

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 3

Writing Personal Recount

Publishing

Content Objective	I can prepare my personal recount for an audience. (W.3.2, W.2, W.2.2.a, L.2.2.b)
Language Objective	I can orally name what step I need to take to revise my work. I can use a sentence frame to share with my partner as needed. (SL.1.2, ELD-SI.K-3.Narrate)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: to prepare writing for an audience title: the name of a piece of writing
Materials and Preparation	● children’s writing notebooks and folders ● writing and drawing tools ● a variety of paper, copies as needed for publishing ● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials) ● chromebooks, or other digital devices ● digital tools, such as Google Docs and Slides ● teacher whiteboard Write the following prompt on the board. My next step is _____. ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor charts ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual

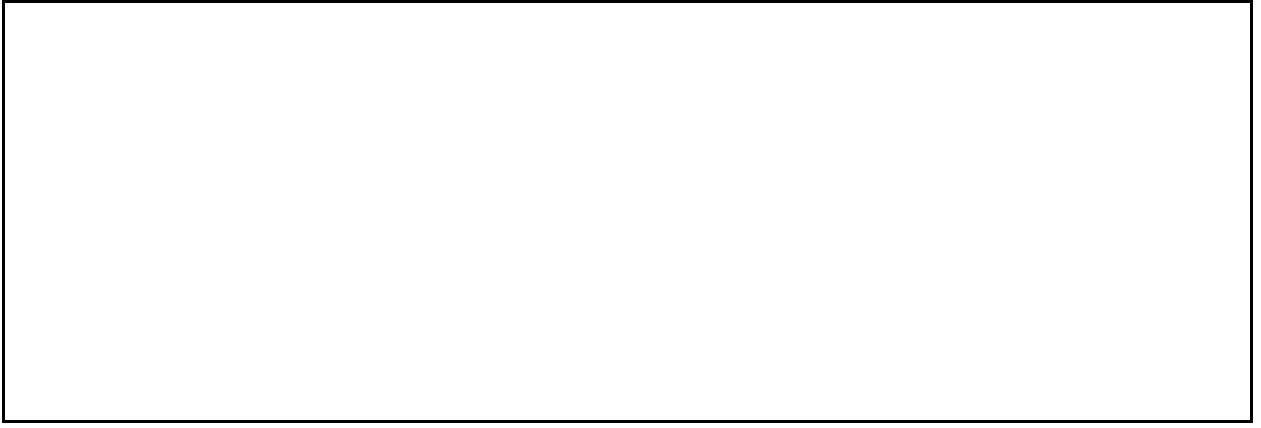
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Opening 5 minutes	<i>Today, you will publish your personal recount. There are a few different ways you can publish your work.</i> <i>The first choice is to create a book for your classmates to read. You will review your revised work and decide if there are any pages you need to copy so that your writing or illustration is clear for the reader. After all of your pages are complete, put them in order. Then add a front and back cover. I will help you attach the pages together.</i> <i>Once your book is assembled, on the front cover, write your title, add your name, and draw an illustration that shows what your personal recount is about. Think of a good title that introduces what your story is about.</i> <i>Another choice is to publish a digital book. You can do this by typing your work into Google Docs and attaching your illustrations to your printed work.</i> <i>The last choice you have is to type your work into Google Slides to turn your story into a presentation.</i>
Individual Construction 24 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Look at your personal recount. What steps do you need to take to publish it? 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. As the children tell their plans to their partners, circulate to support them. Support could include: ● reviewing children’s personal recounts with them; ● suggesting how children publish the revised parts of their work; ● reminding children of the routine for talking to a partner; ● restating what the partner has said, to check for understanding. Send the children with their personal recounts and publishing materials. As children work, circulate to support them. Support could include ● reminding children of their plans for revision and/or publishing;

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	● helping them choose which parts of their page to recopy or cut out and paste on a new page; ● assisting children in putting the pages of their book in order; ● helping them staple or otherwise bind their books; ● assisting children in adding more information to their front covers, like their names as author and illustrator; ● organizing a small group, as needed, to model the use of digital publishing tools.
Closing 1 minute	<i>You have worked so hard on your personal recounts. It will be so exciting to share them with each other!</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. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
WIDA	ELD-SI.K-3.Narrate. Share ideas about one's own and others' lived experiences and previous learning.
Ongoing assessment	Review children's published work for clarity.

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