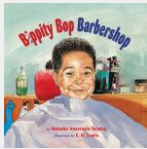


WEEK 4 Day 3

Writing Personal Recount

Modeling and Individual Construction

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	author: the writer of a story, book, or other text 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 sequence of events: the events in a personal recount, in order
Materials and Preparation	• Personal Recount anchor chart images: example and purpose, cut apart • chart paper Prepare the following Personal Recount anchor chart. Personal Recount 

	 Purpose to tell a true story from the writer's life  ● teacher's drawing and writing book ● drawing and writing books ● writing tools in caddies ● Personal Recount Observation Tool, one copy for each child ● charts and visual scaffolds: ○ Independent Writing Routine chart and table copies ○ Simple Sentence (Personal Recount) chart ○ Wh- Questions visual
Opening 5 minutes	<i>We learned that Bippity Bop Barbershop is a personal recount, because Miles tells his own story.</i> Introduce the Personal Recount anchor chart. <i>This chart says "Personal Recount" at the top. Whenever we learn about a new genre of writing, we will make a new chart to keep track of our learning.</i> Point to the cover image. <i>Bippity Bop Barbershop is an example of a personal recount.</i> Point to the Purpose image. <i>The purpose, or reason, an author writes a personal recount is to tell a true story from their life.</i>

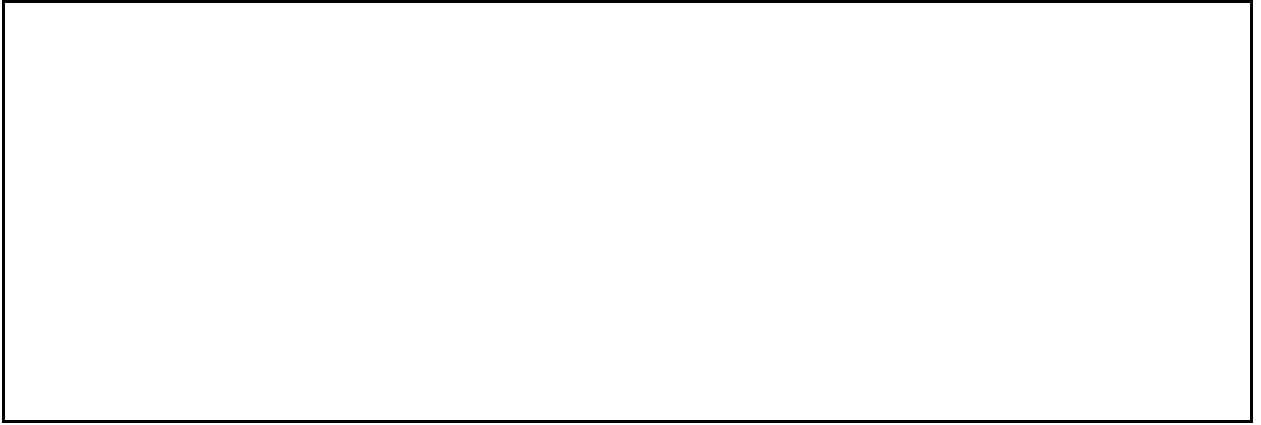
	<i>We will continue to add to this chart as we learn more about personal recount.</i>
Modeling 9 minutes	Modeled Writing Step 1: Set the stage: <i>I am going to tell a personal recount and model how I will draw it, and then you will do the same thing!</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. <i>Hm, I know a personal recount is a true story from my life, but not my whole life, just one experience. So let me think about a story I can tell you.</i> Step 3: Model: Point to Step 2. Model telling your own personal recount. Include who was in the story and what you did. For example, <i>On Sunday afternoon my daughter Lina and I went to the playground.</i> Then tell a short sequence of events. For example, <i>As soon as we got there, she ran over to the slide! When she reached the bottom of the slide, we ran together over to the swings. I pushed her, and then we both went on the swings together, side by side. When we were finished with the swings, I helped her across the monkey bars. I held her legs while she went across.</i> Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. For example, <i>I felt really happy to spend time playing and laughing with my daughter!</i> Point to Step 3. Model planning for drawing one event in your drawing and writing book. For example, <i>I am going to draw the beginning of my story here. For this story, I want to hold my drawing and writing book this way [horizontally]. I will start by drawing the swingset, which has three swings on it.</i> Step 4: Reread the finished text: Review your personal recount.
Individual Construction 15 minutes	<i>Now it's your turn to tell and write a personal recount.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think about something that happened to you</i>

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	<i>that you would like to tell your partner. When you have an idea for your personal recount, 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; ● referring to the Simple Sentence (Personal Recount) chart to support children in generating ideas and/or using vocabulary; ● referring to the Personal Recount anchor chart to remind children about the purpose of the genre; ● taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember their personal recounts. While checking in with children, take notes on the personal recount observation tool. Stamp or write the date at the top of the pages.
Closing 1 minute	<i>Tomorrow we will continue writing personal recounts.</i> Note: Leave the Personal Recount anchor chart posted. You will continue to reference and add to it throughout the unit.

Standards 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). WIDA	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	As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the Who? and Did What? parts of the orientation and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes



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