



WEEK 2 Day 4

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

Content Objective	I can write the orientation of a personal recount. (W.3.2, W.2)
Language Objective	I can write an orientation that describes when my story happened, who was in it, what we did, and where it happened. I can use the Expanded Sentence frame for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	action verb: verb that expresses action adverb: a word or phrase used to describe a verb noun: a word that names a person, place, thing, or idea orientation: in a personal recount, the text that introduces the story personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain pronoun: a word that can take the place of a noun stages: the parts of a piece of writing
Materials and Preparation	• <i>Come On, Rain!</i>, Karen Hess • Personal Recount anchor chart images: orientation and Expanded Sentence, cut apart • Personal Recount anchor chart Add the Orientation section to the chart, as follows. Personal Recount

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Purpose



to document a
sequence of
events;
to entertain



Simple Sentence

Subject	Predicate
Who? ●	Did What? 123
noun / pronoun	action verb (past tense)
_____	_____.

Stages

orientation

When? 123	Who? ●	Did What? 123	Where? 123
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Expanded Sentence

Subject		Predicate	
When? 123	Who? ●	Did What? 123	Where? 123
adverb	noun / pronoun	action verb (past tense)	adverb
_____	_____	_____	_____.

- Personal Recount Planner, for joint construction
- chart paper, for joint construction
- children's writing notebooks and folders
- Simple and Expanded Sentence (Personal Recount) table copy, one copy for each group of children
- writing tools
- Personal Recount Observation Tools

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	- charts and visual scaffolds: - Encoding Prompting Guide table copies - Independent Writing Routine chart and table copies - Personal Recount Topics chart - Personal Recount Word Bank - Wh- Questions visual
Opening 1 minute	Refer to the Personal Recount anchor chart. <i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the stages, or parts, of personal recounts, using Come On, Rain! as an example.</i>
Deconstruction 8 minutes pages 1-2	<i>The beginning of a personal recount is called an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>when</u> the story happened, <u>who</u> it was about, an introduction to <u>what</u> they did, and <u>where</u> it happened.</i> Point to the Orientation section of the chart. Read the first two pages of the book. Ask children when the story took place. Note that the author does not explicitly name a date or time of day and year, but uses phrases, such as “endless heat” and “parched plants” to indicate that it is summer. Use interactive writing to fill in this portion of the chart. Ask children who the story was about and use interactive writing to fill in that portion of the chart [Mamma and Tessie; Note that the author does not give Tessie’s name until the next page, because she is the storyteller]. Tell the children that the orientation also includes an introduction to what happened, without telling all of the events in the story. The What introduced in <i>Come On, Rain!</i> is that Tessie and Mamma are wishing for rain. Use interactive writing to fill in this portion of the chart. Repeat the process to fill in where the story took place [at their home; in the city; New York City].
Joint Construction 12 minutes	Interactive Writing Step 1: Set the stage: <i>We are going to write a personal recount together as a class. We have been in first grade together for a few weeks now. Let’s think</i>

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	<i>about an experience we had together as a class that we can write about together. Try to think of something that might be interesting for someone else to read about. Think, Pair, Share.</i> Step 2: Brainstorm: Have several children share their ideas. Choose one shared experience to write about. Step 3: Orally compose: <i>Can someone retell _____ [the class's experience]? What happened?</i> Step 4: Prepare to write: <i>Like yesterday, we are going to begin writing by sketching our personal recount on the Personal Recount Planner. That way we can remember all of our ideas and go back and add to our writing on other days.</i> Together, retell the personal recount pointing to each section of the planner as the event is told. Step 5: Share the pen: Invite children to the front to do a quick sketch of each part. Step 6: Discuss what we wrote: Together retell the personal recount using the sketches. Interactive Writing Step 1: Set the stage: <i>Now let's write the orientation together.</i> Step 2: Brainstorm: Refer to the Expanded Sentence section of the Personal Recount anchor chart. <i>Let's think about how we will begin our personal recount. Remember, our sentence should include all of these parts: <u>when</u> it happened, <u>who</u> was in the story, <u>what</u> happened, and <u>where</u> it happened. Tell your idea to your partner.</i> Harvest several children's ideas. Step 3: Orally compose: As a class, choose which sentence fits best and orally make any necessary adjustments. Step 4: Prepare to write:
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	As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: On the chart paper, write the orientation. ● Invite one child up to write the sentence. ● Together, do a CUPS check. Step 6: Discuss what we wrote: Reread the sentence.
Individual Construction 8 minutes	Distribute children’s writing notebooks. <i>Now it’s your turn to add an orientation to the personal recount you began last time.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Think about how you will introduce your story to your classmates. <u>When</u> did your story happen? <u>Who</u> was in your story? <u>What</u> did you do? <u>Where</u> did it happen? When you are ready to say your orientation to 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 orientation, and the second partner will ask a question. Then the second partner will tell their orientation, and the first partner will ask a question.</i> As the children tell orientations to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Orientation and Expanded Sentence sections 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; ● modeling telling an orientation; ● 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 notebooks and Simple and Expanded Sentence table

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	copies. As they write, circulate or pull small groups to support them. Support could include: • inviting children to retell their orientations; • referring to the Expanded Sentence (Personal Recount) 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; • 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.
Closing 1 minute	<i>Today we learned that personal recounts begin with orientations. Next we will learn about another stage, or part, of personal recounts.</i>
Standards WIDA	W.3.2 Use a combination of drawing and writing to communicate a topic 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-LA.2-3.Narrate.Expressive. Construct language arts narratives that orient audience to context through pictures, descriptive title, opening statements (It was a dark and stormy night; “What?!” exclaimed Mom) to capture the reader’s interest. [DISCOURSE] [WORD/PHRASE]
Ongoing assessment	Listen for and make note of children’s understanding of orientation. Which parts of the orientation can children easily identify in the text? Which parts are difficult to identify? 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 all parts of the orientation and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

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Notes

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