

WEEK 5 Day 3

Writing Personal Recount
Modeling and Individual Construction

Content Objectives	I can write 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 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><td>When</td><td>Who</td><td>Did What</td><td>Where</td></tr><tr><td colspan="4"></td></tr></table>	When	Who	Did What	Where				
When	Who	Did What	Where						

	● system for keeping track of work shared Choose one child who would like to share a personal recount, who has not yet shared their work. ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ 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 Orientation chart. <i>When we worked on a personal recount together as a class, we wrote notes about our orientation and drew a sketch on a paper like this. Today we are going to listen to _____'s [child's name] personal recount and take notes on this chart.</i>
Modeling 10 minutes	Call the presenter to the front of the meeting area. Guide them to tell their personal recount, using the Expanded Sentence (Personal Recount) chart as needed. <i>Now we are going to chart _____'s personal recount. When did _____'s personal recount happen?</i> Have the presenter call on a classmate to answer. Note that often children do not include when their stories happened. Guide them to include time information, for example “at night,” “the other day,” “when I was little,” etc. Share the pen: Invite the presenter or another child to record the response in the When portion of the chart. If recording a phrase, count the words in the phrase and write a line for each one. Repeat the process with the other sections of the chart. Have the presenter remain in the meeting area to illustrate their personal recount on the bottom of the chart.
	Distribute children’s drawing and writing books.

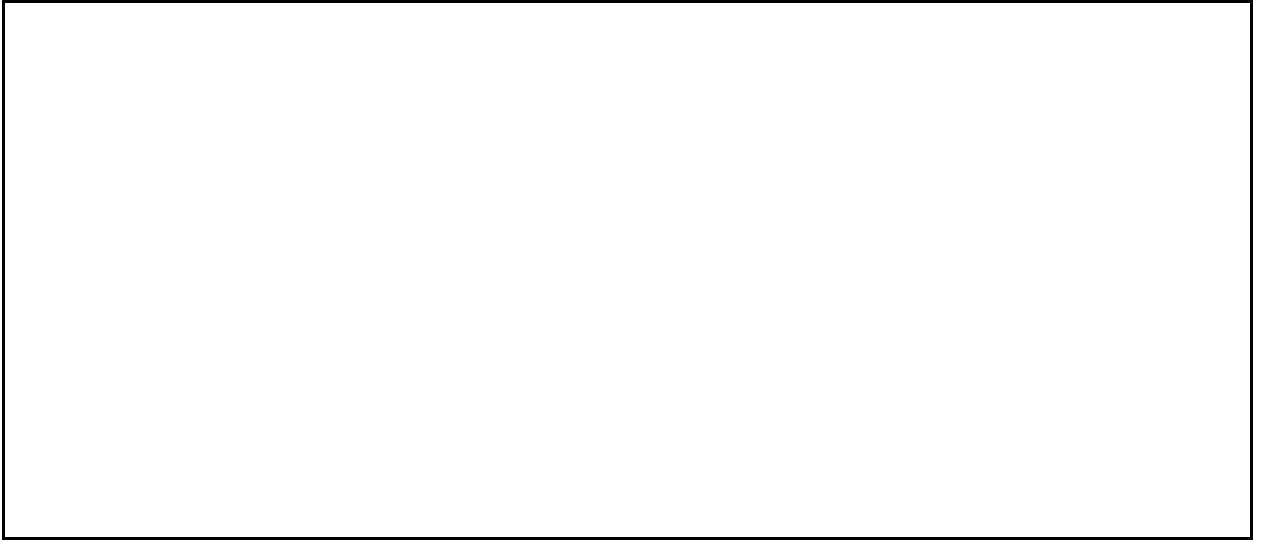
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Individual Construction 14 minutes	<i>Now it's your turn to write a personal recount. You might choose to continue working on a personal recount you already wrote, or you might choose to write a new one. You can look at your drawing and writing book 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; ● 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 for continuing personal recounts could include: ● reminding children of what they already wrote in their personal recounts. Support for new personal recounts 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. Support for labeling could include: ● reminding children of what they already wrote in their personal
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	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 letter names, letter formation (verbal pathway), and sounds; ● suggesting parts of their illustrations they might label. While checking in with children, take notes on the personal recount observation tool.
Closing 5 minutes	Display the presenter's chart and call them to the front to briefly explain what they illustrated and why they chose to illustrate that part of the personal recount. Have the presenter identify what they labeled in their illustrations. If there are no labels, work together as a class to label several parts of the illustration. <i>Tomorrow we will chart someone else's personal recount, and you will all continue to tell, draw, and label your own personal recounts!</i>
Standards WIDA	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). 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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