

WEEK 4 Day 4

Writing Personal Recount

Modeling, Joint Construction, 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	personal recount: a genre of writing whose purpose is to tell a true story from the writer's life
Materials and Preparation	● teacher's drawing and writing book ● chart paper At the top of the paper, write Personal Recount Topics ● Teacher guidance for supporting encoding during writing, from the Writing introductory document, for teacher reference ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools ● charts and visual scaffolds: ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Simple Sentence (Personal Recount) chart ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you told and drew your own personal recounts! Today you will do the same.</i>

Modeling 10 minutes	Modeled Writing Step 1: Set the stage: <i>Before you start writing, I am going to tell you another personal recount and show you more about how I write my personal recount.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of an idea, referring to the Simple Sentence (Personal Recount) chart to model this scaffold. Step 3: Model: Point to Step 2. Tell your own personal recount. (See Day 3 for an example.) ● Begin with an orientation that includes information about when the story happened, who the story is about, an introduction to what happened, and where it happened. ● Then tell a short sequence of events. ● Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. Point to Step 3. Model planning for drawing the orientation in your drawing and writing book. Step 4: Reread the finished text: Review your personal recount.
Joint Construction 8 minutes	Interactive Writing Step 1: Set the stage: <i>Let's think about topics for our personal recounts. What might we write about?</i> Step 2: Brainstorm: As children think, refer to the Personal Recount (Simple Sentence) chart for support in generating ideas. Harvest several children's ideas. Step 3: Orally compose: As a class, choose the first idea to record. Step 4: Prepare to write: Together, orally repeat the chosen word (e.g., summer) or phrase (e.g. went to the beach). Step 5: Share the pen:

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	Follow the Encoding Prompting Guide: ● If recording a phrase, count the words in the phrase and write a line for each one. ● For multisyllabic words, pound the syllables. For example, for the word “summer,” pound two syllables. ● Tap and say the sounds in the syllable. ● Choose the letters for the sounds you hear. Model writing each unfamiliar letter. Invite children to write familiar letters, such as t. Repeat Steps 2-5 to record other topics. Step 6: Discuss what we wrote: Reread the jointly constructed text. <i>We will keep adding ideas to our chart as we write.</i>
Individual Construction 10 minutes	Distribute children’s drawing and writing books. <i>Now it’s your turn to write a personal recount. You might choose to continue working on the personal recount you wrote yesterday, or you might choose to write a new one. Today I wrote a new personal recount. You can look at your drawing and writing book to decide if you would like to continue that work. If you need an idea for a new personal recount, you can use our chart.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think about what you will 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. <i>When you talk to your partner, you can tell your new personal recount, or you can tell your plan for adding to a personal recount you already wrote.</i> Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. As the children tell their plans and 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 partner has said, to check for understanding; ● asking questions to prompt the child to add more detail; ● modeling asking <i>wh</i>- questions.

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	<i>Today when you go to write, you might add more to your personal recount from yesterday, or you might start a brand new personal recount!</i> As children write, circulate or pull small groups to support them. Support could include: • helping children add to previous personal recounts by asking questions about what they did not yet draw; • helping children decide what from their new 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 look more closely at the parts of Bippity Bop Barbershop to learn more about personal recounts.</i>
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.

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Notes

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