

WEEK 2 Day 3

Writing Personal Recount

Modeling, Individual Construction, and Joint Construction

Content Objective	I can plan for and write a personal recount. (W.3.2, W.2)
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	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 sequence of events: the events in a personal recount, in order
Materials and Preparation	● Personal Recount Word Bank images, cut apart ● chart paper, 2 pieces At the top of the one piece of chart paper, write Personal Recount Topics. On the second piece, prepare the following Personal Recount Word Bank. Personal Recount Word Bank

	Adverbs (time) <table> <tr> <td>yesterday</td> <td>last night</td> <td>when I was a baby</td> </tr> <tr> <td>a long time ago</td> <td>over the weekend</td> <td>this morning</td> </tr> </table> Nouns <table> <tr> <td>family</td> <td>mom</td> <td>dad</td> </tr> <tr> <td>sister</td> <td>brother</td> <td>baby</td> </tr> <tr> <td>grandma</td> <td>grandpa</td> <td>teacher</td> </tr> <tr> <td>friend</td> <td>pet</td> <td></td> </tr> </table> Pronouns <table> <tr> <td>I</td> <td>we</td> <td>they</td> <td>it</td> </tr> </table> Action Verbs (past tense) <table> <tr> <td>saw</td> <td>walked</td> <td>drove</td> </tr> <tr> <td>ate</td> <td>cooked</td> <td>played</td> </tr> <tr> <td>made</td> <td>read</td> <td>built</td> </tr> <tr> <td>helped</td> <td>took care of</td> <td>cleaned</td> </tr> </table> Adverbs (place) <table> <tr> <td>at the restaurant</td> <td>in the store</td> <td>at home</td> </tr> <tr> <td>at the grocery store</td> <td>in the doctor's office</td> <td>at the zoo</td> </tr> <tr> <td>in the pool</td> <td>at the park</td> <td>at the beach</td> </tr> <tr> <td>at school</td> <td>on the street</td> <td>at the playground</td> </tr> <tr> <td>in the backyard</td> <td>at the movies</td> <td></td> </tr> </table> Saying Verbs (past tense) <table> <tr> <td>said</td> <td>whispered</td> <td>yelled</td> </tr> <tr> <td>called</td> <td>asked</td> <td>explained</td> </tr> </table> Sensing Verbs (past tense) <table> <tr> <td>loved</td> <td>enjoyed</td> <td>hated</td> </tr> <tr> <td>excited</td> <td>worried</td> <td>felt</td> </tr> </table> ● Personal Recount planner, one copy for each child and one teacher copy ● children's writing notebooks and folders, plus a teacher's writing notebook, for modeling ● writing tools ● Personal Recount Observation Tool, one copy for each child ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Stories Sentences chart and table copies ○ Wh- Questions visual	yesterday	last night	when I was a baby	a long time ago	over the weekend	this morning	family	mom	dad	sister	brother	baby	grandma	grandpa	teacher	friend	pet		I	we	they	it	saw	walked	drove	ate	cooked	played	made	read	built	helped	took care of	cleaned	at the restaurant	in the store	at home	at the grocery store	in the doctor's office	at the zoo	in the pool	at the park	at the beach	at school	on the street	at the playground	in the backyard	at the movies		said	whispered	yelled	called	asked	explained	loved	enjoyed	hated	excited	worried	felt
yesterday	last night	when I was a baby																																																												
a long time ago	over the weekend	this morning																																																												
family	mom	dad																																																												
sister	brother	baby																																																												
grandma	grandpa	teacher																																																												
friend	pet																																																													
I	we	they	it																																																											
saw	walked	drove																																																												
ate	cooked	played																																																												
made	read	built																																																												
helped	took care of	cleaned																																																												
at the restaurant	in the store	at home																																																												
at the grocery store	in the doctor's office	at the zoo																																																												
in the pool	at the park	at the beach																																																												
at school	on the street	at the playground																																																												
in the backyard	at the movies																																																													
said	whispered	yelled																																																												
called	asked	explained																																																												
loved	enjoyed	hated																																																												
excited	worried	felt																																																												
Opening 2 minutes	<i>Yesterday we started learning about personal recount, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts and create a Personal Recount Topics chart together.</i> Introduce the Personal Recount Word Bank. <i>Here are words we might use when writing personal recounts. It includes the pronoun "I," as well as other nouns, along with action verbs. There are also adverbs here that describe when and where. You can use this Personal Recount Word Bank to help in your writing. Also, you can add to the Word Bank if you think of more words that might help write personal recounts.</i>																																																													

