

**Unit 1: How We Learn in Our School
Communities**



WEEK 3 Day 4

Writing Personal Recount

Deconstruction and Individual Construction: Title

Planning Personal Recounts

Content Objective	I can plan for a personal recount that includes an orientation, sequence of events, and conclusion. (W.3.2, W.2)
Language Objective	I can write an informative and enticing word or phrase as a title for my personal recount using words or a phrase. I can use the Personal Recount Word Bank for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	conclusion: the end enticing: drawing the reader in; making the reader want to know more informative: providing useful information major events: the most important events orientation: in a personal recount, the text that introduces the story phrase: a group of words sequence of events: the events in a personal recount, in order title: the name of a piece of writing
Materials and Preparation	• <i>A Letter to My Teacher, Come On, Rain!, Rainbow Joe and Me, The Upside Down Boy</i> • writing tools • children's writing notebooks and folders • whiteboard - On the whiteboard, write - Does the title match what the story is about? - Is it interesting? • Personal Recount Observation Tools • Personal Recount Planner, one copy for each child • charts and visual scaffolds: ○ Encoding Prompting Guide table copies

Writing U1 W3 D4

	○ 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	<i>Today you will write a title for your personal recount and plan for the next personal recount you will write.</i>
Deconstruction 5 minutes	<i>Before you write your own title, let's look at the titles of different personal recounts.</i> Show <i>The Upside Down Boy</i> and <i>Rainbow Joe and Me</i>. <i>These books are other examples of personal recounts.</i> Read the title of each of the personal recount mentor texts. <i>The titles of personal recounts are both informative—telling the reader what the recount is about—and enticing—drawing the reader in. You'll also notice that the titles are not full sentences; they provide this information in a short phrase. What do you notice about the words the writers used in their titles? Turn and talk to a partner.</i> Harvest ideas from the children. Some possibilities include: ● <i>A Letter to My Teacher</i> and <i>Rainbow Joe and Me</i> both use the words “me” or “my,” indicating that the story is a personal one. ● <i>Rainbow Joe and Me</i>, <i>A Letter to My Teacher</i>, and <i>The Upside Down Boy</i> provide a preview of the characters in the story. ● <i>Come On, Rain!</i> previews the problem in the story. It includes an exclamation point, which shows how badly they want the rain to come.
Individual Construction 8 minutes	Distribute children's writing notebooks. <i>Review your personal recount. What is it about?</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>What would be a good title for your personal recount? When you are ready to share title ideas, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2.

Writing U1 W3 D4

	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 title, and the second partner will ask themselves the questions on the board and respond. Then the second partner will tell their title, and the first partner will respond.</i> As the children tell titles to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the questions on the board to guide the conversation; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● offering different options for titles; ● 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. <i>When you and your partner have decided on your titles, you will write them in your notebooks, on the same page as the orientation of your personal recount.</i> Send the children with writing notebooks. As they write, circulate to support them. Support could include: ● inviting children to retell their titles; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● offering different options for titles; ● 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.
--	---

Individual Construction 10 minutes	<i>Tomorrow you will begin writing a new personal recount about an experience you've had in school.</i> Show the Personal Recount Planner. <i>Just like you did before, you will use this planner before writing. This one looks a little different and has extra spaces in the Sequence of Events section. For today, you will just plan the major events, in the bold boxes.</i> <i>Think about an experience you've had in school. It could be from this year or another year.</i> Distribute children's writing folders and Personal Recount planners. Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think about what you will write. When you are telling your personal recount to your partner, point to each section of your planner. 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; ● referring to the Personal Recount Topics chart, Word Bank, and anchor charts to support children in generating ideas and using vocabulary; ● referring to the Personal Recount anchor charts to provide a sentence frame; ● guiding children to point to the appropriate sections of their planners as they share; ● 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 planners and folders. As they work, circulate to support them. Support could include:
--	---

Writing U1 W3 D4

	● reminding children of the stages of personal recount; ● asking children to retell their personal recounts in order to write their plans; ● referring to the Personal Recount Topics chart, Word Bank, and anchor charts 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. 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.
Closing 6 minutes	Bring children’s attention to the whole group. <i>You have a lot of great plans for your next personal recounts! As you write, you will want to use verbs related to the topic of experiences in school. You may have written some in your planner. What action, saying, and sensing verbs could we add to our chart?</i> Invite children to share verbs and to record them on the Verbs section of the Personal Recount anchor chart. Support them to write verbs in the past tense. <i>We thought of a lot of great verbs! As we continue to think about experiences at school, we might find more verbs to add to our chart!</i> <i>Tomorrow you will use your plans to begin writing the personal recounts you will publish.</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	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on the following questions: Do the titles match the recounts; are they informative? Are the titles interesting?

Writing U1 W3 D4

	After the lesson, review children’s planners. Did they plan for a personal recount about an experience in school? Did they plan for all stages?
--	---

Notes