion of a personal recount. (W.3.1.b, W.2)
Language Objective	I can write a sentence that provides closure for my personal recount. I can use the Conclusion section of the Personal Recount anchor chart for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	adjective: a word or phrase used to describe a noun or pronoun conclusion: the end 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 stages: the parts of a piece of writing verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	• Personal Recount anchor chart images: conclusion and Conclusion Sentences • chart paper Prepare the third Personal Recount anchor chart. Personal Recount

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



Final Event

Subject		Predicate	
When? ⌚	Who? 👤	Did What? 📋	Where? 📍
adverb	noun / pronoun	action verb (past tense)	adverb
_____	_____	_____	_____.

Feeling

Subject	Predicate	
Who? 👤		What like?
noun / pronoun	action verb / relating verb (past tense)	adjective
_____	<u>felt / was</u>	_____.

Telling why the experience was important

- *Mango, Abuela, and Me*, Meg Medina
- children's writing folders
- writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice
- drawing and writing tools
- personal Recount Observation Tools
- charts and visual scaffolds:

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	○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor charts ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	Refer to the Personal Recount anchor charts. <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>
Deconstruction 6 minutes	Open to the last page of <i>Mango, Abuela, and Me</i>. <i>Personal recounts end with conclusions. Sometimes writers end their personal recounts with one final event; sometimes they talk 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> Read the last page. Harvest the children’s ideas. <i>Meg Medina concludes her story with a feeling.</i> On the chart, circle “feeling.” <i>She uses the illustration and words to show Abuela and Mia feeling close and comfortable with each other, both going to sleep peacefully. Let’s write some of those feeling words together.</i> Use interactive writing to record words like “close” and “comfortable” next to the conclusion image.
Joint Construction 12 minutes	<i>Writers use different types of sentences for different conclusions. If you write a final event, you can use the same sentence structure we have been using to write the other events.</i> Refer to the Final Event section of the chart. <i>If you are concluding with a feeling, you will write a sentence that begins with a noun or pronoun, followed by the verb “felt” or “was,” with an adjective at the end to describe how the person was feeling. For example, “I was happy.”</i> <i>Turn and talk to your partner. Say a sentence using this structure.</i> After children tell partners, harvest several ideas.

	Interactive Writing Step 1: Set the stage: <i>The last option is telling why the experience was important. There are many different ways we could write this type of conclusion! Let's write a few examples together.</i> Step 2: Brainstorm: <i>Think about your own personal recount, our class personal recount, or a book we've read. What sentence could we write to say why that experience was important? Tell your idea to your partner.</i> Harvest several children's ideas. Step 3: Orally compose: As a class, choose one sentence to write first and orally make any necessary adjustments. Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: Follow the Write a Sentence side of the Encoding Prompting Guide: • Together, say the sentence. • Together, count the words. • Invite one child up to draw a line for each word. • Together, pound, tap, and write each word. Model writing unfamiliar sounds, and share the pen to write familiar ones. • Do a CUPS check. Step 6: Discuss what we wrote: Reread the sentence. Repeat the process to record several more examples.
Individual Construction 10 minutes	Distribute children's writing folders. <i>Now it's your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about which type of conclusion makes sense.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Use the chart to think of a sentence for your conclusion. When you are ready to say your sentence to your partner, put a silent thumbs up in front of your chest.</i>

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	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 sentence, and the second partner will ask a question. Then the second partner will tell their sentence, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Conclusion section of the Personal Recount anchor 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; ● offering different options for conclusions; ● modeling telling a conclusion; ● referring children back to their personal recounts to remember their stories; ● 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 children finish telling their conclusions, send them with Conclusion Sentences table copies, paper, and folders. As children write, pull small groups to support them. Support could include: ● inviting children to retell their conclusions; ● referring to the Conclusion Sentences 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; ● offering different options for conclusions; ● referring children back to their personal recounts to remember their stories; ● assisting in drawing 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.
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	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>Today we learned about the conclusions of personal recounts.</i> <i>Tomorrow you will continue writing.</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-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through simple statement to provide closure (The End, And then we went home.). [DISCOURSE] [SENTENCE]
Ongoing assessment	Reflect on the whole group discussion. Which type of conclusion do children identify for <i>Mango, Abuela, and Me</i>? Which adjectives do they name to describe the feelings? As children write, 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 a conclusion and the Means of Expression used to show it. Take notes on the Personal Recount Observation Tool.

Notes



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