Writing U1 W2 D3

Modeling 8 minutes	Modeled Writing Step 1: Set the stage: <i>Before you start writing, I am going to tell you a personal recount.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of an idea, referring to the Personal Recount Word Bank to model this scaffold. Step 3: Model: Point to Step 2. Tell your own personal recount. ● Begin with an orientation that includes information about when the story happened, who the story is about, an introduction to what happened, and where it happened. ● Then tell a short sequence of events. ● If an event happens in the morning or evening, model using time with a.m. or p.m ● Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. For example, <i>Last night around 7 p.m. I went to feed my cats, and there was no more food! I thought of places where extra food could be hiding. I checked in two closets, but I couldn't find any. I went to the store nearby, and at first I didn't see the food that they like. I was worried! But then I asked for help and found their food. I went home and fed them, and they were very happy.</i> Point to Step 3. Show the Personal Recount Planner. <i>For today, we are going to begin writing by sketching our personal recount on this planner. That way we can remember all of our ideas.</i> Model sketching each part on the planner. Step 4: Reread the finished text: Review your personal recount.
Individual Construction 11 minutes	Distribute Personal Recount Planners. <i>Today you can write the personal recount you told yesterday, or you can tell and write a new one. Remember, you can use this Personal Recount Word Bank to help you think of ideas. Choose which you will do, and then tell your personal recount to your partner, pointing to the boxes on the planner as you do.</i>

Writing U1 W2 D3

	Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think of your personal recount. 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 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; ● supporting children to use the planner to tell their personal recount; ● referring to the Simple Sentence section of the Personal Recount anchor chart and Stories Sentences chart to provide a sentence frame ; ● referring to the Personal Recount Word Bank to support children in generating ideas and using vocabulary; ● modeling telling a personal recount; ● 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>Your first job is to sketch your plan. If you finish early, you can begin writing your personal recount in your notebook.</i> Send the children with planners and writing notebooks. As children write, circulate or pull small groups to support them. Support could include: ● asking children to retell their personal recounts in order to sketch their plans; ● supporting them with sketching each part of their personal recount on the planner; ● referring to the Personal Recount anchor chart and Stories Sentence chart and table copies to provide a sentence frame; ● referring to the Personal Recount Word Bank to support children in generating ideas and using vocabulary;
--	--

Writing U1 W2 D3

	- referring to the Independent Writing Routine table copy to remind children of the routine for writing; - for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their story. Support for encoding could include: - referring to Foundations resources to review known spelling patterns; - 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.
Joint Construction 8 minutes	Interactive Writing Step 1: Set the stage: <i>You have already started writing personal recounts on a variety of topics. Let's make a Personal Recount Topics chart to keep track of our ideas. What topics might we write about?</i> Step 2: Brainstorm: As children think, refer to the Personal Recount Word Bank for support in generating ideas. Harvest several children's ideas. Step 3: Orally compose: As a class, choose the first idea to record. Step 4: Prepare to write: Together, orally repeat the chosen word (e.g., summer) or phrase (e.g. went to the beach). Step 5: Share the pen: - Invite a child up to write the word or phrase. - Together, reread and check for spelling. Repeat Steps 2-5 to record other topics. Step 6: Discuss what we wrote: Reread the jointly constructed text. <i>We will keep adding ideas to our chart as we write.</i>
Closing 1 minute	<i>Tomorrow we will look more closely at the parts of Come On, Rain! and we will continue to write personal recounts.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic

Writing U1 W2 D3

WIDA	with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. ELD-SI.K-3.Narrate. Share ideas about one’s own and others’ lived experiences and previous learning.
Ongoing assessment	As children write, circulate and 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 the stages of personal recount (orientation, sequence of events, conclusion) and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.