

Unit 1: Building Strong Communities

WEEK 6 Day 3

Writing Personal Recount

Modeling and Individual Construction

Content Objective	I can plan for a personal recount that includes an orientation, sequence of events, and conclusion. (W.3.1.b, W.2)
Language Objective	I can write a personal recount that describes when my story happened, who was in it, what we did, and where it happened. I can use the Expanded Sentence chart for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	conclusion: the end orientation: in a personal recount, the text that introduces the story 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 stages: the parts of a piece of writing
Materials and Preparation	● Personal Recount planner, one copy for each child and one for modeling ● 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: ○ Conclusion Sentences table copies ○ 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

Writing U1 W6 D3

	○ Wh- Questions visual
Opening 1 minute	<i>For the next few weeks we will be thinking a lot about books and making sure that everyone has access to books. Today you will plan for and begin writing a personal recount about an experience that you have had with books. You will publish this personal recount, and we will include it in our Book Access Project!</i>
Modeling 5 minutes	Modeled Writing Step 1: Set the stage: <i>Today I will plan for a brand new personal recount.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Refer to the Personal Recount Topics chart. <i>Hm, let me think of a special experience I've had with books.</i> Model choosing a topic. Step 3: Model: Point to Step 2. Model telling a personal recount that includes all of the elements: orientation, two or more events, and a conclusion. Model sketching each part of the personal recount on the Personal Recount Planner. Step 4: Reread the finished text: Review the sketches.
Individual Construction 23 minutes	<i>Now you will get a chance to tell, plan, and begin writing another personal recount. This time, it will be about an experience 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> Distribute children's writing folders and Personal Recount planners. Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think about what you will write. When you are telling your personal recount to your partner, point to each section of your planner. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal.

Writing U1 W6 D3

	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; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● referring to the Personal Recount anchor charts to provide a sentence frame; ● guiding children to point to the appropriate sections of their planners as they share; ● 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>Today when you go to write, you will first sketch your plan. Then, when your plan is ready, you can begin writing. Just like before, we have papers that look like this [show the horizontal orientation paper], and like this [show the vertical orientation paper], so you can choose which direction fits your book best.</i> When children finish telling their plans, send them with their folders and planners to sketch and then to begin writing. As children write, pull small groups to support them. Support could include: ● reminding children of the stages of personal recount; ● asking children to retell their personal recounts in order to sketch their plans; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● assisting in drawing by asking children about the shapes that make up what they are drawing; ● referring to the Simple, Expanded, and Conclusion Sentences table copies to provide a sentence frame; ● 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.
--	--

Writing U1 W6 D3

	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 you planned for and began writing personal recounts that you will publish in books! Next you will continue working on your personal recounts.</i> After the lesson, review children’s work. Invite one child to help model writing an orientation in the next lesson.
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 orient audience to story through pictures, words, title, statements or common story expressions (Once upon a time) to introduce context. [DISCOURSE]
Ongoing assessment	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 all of the stages of personal recount and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes	
---------------------	--



Writing U1 W6 D3