

WEEK 4 Day 2

Writing Personal Recount

Deconstruction: Purpose

Individual Construction: Writing Personal Recounts

Content Objective	I can write a personal recount. (W.3.K.b)
Language Objectives	I can orally tell a true story from my life that includes who is in the story and what I did. I can use the Simple Sentence (Personal Recount) chart for support as needed. (ELD-SI.K-3.Narrate) I can use words like <i>who</i> and <i>what</i> to ask questions about my partner's story. I can use the Wh- Questions visual for support as needed. (SL.2.K.b, L.1.K.c, ELD-SI.K-3.Narrate)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else genre: a type of writing personal recount: a genre of writing whose purpose is to tell a true story from the writer's life purpose: the reason for doing or creating something record: write down ideas or information
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents). • <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley • Why We Write chart • Why We Write: <i>Bippity Bop Barbershop</i> sheet • drawing and writing books • caddies with pencils, crayons, and colored pencils • date stamp (optional) • charts and visual scaffolds:

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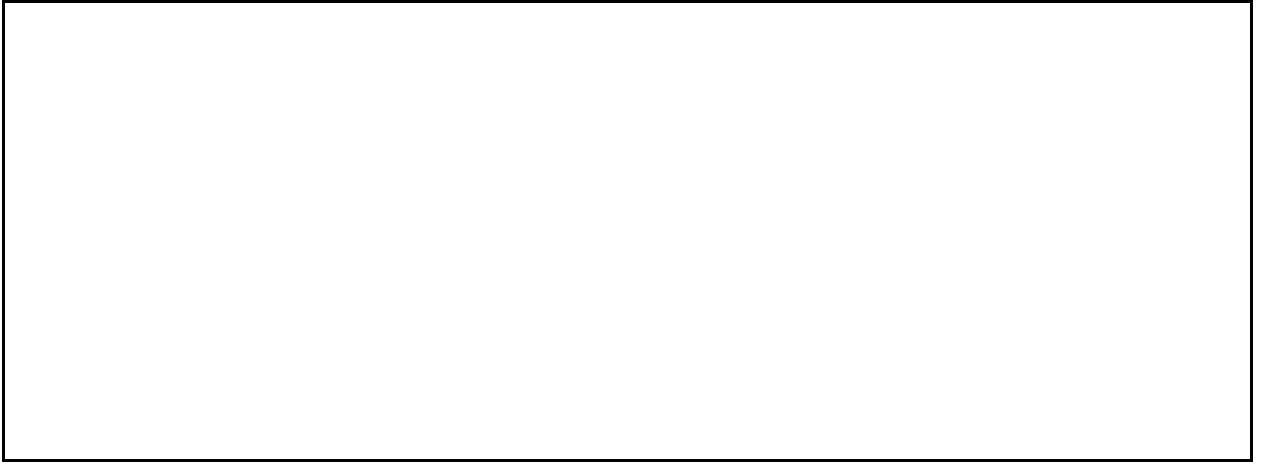
	○ Independent Writing Routine chart and table copies ○ Simple Sentence (Personal Recount) chart ○ Wh- Questions visual
Opening 1 minute	<i>We have learned that writers communicate in different ways, for different purposes. These different purposes and ways of writing are called genres. This year we will learn about many different genres of writing. To learn about these genres, we will read books and other texts to find out how authors write. When we read during Writing time, we will be thinking as readers AND writers.</i>
Deconstruction 10 minutes	<i>One way we have been communicating as writers is by telling and recording our stories. We learned that there are many kinds of stories. Sometimes people tell stories they made up, and sometimes they tell true stories about their lives.</i> <i>We have been reading Bippity Bop Barbershop, by Natasha Anastasia Tarpley during Read Aloud. We are going to read parts of the book today during Writing.</i>
pages 1-2	Reread the first two pages. After reading, ask <i>Who is telling this story?</i> <i>I noticed that in this book, the storyteller is the little boy, Miles, and that he tells his own story. That’s something that writers do; they sometimes tell stories about themselves.</i>
pages 3-end	<i>Let’s quickly look at the illustration and retell what happens in the rest of the story.</i> Do a picture walk of the rest of the book, briefly narrating what happens. <i>I noticed something else about this book! Miles tells one small but important part of his day. He doesn’t tell the story of his whole life, or even his whole day, just one important part. Did you notice that too? What was the important part of his day that he retold?</i> <i>This kind of writing is called personal recount. The word “personal” means something about yourself [point to yourself], and the word “recount” means to tell. Miles told a personal recount when he told the story of going to the barbershop with Daddy.</i>
Individual Construction 16 minutes	<i>Now you will get a chance to tell your partner a personal recount before you write. Think about Miles’s story—how he tells about one important part of his day.</i>

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	Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a moment to think about a true story from your life that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, 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 Simple Sentence (Personal Recount) chart to support children in generating ideas and/or using vocabulary; ● restating what the storyteller has said, to check for understanding; ● asking questions to prompt the storyteller to add more detail; ● modeling asking <i>wh</i>- questions. When they finish telling their personal recounts, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate or pull small groups to support them. Support could include: ● helping children decide what from their personal recount to draw; ● assisting in sketching by asking children about the shapes that make up what they are drawing; ● helping children orient their book to best fit their drawing; ● suggesting parts of the illustration that would be enhanced by colors; ● discussing which tools (crayons or colored pencils) would work best; ● helping children choose colors; ● taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember their personal recounts. Stamp or write the date at the top of the pages.
Closing	<i>We learned that Bippity Bop Barbershop is a personal recount.</i>

5 minutes	Show the Why We Write: <i>Bippity Bop Barbershop</i> sheet. <i>Authors write personal recounts to tell true stories from their lives.</i> <i>Let's add this to our Why We Write chart.</i> Attach the sheet to the chart.
Standards WIDA	W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood. L.1.K.c Understand and use question words (interrogatives) (e.g., who, what, where, when, how). ELD-SI.K-3.Narrate. Share ideas about one's own and others' lived experiences and previous learning. ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	Reflect on the text discussion and children's storytelling and writing. What do they already know about the purpose of personal recount? Do children include both who is in their story and what they did? Do children's partners understand their stories? What types of questions do they ask each other? Do they use <i>wh</i>-words? What can be learned about the children from the stories they tell? How effectively do they represent their ideas with images? How effectively do they use the space on the page?

Notes



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