

WEEK 8 Day 3

Writing Personal Recount

Publishing

Content Objective	I can prepare my personal recount for an audience. (W.3.1.b, W.1.2, W.3.1.a)
Language Objective	I can orally name what step I need to take to revise my work. I can use a sentence frame to share with my partner as needed. (ELD-SI.K-3.Narrate)
Vocabulary	audience: an individual or group for whom a piece of writing is composed personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: to prepare writing for an audience revise: make changes to writing
Materials and Preparation	● children's writing folders ● drawing and writing tools ● writing paper: horizontal and vertical, copies as needed for publishing Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised. ● blank paper, for the back cover and for assembling books (if children need to cut and paste parts of their personal recounts) ● stapler or other method for binding books ● scissors and glue sticks ● teacher whiteboard Write the following prompt on the board. My next step is ____. ● 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 5 minutes	<i>Today you will finish revising and publishing your personal recounts to get them ready to share with your audience—your classmates! First you will look over your personal recount. If there are any illustrations, labels, words, or sentences that you need to finish revising, do that first.</i> <i>When you publish, you will put your pages together in a book. There might be one page that you made a lot of changes to, and you might recopy that page onto a new sheet of paper.</i> <i>Or maybe you only changed part of your page, and the part you didn't change, you could cut out and glue onto a new sheet of paper, and then add more to that one.</i> <i>After all of your pages are complete, put them in order. Then add the sheet with your title for a front cover, and a new blank sheet of paper for a back cover to make a book! I will help you attach the pages together.</i>
Revising and Publishing 24 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Look at your personal recount. What steps do you need to take to publish it? 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. As the children tell their plans to their partners, circulate to support them. Support could include: ● reviewing children's personal recounts with them; ● suggesting how children publish the revised parts of their work; ● reminding children of the routine for talking to a partner;

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	● restating what the partner has said, to check for understanding. Send the children with their personal recounts and publishing materials. As children work, circulate to support them. Support could include ● reminding children of their plans for revision and/or publishing; ● helping them choose which parts of their page to recopy or cut out and paste on a new page; ● assisting children in putting the pages of their book in order; ● helping them staple or otherwise bind their books; ● assisting children in adding more information to their front covers, like their names as author and illustrator.
Closing 1 minute	<i>You have worked so hard on your personal recounts. It will be so exciting to share them as part of our Book Access Project!</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. W.3.1.a Print all upper- and lowercase letters. ELD-SI.K-3.Narrate. Share ideas about one's own and others' lived experiences and previous learning.
Ongoing assessment	Review children's published work for clarity.

Notes



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