

Unit 1: Building Strong Communities

WEEK 7 Day 3

Writing Personal Recount

Modeling and Individual Construction: Conclusion

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 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	conclusion: the end personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
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 ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you continued to write the sequence of events. Today before you continue your work, _____ will share their plan for the conclusion, and we will help them write a sentence to go with it.</i>

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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 Conclusion section of the Personal Recount anchor chart. <i>Let's go back to the conclusion. Which type of conclusion did you choose?</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. Do a CUPS check and make sure the sentence type fits the chosen type of conclusion.
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.</i> <i>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>

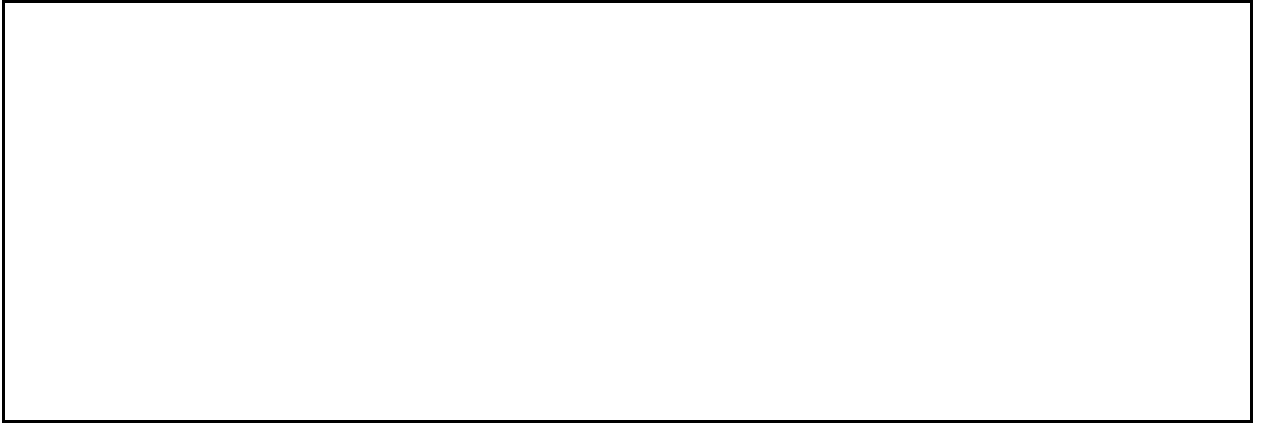
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	As the children tell plans to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● reminding children of what they sketched; ● referring to the Conclusion section of the 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. 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 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; ● helping children decide what 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.
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Closing 1 minute	<i>Today you wrote the conclusions of your personal recounts. Tomorrow we will learn about titles and you will have time to finish your personal recount before receiving feedback and then revising and publishing next week!</i> After the lesson, review children’s work. Invite one child who has not yet shared their work to help model writing a title 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 develop story events through simple statement to provide closure (The End, And then we went home.). [DISCOURSE] [SENTENCE]
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 a conclusion and the Means of Expression used to show it. Take notes on the Personal Recount Observation Tool.

Notes	
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