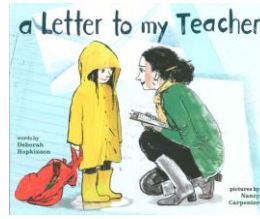


Unit 1: How We Learn in Our School Communities



WEEK 3 Day 3

Writing Personal Recount

Deconstruction, Joint, and Individual Construction: Conclusion

Content Objective	I can write the conclusion of a personal recount. (W.3.2, W.2)
Language Objective	I can write a declarative sentence that provides closure for my personal recount. I can use the Conclusion section of the Personal Recount anchor chart for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	adjective: a word or phrase used to describe a noun or pronoun conclusion: the end noun: a word that names a person, place, thing, or idea 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 verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Personal Recount anchor chart images: conclusion and Conclusion Sentences ● chart paper Prepare the third Personal Recount anchor chart, as follows.

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Personal Recount

conclusion:

final event,
feeling, or
telling why the experience was
important



Final Event

Subject		Predicate	
When? 🕒	Who? 👤	Did What? 📝	Where? 📍
adverb	noun / pronoun	action verb (past tense)	adverb
_____	_____	_____	_____.

Feeling

Subject	Predicate	
Who? 👤		What were they like?
noun / pronoun	action verb / relating verb (past tense)	adjective
_____	<u>felt / was</u>	_____.

Telling why the experience was important

- *Come On, Rain!*, Karen Hesse
- *A Letter to My Teacher*, Deborah Hopkinson
- jointly constructed personal recount and Personal Recount planner

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	● children’s writing notebooks and folders ● writing tools ● Personal Recount Observation Tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Personal Recount Word Bank ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	Refer to the Personal Recount anchor charts. <i>We have been learning a lot about personal recounts! We know that they begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage, or part, of personal recounts.</i>
Deconstruction 8 minutes <i>Come On, Rain!</i> pages 25-26	Show page 25 of <i>Come On, Rain!</i> <i>Personal recounts end with conclusions. Sometimes writers end their personal recounts with one final event; sometimes they talk about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Come On, Rain! As I read, think about which kind of conclusion Karen Hesse chooses.</i> Read the last page. Harvest children’s ideas. <i>Karen Hesse concludes her story with a feeling.</i> On the chart, circle “feeling.” <i>She uses Tessie’s words and a description of Tessie and Mamma walking home to give the feeling of happiness and calmness. Let’s write some of those feeling words together.</i> Use interactive writing to record words like “happy” and “calm” next to the conclusion image.
<i>A Letter to My Teacher</i> pages 28-30	Show page 28 of <i>A Letter to My Teacher</i> . <i>Now let’s read the conclusion in A Letter to My Teacher. As I read, think about what type of conclusion Deborah Hopkinson chooses: a final event, talking about why the experience was important, or a feeling.</i> Read the last pages. Harvest children’s ideas. <i>Deborah Hopkinson concludes her story by reflecting on why the</i>

	<i>experience was important. The narrator is writing a letter as an adult telling her teacher that her experiences in second grade made her want to become a teacher, too.</i> On the chart, under Telling why the experience was important, use interactive writing to write a sentence such as “The student became a teacher.”
Joint Construction 10 minutes	<i>Writers use different types of sentences for different conclusions. If you write a final event, you can use the same sentence structure we have been using to write the other events.</i> Refer to the Final Event section of the chart. <i>If you are concluding with a feeling, you will write a sentence that begins with a noun or pronoun, followed by the verb “felt” or “was,” with an adjective at the end to describe how the person was feeling. For example, “I was happy.”</i> <i>Turn and talk to your partner. Say a sentence using this structure.</i> After children tell partners, harvest several ideas. Interactive Writing Step 1: Set the stage: <i>The last option is telling why the experience was important. There are many different ways we could write this type of conclusion! We wrote one example from A Letter to My Teacher. Let’s write a few more examples together.</i> Step 2: Brainstorm: <i>Think about your own personal recount, our class personal recount, or a book we’ve read. What sentence could we write to say why that experience was important? Tell your idea to your partner.</i> Harvest several children’s ideas. Step 3: Orally compose: As a class, choose one sentence to write first and orally make any necessary adjustments. Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: ● Invite one child up to write the sentence.

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	● Together, do a CUPS check. Step 6: Discuss what we wrote: Reread the sentence. Repeat the process to record several more examples.
Individual Construction 10 minutes	Distribute children’s writing notebooks. <i>Now it’s your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about which type of conclusion makes sense.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Use the chart to think of a sentence for your conclusion. When you are ready to say your sentence 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 sentence, and the second partner will ask a question. Then the second partner will tell their sentence, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Conclusion section 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; ● offering different options for conclusions; ● modeling telling a conclusion; ● referring children back to their personal recounts to remember their stories; ● 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. When children finish telling their conclusions, send them with writing notebooks and Conclusion Sentences table copies. As children write, pull

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	small groups to support them. Support could include: • inviting children to retell their conclusions; • referring to the Conclusion Sentences 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; • offering different options for conclusions; • referring children back to their personal recounts to remember their stories; • 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 about the conclusions of personal recounts.</i> <i>Tomorrow you will continue writing.</i>
Standards	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.
WIDA	ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through declarative statements to provide closure (The End, It was over for good.). [DISCOURSE] [SENTENCE]
Ongoing assessment	Reflect on the whole group discussion. Which type of conclusion do children identify for <i>Come On, Rain!?</i> For <i>A Letter to My Teacher</i>? Which adjectives do they name to describe the feelings? As children write, 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 a conclusion and the Means of Expression

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	used to show it. Take notes on the Personal Recount Observation Tool.
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Notes