



## WEEK 2 Day 4

### Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

<b>Content Objective</b>	I can write the orientation of a personal recount. (W.3.2, W.2)																
<b>Language Objective</b>	I can recount key ideas and details from a text. (SL.2.2.a)																
<b>Vocabulary</b>	<p><b>document:</b> to record, sometimes by writing</p> <p><b>entertain:</b> to interest someone</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p>																
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <i>Come On, Rain!</i>, Karen Hess</li><li>● chart paper</li></ul> <p>Prepare the following <i>Come On, Rain!</i> chart.</p> <p>Note: On Day 5, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 5).</p> <table><tr><th colspan="4"><u>Come On, Rain!</u></th></tr><tr><td colspan="4"><b>Orientation:</b></td></tr><tr><td><b>Who</b></td><td><b>When</b></td><td><b>Where</b></td><td><b>What</b></td></tr><tr><td colspan="4"><b>Sequence of Events:</b></td></tr></table>	<u>Come On, Rain!</u>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>	<b>Sequence of Events:</b>			
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<b>Opening</b> 1 minute	Refer to the Personal Recount anchor chart. <i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the <b>stages</b>, or parts, of personal recounts, using Come On, Rain! as an example.</i>								
<b>Deconstruction</b> 9 minutes  pages 1-2	<p><i>The beginning of a personal recount is called an <b>orientation</b>. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> <p>Point to the Orientation section of the <i>Come On, Rain!</i> chart.</p> <p>Read the first two pages of the book. Ask children who the story is about, and fill in that portion of the chart [Mamma and Tessie; Note that the author does not give Tessie’s name until the next page, because she is the storyteller].</p> <p>Ask children when the story takes place. Note that the author does not explicitly name a date or time of day and year, but uses phrases, such as “endless heat” and “parched plants” to indicate that it is summer. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [at their home; in</p>								

	<p>the city; New York City].</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story. The “What” introduced in Come On, Rain! is that Tessie and Mamma are wishing for rain. I’m going to add that to our chart.</i></p> <p>Add the orientation anchor chart image to the Personal Recount anchor chart, below Stages. Note that other stages will be explored on following days.</p>
<b>Joint Construction</b> 9 minutes	<p><i>Let’s go back to the personal recount we started together yesterday and write the orientation.</i></p> <p>Share ideas orally. Model identifying the blank page left in the previous lesson, then write the first page of the class’s personal recount, introducing <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p>
<b>Individual Construction</b> 10 minutes	<p><i>Now it’s your turn to add an orientation to the personal recount you began last time. Think about how you will introduce your story to your classmates. Who was in your story? Where and when did it happen? How can you introduce what happened? Talk about this with your partner.</i></p> <p>Ask a few children to tell their orientations.</p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow we will learn about another stage, or part, of personal recounts.</i></p>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>W.2:</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.2.2.a:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>How much support do children need to identify the elements of orientation?</p> <p>What are their confusions?</p>

	<p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Which part(s) of the orientation do children include?</p> <p>Do they include the information with illustrations, words, or both?</p> <p>Which part(s) of the orientation do children omit?</p>
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**Notes**