

WEEK 6 Day 2

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:
Sequence of Events

Content Objective	I can plan for adding a sequence of events to my personal recount. (W.3.K.b)
Language Objective	With my classmates, I can use words like <i>first</i> , <i>then</i> , and <i>after</i> to orally recount the main events of a story in sequence. I can use sentence frames as needed. (R.5.K.a, R.5.K.b, SL.1.K.a, 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 sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing
Materials and Preparation	● marker ● Personal Recount anchor chart images: sequence of events Cut apart the images. ● Personal Recount anchor chart Add the sequence of events heading to the chart, under orientation. ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● tape or glue, for attaching the sequence of events to the chart ● class Orientation chart, from Week 5, Day 1 ● piece of chart paper Prepare the following class Personal Recount Planner. In the Orientation section, prepare a quick sketch that matches the orientation from the class personal recount. Personal Recount Planner

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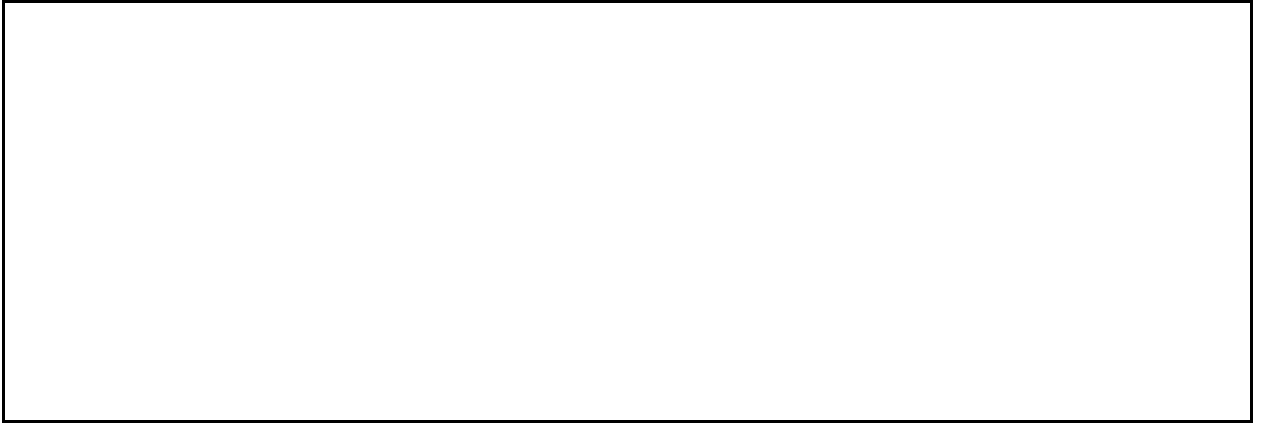
	<table border="1"> <tr> <td colspan="2">Orientation</td></tr> <tr> <td>1</td><td>2</td></tr> <tr> <td colspan="2">Conclusion</td></tr> <tr> <td>Feeling</td><td>Telling why the experience was important</td></tr> </table> • children’s writing folders, including their Orientation papers • Personal Recount planner, one copy for each child • drawing and writing tools in caddies • Personal Recount Observation Tools • teacher whiteboard Write the following prompts on the board. First, ____. Then, ____. Last, ____. • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) charts ○ Wh- Questions visual	Orientation		1	2	Conclusion		Feeling	Telling why the experience was important
Orientation									
1	2								
Conclusion									
Feeling	Telling why the experience was important								
Opening 1 minute	Refer to the Personal Recount anchor chart. <i>We know that Bippity Bop Barbershop is a personal recount. We learned that personal recounts begin with an orientation that introduces the story: when the story happened, who was in the story, what they did, and where it happened. But Bippity Bop Barbershop didn’t end after the first few pages—there was more to the story! Today we are going to look at the next stage, or part, of a personal recount.</i>								
Deconstruction 10 minutes	Refer to the Sequence of Events portion of the chart. <i>After the author introduces the reader to the story through the</i>								

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	<i>orientation, they write the events of the story in order. This is called the sequence of events.</i> Show the <i>Bippity Bop Barbershop</i> sequence of events sheets. <i>In Bippity Bop Barbershop, Miles told a lot of parts of his trip to the barbershop. Here I have pictures and words that show the main events from the story. Let's work together to put them in sequence, or in order, on our chart.</i> Hold up each sheet individually. Show the picture and read the words. With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart.
Joint Construction 8 minutes	Interactive Writing Step 1: Set the stage: Refer to the class Orientation chart. <i>We told this personal recount together as a class, and we included all of the parts of the orientation. But I bet there is more that we could add to our personal recount.</i> Refer to the class Personal Recount Planner. <i>Let's make a plan for our writing here.</i> Point to the orientation section. <i>Here I did a quick sketch of our orientation.</i> <i>Now let's think about what else happened.</i> Step 2: Brainstorm: Give children time to think and then harvest their ideas of what else happened in the class personal recount. Step 3: Orally compose: As a class, choose two events. Step 4: Prepare to write: Together, orally repeat the two events in order, pointing to the corresponding sections of the planning chart while retelling. Step 5: Share the pen: Invite children to the front to do a quick sketch of each event.

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	Step 6: Discuss what we wrote: Point to each section of the planning chart and retell the personal recount. Note that the Conclusion section will be filled out in a future lesson.
Individual Construction 10 minutes	<i>Yesterday you wrote an orientation for your personal recount. Today you are going to make a plan for adding more details by adding the sequence of events! Just like we did together, you will tell and sketch your plan.</i> Distribute children’s writing folders and Personal Recount planners. Point to the Independent Writing Routine chart: Step 1. <i>You might need to look at your work from yesterday to remember your personal recount. Then, when you are talking to your partner, point to each section of your paper. Point the first box to retell your orientation and then point to each of the other boxes to tell more events that happened. 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; ● prompting children to tell more about the experience by asking questions such as <i>What happened after that?</i>; ● guiding children to point to the appropriate sections of their planners as they share; ● modeling asking <i>wh</i>- questions. When children finish telling their plans, send them with their folders and papers to sketch. As children sketch, circulate or pull small groups to support them with recalling and representing each event.
Closing 1 minute	<i>Today we learned about the sequence of events and planned for adding the sequence of events to our personal recounts.</i>



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