

WEEK 6 Day 3

Writing Personal Recount

Joint Construction and Individual Construction:
Sequence of Events

Content Objectives	I can write a personal recount that begins with an orientation and includes a sequence of events. (W.3.K.b) I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)
Language Objective	I can write a personal recount that orients the reader and retells the sequence of events in order. I can use the Personal Recount anchor 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 sequence of events: the events in a personal recount, in order
Materials and Preparation	● class Orientation chart and Personal Recount Planner ● blank sheet of chart paper and marker ● children's writing folders, including their Orientation papers and Personal Recount planners ● sequence of events papers: horizontal and vertical, enough copies for each child to have at least 2 in the direction of their choice ● 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	<i>Yesterday we learned about the sequence of events, and we planned for adding events to our personal recounts. Today we will write the first event of our class personal recount together, and you will each write the first events of your personal recounts.</i>
Joint Construction 10 minutes	Interactive Writing Step 1: Set the stage: Show the sketched plan for the first event in the class personal recount. <i>Let's use our plan to write the first event.</i> Step 2: Brainstorm: <i>Take a moment to think, how can we represent this event? What can we draw?</i> Step 3: Orally compose: Harvest several children's ideas. As a class, decide what to draw, and invite a child to come up to do a quick sketch. Then choose a few parts of the sketch to label. Prioritize words beginning with known sounds. Step 4: Prepare to write: 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	Distribute children's writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Yesterday you planned for the events you will add to your personal recount. Just like we did as a class, point to the sketch that shows your first event. Think about what you will write for that event and get ready to say it to your partner. 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

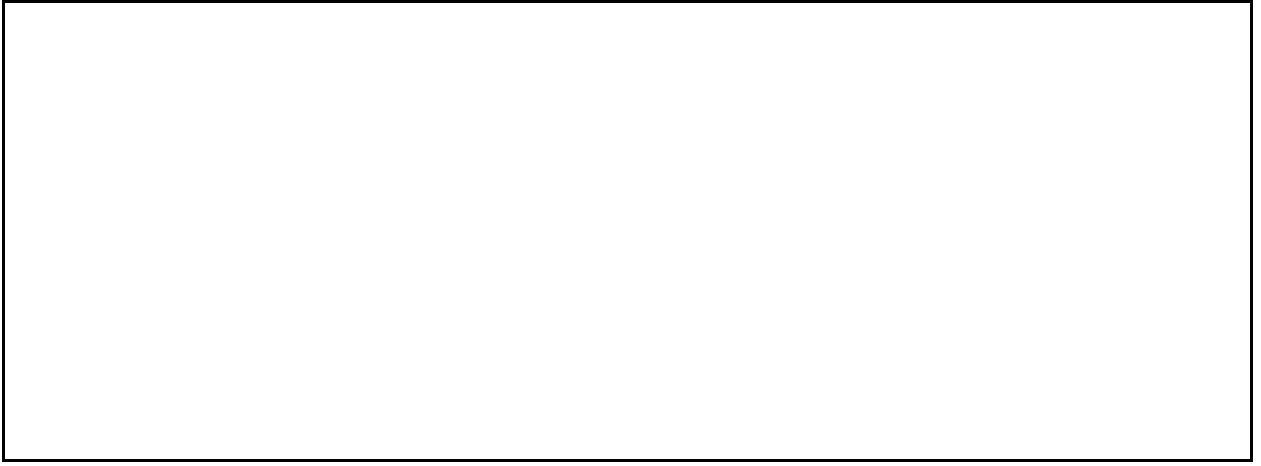
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	choosing who will talk first. As the children tell their first events to their partners, circulate to support them. Support could include: ● reminding children of what they sketched; ● referring children back to their orientations to remember their stories; ● 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; ● guiding children to point to the appropriate section of their planners as they share; ● modeling asking <i>wh</i>- questions. Show the sequence of events papers. <i>Now that you are adding more to your personal recounts, you will be able to make a book! Take a look at your orientation paper. If it is facing this way [show the horizontal sequence of events paper], you will want to choose paper today that faces the same way.</i> Repeat the process showing the vertical paper. <i>Before you start writing, write the number “1” on this line. [Point to the line at the top of the paper after Sequence of Events.] That will remind you that you are writing your first event.</i> Send children with their folders and help them to choose a sequence of events paper. As they write, circulate or pull small groups to support them. Support could include: ● inviting children to retell their first event; ● assisting in sketching by asking children about the shapes that make up what they are 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 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
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	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 we wrote the first events for our personal recounts.</i> <i>Tomorrow we will continue by writing our second events!</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-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] ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that describe story events through verbs to describe character actions (jumped), feelings (was sad), behaviors (eating). [SENTENCE] [WORD/PHRASE]
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 stages of personal recount (orientation and sequence of events) and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes



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