

Unit 1: How We Learn in Our School Communities

WEEK 2 Day 3

Writing Personal Recount

Joint Construction

Individual Construction

Content Objective	I can tell, draw, and write a personal recount. (W.3.2)
Language Objective	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.2.b)
Vocabulary	document: to record, sometimes by writing entertain: to interest someone genre: a type of writing personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain sequence of events: the events in a personal recount, in order
Materials and Preparation	<ul style="list-style-type: none">• writing tools• children’s writing notebooks, plus a teacher’s writing notebook, for modeling• Personal Recount Observation Tool, one copy to complete for each child
Opening 1 minute	<i>Yesterday we started learning about personal recount, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts.</i>
Joint Construction 14 minutes	<i>Before you write your own personal recounts, we’ll write a personal recount together as a class. Let’s think about an experience we have had together as a class that we can write about.</i> Think, Pair, Share. <i>Try to think of something that might be interesting for someone else to read about.</i> After several children share their ideas, choose one experience to write about.

Writing U1 W2 D3

	<p><i>Can someone retell _____ [the class's experience]? What happened?</i></p> <p><i>For today, we are going to begin writing by sketching our personal recount across different pages. That way we can remember all of our ideas and go back and add to our writing on other days.</i></p> <p>In the teacher's modeling notebook, leave a blank page to add an Orientation in the next lesson. Then, model drawing a sketch of each event on separate notebook pages.</p>
Individual Construction 14 minutes	<p><i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better.</i></p> <p><i>Now it's your turn to tell a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their personal recounts.</p> <p>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.</p> <p><i>The first partner will tell their personal recount, and the second partner will ask a question. Then the second partner will tell their personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, distribute notebooks and have children move to tables. Guide children to leave one blank page and then to sketch and/or write the events of their personal recounts, one on each page. As children write, circulate to support them.</p> <p>After writing, have children put away their writing notebooks.</p>
Closing 1 minute	<p><i>Tomorrow we will look more closely at the parts of Come On, Rain! to learn more about personal recounts, and we will continue to work on the personal recounts we began today.</i></p>
Standards	<p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.b: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Ongoing assessment	<p>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</p>

	<p>which children include the stages of personal recount (orientation, sequence of events, conclusion).</p> <p>Begin to take notes about children’s work on the Personal Recount Observation Tools. Note that these will be used throughout the unit to record children’s progress in the genre.</p>
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Notes

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