

WEEK 5 Day 1

Writing Personal Recount

Joint Construction and Individual Construction

Content Objective	I can write a personal recount that includes all the parts of an orientation. (W.3.K.b)								
Language Objective	I can write a personal recount that describes when my story happened, who was in it, what we did, and where it happened. I can use the Expanded Sentence (Personal Recount) chart for support as needed. (ELD-LA.K.Narrate.Expressive)								
Vocabulary	orientation: in a personal recount, the text that introduces the story personal recount: a genre of writing whose purpose is to tell a true story from the writer’s life								
Materials and Preparation	● piece of chart paper and marker Prepare the following Orientation chart. Orientation: <table><tr><th>When</th><th>Who</th><th>Did What</th><th>Where</th></tr><tr><td colspan="4"></td></tr></table>	When	Who	Did What	Where				
When	Who	Did What	Where						

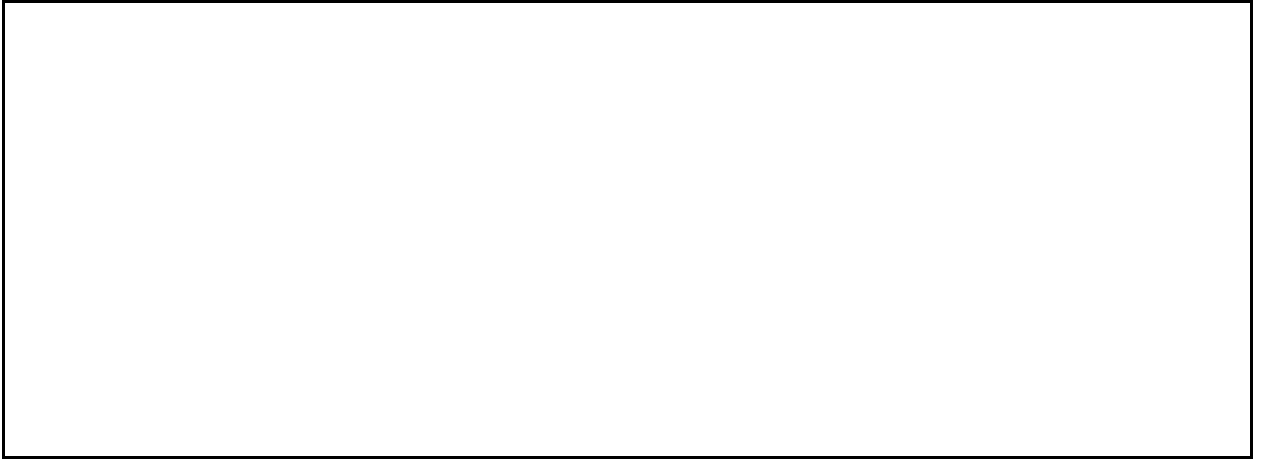
	• Teacher guidance for supporting encoding during writing, from the Writing introductory document, for teacher reference • drawing and writing books • drawing and writing tools in caddies • Personal Recount Observation Tools • charts and visual scaffolds: ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) charts ○ Wh- Questions visual
Opening 1 minute	Refer to the Personal Recount anchor chart. <i>Yesterday we learned that personal recounts begin with an orientation that sets up the reader with information needed to understand the story. The author includes <u>when</u> the story happened, <u>who</u> it was about, an introduction to <u>what</u> they did, and <u>where</u> it happened.</i> <i>Today we will write together and then you will write personal recounts that include all the parts of the orientation.</i>
Joint Construction 15 minutes	Interactive Writing Step 1: Set the stage: <i>Let's think about an experience we have had together in school.</i> Step 2: Brainstorm: Harvest several children's ideas for a shared experience the class has had so far this year (it can be as simple as going to the cafeteria for the first time together). As a class tell the personal recount together. Refer to the Orientation chart. <i>Here is where we will write notes for our class personal recount.</i> <i>Let's think about how we will begin our personal recount. When did our story happen?</i> Step 3: Orally compose: Harvest several children's ideas. As a class, choose the one that fits best.

	Step 4: Prepare to write: As a class, orally repeat the chosen word (e.g., yesterday) or phrase (e.g. on the first day of school). Step 5: Share the pen: 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 “yesterday,” pound three 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 complete the other parts of the orientation (Who, What, and Where). Note that the What portion of the orientation is an introduction to what happened in the story. Step 6: Discuss what we wrote: Reread the jointly constructed text.
Individual Construction 13 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. You can look at your drawing and writing book to decide if you would like to continue that work.</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. 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 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 Expanded Sentence (Personal Recount) chart to support children in generating ideas and/or using vocabulary; ● restating what the partner has said, to check for understanding;

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	• asking questions to prompt the child to add more detail, particularly an aspect of the orientation the child forgot; • modeling asking <i>wh</i>- questions. When they finish telling their plans and personal recounts, send children with their drawing and writing books. 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 Expanded Sentence (Personal Recount) chart to support children in generating ideas and/or using vocabulary; • 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. *While children are writing, on the bottom of the Orientation chart, do a quick sketch to accompany the class personal recount, or invite a child to do the sketch. This will be used in the next lesson.
Closing 1 minute	<i>Today you wrote personal recounts that included all parts of the orientation. Tomorrow we will continue working on our personal recounts.</i>
Standards WIDA	W.3.K.b Use a combination of drawing and writing to communicate a topic. ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that orient audience to story through pictures, words, title, simple statements, or common story expressions to introduce context. [DISCOURSE]
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 all 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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