





WEEK 2 Day 2

Writing Personal Recount

Deconstruction: Personal Recount Purpose

Content Objective	I can discuss the main purpose of a text. (R.9.2.b)
Language Objective	I can describe what I notice about a text. (SL.1.2)
Vocabulary	<p>communicate: to share ideas with each other</p> <p>document: to record, sometimes by writing</p> <p>entertain: to interest someone</p> <p>genre: a type of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>purpose: the reason for doing or creating something</p> <p>sequence of events: the events in a personal recount, in order</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents).</p> <ul style="list-style-type: none"> • <i>Come On, Rain!</i>, Karen Hess Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, "Come on, rain!" • Why We Write chart, from Week 1 • Why We Write: <i>Come On, Rain!</i> sheet • Personal Recount anchor chart images: mentor texts • chart paper <p>Prepare the following Personal Recount anchor chart. Cut out the images of <i>Come On, Rain!</i> and <i>A Letter to My Teacher</i> and glue them to the chart.</p>

	<div> <p>Personal Recount</p> <p>Purpose: document a sequence of events; entertain</p> <p>Examples:</p> <div>   </div> <p>Stages:</p> </div>
Opening 1 minute	<i>Last week we learned that writers communicate in different ways, for different purposes, and that these different purposes and ways of writing are called genres. Today we will begin learning about a new genre of writing.</i>
Deconstruction 28 minutes	<p>Show <i>Come On, Rain!</i> <i>You may have read this book in first grade. It's called Come On, Rain!, by Karen Hesse.</i></p> <p><i>We are going to read this book together and think about its purpose—why Karen Hesse may have written it.</i> Refer to the Why We Write chart. <i>We will add our ideas to the Why We Write chart.</i></p> <p>Read the text through with minimal stops. Pause only briefly on the indicated pages to support comprehension.</p>
pages 1-3	<p><i>Who are the characters in the story so far? [Tessie, Mamma]</i></p> <p><i>Who is telling the story? How do you know? [Tessie; We know that one of the characters is telling the story, because it uses the word "I." We know that Tessie is the one telling the story because of the conversation between Tessie and Mamma.]</i></p>
page 4	<p><i>What is the problem in the story? [it is really hot; they are waiting for rain]</i></p>
page 28	<p><i>How did the problem get resolved? [it finally rained; the girls and their mothers played and danced in the rain to cool off]</i></p>
	<p><i>Why do you think Karen Hesse wrote Come On, Rain!?</i> Harvest several ideas and record them on the <i>Come On, Rain!</i> Why We Write sheet.</p>

	<p>Refer to the Why We Write chart.</p> <p><i>Come On, Rain! has a similar purpose to one of the books we read last week. Which book is it most like? [A Letter to My Teacher]</i></p> <p><i>Let's put these books together on our chart.</i></p> <p>Tape the <i>Come On, Rain!</i> to the chart, next to <i>A Letter to My Teacher</i>.</p>
	<p>Introduce the Personal Recount anchor chart.</p> <p><i>Come On, Rain! and A Letter to My Teacher are both personal recounts. The word "personal" means something about yourself [point to yourself], and the word "recount" means to tell. In both books, the characters retell stories about themselves.</i></p> <p><i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal recounts are also meant to entertain, or be interesting to, readers.</i></p> <p><i>Think, Pair, Share: What part of Come On, Rain! is most entertaining to you?</i></p> <p>During the Share, walk through the illustrations as needed to review the events of the book. Harvest several children's ideas and refer back to the specific pages children mention.</p>
<p>Closing 1 minute</p>	<p><i>Today we started learning about personal recounts, which are written to document a sequence of events and to entertain.</i></p> <p><i>Tomorrow we will begin writing personal recounts.</i></p> <p>Note: Leave the Personal Recount anchor chart posted to refer and add to throughout the unit.</p>
<p>Standards</p>	<p>R.9.2.b: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children already know about the purpose of personal recount?</p>