

WEEK 4 Day 4

Writing Personal Recount

Individual Construction: Conclusion

Content Objective	I can write the conclusion of a personal recount. (W.3.2, W.2)
Language Objectives	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	conclusion: the end
Materials and Preparation	• writing paper • children’s writing folders • Personal Recount Observation Tools • writing tools • Dialogue slides, as needed • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Paragraph Checklist ○ 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 the conclusion for your personal recount.</i> Refer to the Conclusion section of the Personal Recount anchor chart. <i>Remember, personal recounts can end with a final event, with a feeling, or by telling why an experience was important.</i>
	Distribute children’s writing folders.

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Individual Construction 28 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Reread your personal recount, and then review your planner. Did you plan options for all three types of conclusions, or only one? If you planned all three, which fits the best? When you are ready to tell your conclusion 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 conclusion, and the second partner will ask a question. Then the second partner will tell their conclusion, and the first partner will ask a question.</i> As the children tell conclusions to their partners, circulate to support them. Support could include: ● reviewing children’s planners and writing with them and suggesting next steps; ● 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; ● 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 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
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	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; • referring to and following the Paragraph checklist for writing paragraphs. While checking in with children, take notes on the personal recount observation tool.
Closing 1 minute	<i>You wrote so many personal recounts about experiences in school! Tomorrow you will give and receive feedback to make your writing even better. After that you will revise and publish your work.</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 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	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 used to show it. Take notes on the Personal Recount Observation Tool.

Notes



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