



WEEK 2 Day 2

Writing Personal Recount

Deconstruction and Individual Construction: Purpose

Content Objective	I can identify the main purpose of a text. (R.9.2.b)
Language Objective	I can orally tell a true story from my life that includes who is in the story and what I did. I can use the Simple Sentence frame for support as needed. (ELD-SI.K-3.Narrate)
Vocabulary	communicate: to share ideas with each other document: to record, sometimes by writing entertain: to interest someone genre: a type of writing personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain purpose: the reason for doing or creating something sequence of events: the events in a personal recount, in order
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents). • <i>Come On, Rain!</i>, Karen Hess Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Come on, rain!” • Why We Write chart • Why We Write: <i>Come On, Rain!</i> sheet • Personal Recount anchor chart images: example, purpose, and simple sentence, cut apart • chart paper Prepare the following Personal Recount anchor chart. Note that for Personal Recount, the anchor chart will need 4 pieces of chart

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paper.

Personal Recount



Purpose



to document a
sequence of
events;
to entertain

Simple Sentence

Subject	Predicate
Who? ●	Did What? 🧑
noun / pronoun	action verb (past tense)
_____	_____.

- charts and visual scaffolds:
 - Independent Writing Routine chart and table copies
 - Stories Sentences chart and table copies
 - Wh- Questions visual

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Opening 1 minute	<i>Last week we learned that writers communicate in different ways, for different purposes, and that these different purposes and ways of writing are called genres. Today we will begin learning about a new genre of writing.</i>
Deconstruction 23 minutes	Show <i>Come On, Rain!</i> <i>You may have read this book in first grade. It's called Come On, Rain!, by Karen Hesse.</i> <i>We are going to read this book together and think about its purpose—why Karen Hesse may have written it.</i> Refer to the Why We Write chart. <i>We will add our ideas to the Why We Write chart.</i> Read the text through with minimal stops. Pause only briefly on the indicated pages to support comprehension.
pages 1-3	<i>Who are the characters in the story so far? [Tessie, Mamma]</i> <i>Who is telling the story? How do you know? [Tessie; We know that one of the characters is telling the story, because it uses the word "I." We know that Tessie is the one telling the story because of the conversation between Tessie and Mamma.]</i>
page 4	<i>What is the problem in the story? [it is really hot; they are waiting for rain]</i>
page 28	<i>How did the problem get resolved? [it finally rained; the girls and their mothers played and danced in the rain to cool off]</i>
	<i>Why do you think Karen Hesse wrote Come On, Rain!?</i> Harvest several ideas and record them on the <i>Come On, Rain!</i> Why We Write sheet. Refer to the Why We Write chart. <i>Come On, Rain! has a similar purpose to one of the books we read last week. Which book is it most like? [A Letter to My Teacher]</i> <i>Let's put these books together on our chart.</i> Tape the <i>Come On, Rain!</i> to the chart, next to <i>A Letter to My Teacher</i>.
	Introduce the Personal Recount anchor chart. <i>Come On, Rain! and A Letter to My Teacher are both personal recounts. The word "personal" means something about yourself</i>

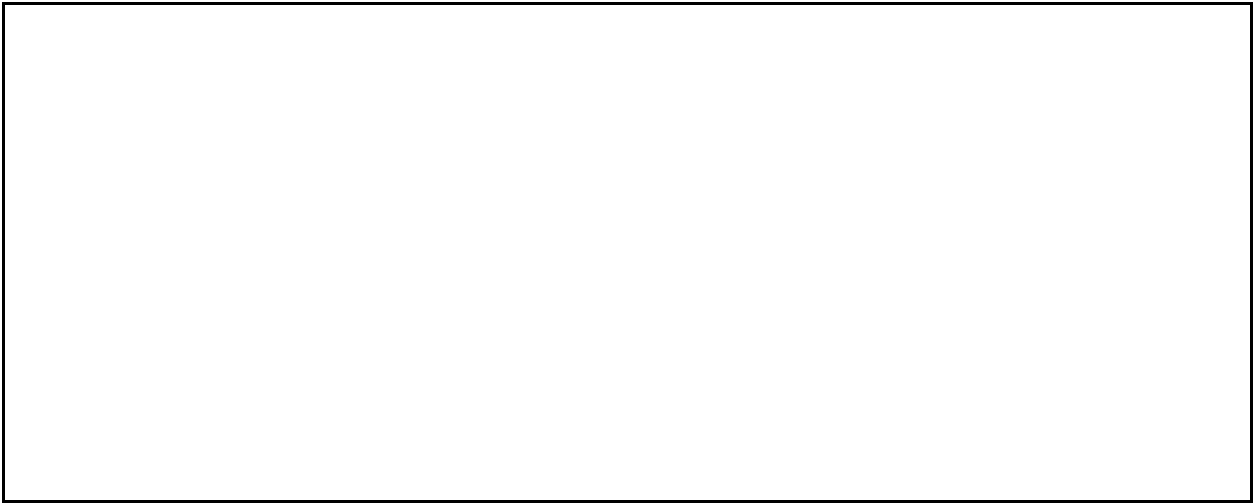
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	[point to yourself], and the word “recount” means to retell. In both books, the characters retell stories about themselves. <i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal recounts are also meant to entertain, or be interesting to, readers.</i> <i>Think, Pair, Share: What part of Come On, Rain! is most entertaining to you?</i> During the Share, walk through the illustrations as needed to review the events of the book. Harvest several children’s ideas and refer back to the specific pages children mention.
Individual Construction 5 minutes	<i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better. For today you will start by telling your partner a personal recount.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, 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 personal recount, and the second partner will ask a question. Then the second partner will tell their personal recount, and the first partner will ask a question.</i> As the children tell personal recounts to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Simple Sentence section of the Personal Recount anchor chart and Stories Sentences chart to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling telling a personal recount; ● restating what the speaker has said, to check for understanding;

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	• asking questions to prompt the speaker to add more detail; • modeling asking <i>wh</i>- questions.
Closing 1 minute	<i>Today we started learning about personal recounts, which are written to document a sequence of events and to entertain. Tomorrow we will begin writing personal recounts.</i> Note: Leave the Personal Recount anchor chart posted to refer and add to throughout the unit.
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ELD-SI.K-3.Narrate. Share ideas about one’s own and others’ lived experiences and previous learning.
Ongoing assessment	Listen for and make note of how children discuss the text. What do they notice about the text? What do children already know about the purpose of personal recount? Listen for and make note of how children tell personal recounts. Do they tell the story in the first person? Do they use the past tense? Do they introduce the story? Do they retell events in order? How do they conclude the story? Listen for and make note of the questions children ask each other. Do they know how to ask questions? Do they ask authentic questions, to gain more information?

Notes



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