

WEEK 7 Day 4

Writing Personal Recount

Deconstruction, Modeling, and Individual Construction: Title

Content Objective	I can write a title for a personal recount, using correct capitalization. (W.3.1.b, W.2, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d)
Language Objective	I can write a title that effectively introduces my personal recount. I can use the Personal Recount Word Bank for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	title: the name of a piece of writing personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	- Unit texts: <i>Ada Twist, Scientist</i>, Andrea Beaty <i>Chik Chak Shabbat</i>, Mara Rockliff <i>Last Stop on Market Street</i>, Matt de la Peña <i>Mama Miti</i>, Donna Jo Napoli <i>Mango, Abuela, and Me</i>, Meg Medina - blank sheet of paper, one for each child and one 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

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	○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	<i>Today we will learn about the titles in personal recounts. We will add a title to _____'s personal recount, and you will write your own titles.</i>
Deconstruction 8 minutes	<i>In personal recounts the title gives information about what the story will be about and is interesting to the reader. Before we work together to come up with a title, let's take a look at the title of the text we have been reading.</i> Show <i>Mango, Abuela, and Me</i>. Think, Pair, Share. <i>Meg Medina named her book Mango, Abuela, and Me. Why do you think she chose that title?</i> Harvest several ideas. <i>Remember, we said that the titles of personal recounts have two jobs. One is to give information. What kind of information about the story do we get from this title? [it mentions three characters in the story; we can tell that one of the characters is telling the story]</i> <i>The other job of a title is to be interesting to the reader. What is interesting about this title? [someone might not be sure who Mango is; the reader might want to know what these three are doing together]</i> Display all of the unit texts for children to see. <i>We know that some words are capitalized, like the first word in a sentence, the word "I," and the names of people and places.</i> <i>In titles, many of the words are capitalized. The first word and last words always begin with capital letters. In fact, most of the words are capitalized. Smaller words like "and," "the," "a," and "on" are not capitalized. What do you notice about the capital letters in these titles?</i>
Modeling 8 minutes	Call the presenter to the front of the meeting area with their folder, including their planner. Guide them to read their personal recount. <i>Remember, the titles of personal recounts give information about what the story is about and are entertaining. What would be a good</i>

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	<i>title for this personal recount?</i> Have the presenter share ideas, requesting support from peers if desired. Step 4: Prepare to write: Together, orally repeat the phrase several times. Step 5: Share the pen: Follow the Write a Sentence side of the Encoding Prompting Guide: ● Together, say the phrase. ● 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 title. Do a CUPS check and make sure all important words are capitalized.
Individual Construction 12 minutes	<i>Now you will write a title for your personal recount.</i> Distribute children's writing folders. Point to the Independent Writing Routine chart: Step 1. <i>If you need to, reread your personal recount. Think of a good title that introduces what your story is about. 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 title, and the second partner will ask a question. Then the second partner will tell their title, 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 children back to their personal recounts to remember their stories; ● providing suggestions for possible titles; ● reminding children of the routine for talking to a partner;

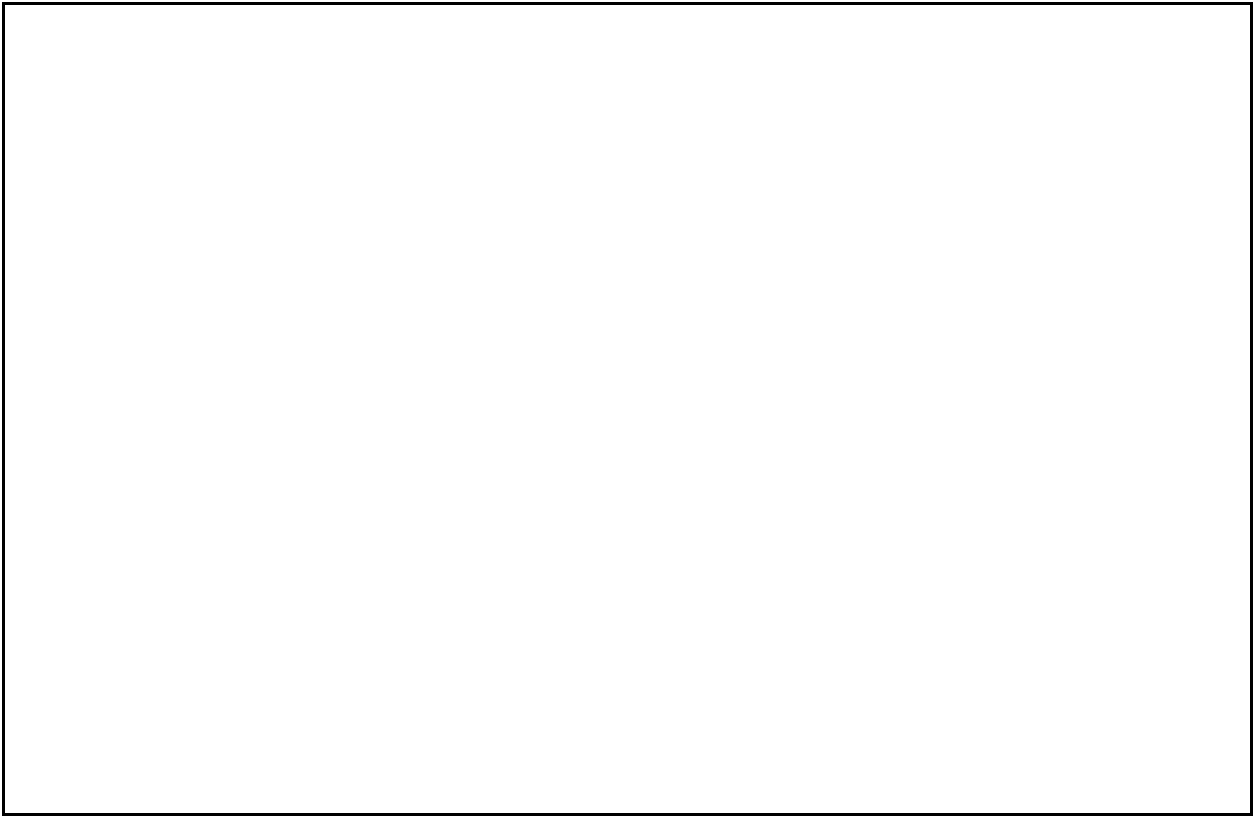
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	- referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; - restating what the speaker has said, to check for understanding; - asking questions to prompt the speaker to add more detail; - modeling asking <i>wh</i>- questions. <i>Now you get to make the front cover of your personal recount! You will hold your front cover paper in the same direction as the rest of the pages of your book.</i> <i>Just like the front cover of Mango, Abuela, and Me, you will write the title and draw a picture to match your story. After you write your title, you can continue working on the rest of your personal recount.</i> Send the children with writing folders and blank papers. As they work, circulate to support them with writing titles. Support could include: - asking children how they can show what their personal recount is about through the front cover illustration and title; - referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; 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 titles in personal recounts, and you wrote your own titles. Tomorrow you will read and provide feedback about each other's work.</i> After the lesson, review children's work. Invite one child who has not yet shared their work to help model receiving feedback 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

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	collaborative process that includes the age-appropriate use of technology. L.2.1.a Capitalize dates and names of people. L.2.1.b Use end punctuation for sentences. L.2.1.c Use commas in dates and to separate single words in a series. L.2.1.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. WIDA 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	After the lesson, review children’s titles. How effective are children’s titles? Are they informative? Interesting? Does the title use words and illustrations that match the personal recount? Note that writing titles is a challenging process that will improve over time.

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