

WEEK 5 Day 2

Writing Personal Recount

Joint Construction and Individual Construction: Labeling

Content Objectives	I can tell, draw, and label a personal recount. (W.3.K.b) I can label my illustration with sounds I know. (W.3.K.a, L.2.K.c)
Language Objective	I can name the first sound I hear in a word. I can use the Foundations alphabet chart as needed. (ELD-SI.K-3.Narrate)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else personal recount: a genre of writing whose purpose is to tell a true story from the writer's life
Materials and Preparation	- jointly constructed Orientation chart, from the previous lesson - Encoding Prompting Guide table copy, one copy for each group of children - Independent Writing Routine images: Step 4 - Independent Writing Routine chart Add the image and write the words "4. Label my drawing." to the chart. - drawing and writing books - drawing and writing tools in caddies - Personal Recount Observation Tools - charts and visual scaffolds: - Independent Writing Routine table copies - Personal Recount anchor chart - Personal Recount Topics chart - Simple and Expanded Sentence (Personal Recount) charts - Wh- Questions visual
Opening 1 minute	<i>Today we will work on adding more details to our personal recounts.</i>

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Joint Construction 10 minutes	Interactive Writing Step 1: Set the stage: Show the class Orientation chart. <i>Yesterday we took notes about the orientation of our personal recount, and I did a quick sketch of what we said. Later we can add more color and details.</i> <i>There is something else I can add—labels! Labels help me communicate more of my personal recount. We can use sounds and words we already know to label parts of our illustration.</i> Step 2: Brainstorm: <i>What do you see in this sketch that we could label?</i> Step 3: Orally compose: Harvest several children’s ideas. As a class, choose a few parts of the sketch to label. Prioritize words beginning with known sounds. Step 4: Prepare to write: Show the Encoding Prompting Guide. <i>When we write words, we follow these steps.</i> As a class, orally repeat the chosen word. Step 5: Share the pen: Use Initial Phoneme Isolation (from Heggerty) to determine the first sound. Ask children which letter makes that sound. Invite one child to label the object with that letter. Repeat Steps 4 and 5 to label several other parts of the illustration. Step 6: Discuss what we wrote: Reread the labels.
Individual Construction 18 minutes	Refer to the Independent Writing Routine chart. <i>I added a new step to our chart! Step 4 says “Label my drawing.” This is now part of our routine when we write!</i> <i>Now you are going to think about labels you can add to your own personal recounts. Sitting side by side with your partner, you will open your drawing and writing book. Retell your personal recount; then identify parts of your illustration you can label with sounds you know.</i> Distribute drawing and writing books and guide children to sit and share in partners. As the children plan with their partners, circulate to support

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	them. Support could include: - reminding children of what they already wrote in their personal recounts; - referring to Foundations resources to review known letters and sounds; - suggesting parts of their illustrations they might label. When children finish their conversations, send them to label their personal recounts. As they write, circulate or pull small groups to support them. Support could include: - reminding children of what they already wrote in their personal recounts; - encouraging them to label using sounds (and words, if applicable) that they know; - guiding them in Initial Phoneme Isolation to determine initial sounds; - referring to Foundations resources to review known letters and sounds; - suggesting parts of their illustrations they might label. While checking in with children, take notes on the personal recount observation tool.
Closing 1 minute	<i>Today you labeled your personal recounts! Tomorrow you will continue working on personal recounts.</i>
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. W.3.K.a Print many upper- and lowercase letters. L.2.K.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
WIDA	ELD-SI.K-3.Narrate. Connect stories with images and representations to add meaning.
Ongoing assessment	Reflect on children's labeling. To what extent are children able to apply their knowledge of letter-sound correspondence to labeling? Who is not yet labeling? Who is labeling with single sounds? Do they label using beginning, ending, or medial sounds? Who is labeling with words? Are they writing previously-learned high-frequency words, sounding out words, or both?

Notes

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