

Unit 1: Building Strong Communities

WEEK 7 Day 2

Writing Personal Recount

Modeling and Individual Construction: Sequence of Events

Content Objective	I can write a personal recount that includes an orientation, sequence of events, and conclusion. (W.3.1.b, W.2)
Language Objective	I can write a sequence of events that includes adverbs to introduce events and verbs that develop the topic and characters. I can use the Personal Recount Word Bank and anchor charts for support as needed. (L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h, 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	● blank sheet of paper or whiteboard, for interactive writing ● 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

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	○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you wrote orientations for your personal recounts. Today before you continue your work, _____ will share their plan for the first event, and we will help them write a sentence to go with it.</i>
Modeling 8 minutes	Call the presenter to the front of the meeting area with their folder, including their planner. Guide them to tell their personal recount, pointing to the parts of the planner while telling it. Refer to the Expanded Sentence section of the Personal Recount anchor chart. <i>What happened in this event?</i> Refer to the Personal Recount Word Bank and/or Verbs section of the anchor chart. <i>What verb could you use to show this action?</i> Refer to the Personal Recount Word Bank and/or Adverbs section of the anchor chart. <i>When did this action happen?</i> <i>What sentence could you write?</i> Have the presenter share ideas, requesting support from peers if desired. Step 4: Prepare to write: Together, orally repeat the sentence several times. 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: As a class, reread the sentence. <i>What else happened in this event? What additional sentence could you write? What pronoun should you use to begin that sentence?</i> Have the child orally rehearse a second sentence to develop the event.

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Individual Construction 20 minutes	<i>Now you will continue writing your personal recounts.</i> Distribute children’s writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Check your folder and think about what you will work on today. You might be writing a new event, or developing one of the events you have already written. When you are ready to share 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; ● reminding children of what they sketched; ● inviting children to retell their event; ● asking children what else happened during that event, to prompt for development of the event; ● referring to the Expanded Sentence sections of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Word Bank and anchor charts to support children in introducing events with adverbs and using past tense action verbs that relate to the topic and characters; ● referring to the Personal Recount Word Bank to suggest a pronoun for beginning the second sentence; ● 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. Send children with their folders and help them to choose paper. As children write, pull small groups to support them. Support could include: ● inviting children to retell their event; ● asking children what else happened during that event, to prompt for development of the event; ● referring to the Expanded Sentence (Personal Recount) table copy
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	to provide a sentence frame; - referring to the Personal Recount Word Bank and anchor charts to support children in introducing events with adverbs and using past tense action verbs that relate to the topic and characters; - referring to the Personal Recount Word Bank to suggest a pronoun for beginning the second sentence; - helping children decide what from their event 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>Today you worked on your sequence of events. Tomorrow you will continue working on the sequence of events.</i> After the lesson, review children’s work. Invite one child who has not yet shared their work to help model writing a conclusion in the next lesson.
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. L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives).

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WIDA	L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward). ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through verbs to describe what characters do, think, feel, and say. [SENTENCE] [WORD/PHRASE] ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so). [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 adverbs and verbs in their sequence of events and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.