



WEEK 3 Day 5

Writing Personal Recount

Individual Construction: Orientation

Deconstruction and Individual Construction: Development of Events

Content Objective	With my partner, I can identify the sub-events in a personal recount. (W.3.2)
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	develop: to add more; to elaborate; to stretch out document: to record, sometimes by writing entertain: to interest someone genre: a type of writing major events: the most important events orientation: in a personal recount, the text that introduces the story purpose: the reason for doing or creating something sub-events: the smaller events and details that tell more about the major events
Materials and Preparation	• writing paper • children's writing folders • Personal Recount Observation Tools • writing tools • Development of Events slides Make a copy of the slides to edit together as a class. • Development of Events, Packets A-I, one copy for each pair of children If there are more than nine pairs of children, have more than one pair work on the longer passages (Packets D, E, and F). • <i>A Letter to My Teacher</i>, Deborah Hopkinson, multiple copies for

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	children's reference - 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	<i>Yesterday you planned for a new personal recount you will write. Today you will write the orientation, and we will learn about and plan for the sequence of events.</i>
Individual Construction 8 minutes	Distribute children's writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Review your planner and think about what you will write for your orientation. Make sure you include all parts. 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 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, Word Bank, and anchor charts to support children in generating ideas and using vocabulary; - 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 folders and paper. As children write, pull small groups

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	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, Word Bank, and anchor chart 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.
Deconstruction 15 minutes	<i>When we started learning about personal recount, we learned that the purpose of the genre is to document a sequence of events and to entertain.</i> Introduce Development of Events Packet A. <i>This is a tool that we will use to understand how Deborah Hopkinson develops—or adds more to—the events. There is a packet for each major event in the story. You’ll see the title of the book here [point to it on a sheet], and the major event here. This part of the sheet says Sub-Events. That means the other events and details the author includes to tell more about what happened and to make the story entertaining.</i>
slide 1	<i>As a class we are going to look at the first major event, which is “I marched to school on the first day.”</i>
slide 2	Read the page. Have children Think, Pair, Share to discuss what other details the author includes.
slide 3	Harvest ideas from the children and fill in sub-events on the slide. For example, • I marched through every puddle. • I wore a bright yellow coat and a dark, stormy frown.
	<i>Now you will work in pairs to do the same thing for other major</i>

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	<i>events from A Letter to My Teacher. Each pair will work on a different major event.</i> <i>You and your partner will read the major event on your sheet and then reread the pages of the book where the event happened. As you read, find the other events Deborah Hopkinson includes to develop the main event. Write these in the Sub-Events section of your sheet.</i> As children work, circulate to support them. Support could include: ● referring to the class-completed sheet to review sub-events; ● assisting with reading the pages or encoding responses.
Individual Construction 5 minutes	Show the Personal Recount Planner. <i>Yesterday you planned for your personal recounts, and we left one part blank. You wrote the major events here, in these boxes. The spaces below each major event are for the sub-events. Just like we learned from A Letter to My Teacher, you can include sub-events to add more detail to your personal recount and to make it more interesting. Today you will add sub-events to your planner.</i> Distribute children’s writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Review your planner. Choose one major event that you would like to develop more. Then think of at least two sub-events you could write. 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 plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell plans to their partners, circulate to support them. Support could include: ● referring to the slides and packets to review sub-events; ● asking children questions such as, What else happened? to prompt for sub-events; ● referring to the Personal Recount Topics chart, Word Bank, and anchor charts to support children in generating ideas and using

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	vocabulary; - referring to the Personal Recount anchor charts to provide a sentence frame; - 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: - asking children questions such as, What else happened? to prompt for sub-events; - 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 1 minute	<i>Today you wrote your orientation and planned for sub-events.</i> <i>Tomorrow you will begin writing your sequence of events.</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. 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 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. Review the children’s Development of Events sheets. What do they include as sub-events? Do they choose a few related events, or do they list everything else on the page with the major event?

Notes

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