



WEEK 3 Day 4

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:
Conclusion

Content Objective	I can write the conclusion of a personal recount. (W.3.2, W.2)
Language Objective	I can discuss the best type of conclusion for the class's personal recount. (SL.1.2)
Vocabulary	<p>conclusion: the end</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> • Personal Recount anchor chart images: conclusion • Personal Recount anchor chart, from Week 2, Day 2 • <i>Come On, Rain!</i>, Karen Hesse • <i>Come On, Rain!</i> chart, from Week 2, Day 4 • <i>A Letter to My Teacher</i>, Deborah Hopkinson • <i>A Letter to My Teacher</i> chart, from Day 1 • jointly constructed personal recount, from Week 2, Day 3 • writing tools • children's notebooks • personal Recount Observation Tools, from Week 2, Day 3
Opening 1 minute	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We know that they begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage, or part, of personal recounts.</i></p>
Deconstruction 12 minutes	<p>Show the <i>Come On, Rain!</i> chart.</p> <p><i>Personal recounts end with conclusions. Sometimes writers end</i></p>

<p><i>Come On, Rain!</i> pages 25-26</p>	<p><i>their personal recounts with one final event; sometimes they talk about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Come On, Rain! As I read, think about which kind of conclusion Karen Hesse chooses.</i></p> <p>Read the last page. Harvest children's ideas. <i>Karen Hesse concludes her story with a feeling. She uses Tessie's words and a description of Tessie and Mamma walking home to give the feeling of happiness and calmness.</i></p> <p>In the Conclusion section of the <i>Come On, Rain!</i> chart, write: "We sure did get a soaking, Mamma," I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.</p>
<p><i>A Letter to My Teacher</i> pages 28-30</p>	<p>Show the <i>A Letter to My Teacher</i> chart. <i>Now let's read the conclusion in A Letter to My Teacher. As I read, think about what type of conclusion Deborah Hopkinson chooses: a final event, talking about why the experience was important, or a feeling.</i></p> <p>Read the last pages. Harvest children's ideas. <i>Deborah Hopkinson concludes her story by reflecting on why the experience was important. The narrator is writing a letter as an adult telling her teacher that her experiences in second grade made her want to become a teacher, too.</i></p> <p>In the Conclusion section of the <i>A Letter to My Teacher</i> chart, write: The student became a teacher.</p> <p>Add the conclusion anchor chart image to the Personal Recount anchor chart, below Sequence of Events.</p>
<p>Joint Construction 7 minutes</p>	<p><i>Let's go back to the personal recount we have been working on and think about how we would like to conclude it. What would be the best way to end: with a final event, a feeling, or talking about why the experience was important?</i></p> <p>Decide together which type of conclusion to write, and what to write. Then write the conclusion together as a class.</p>
<p>Individual Construction 9 minutes</p>	<p><i>Now it's your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about what conclusion makes sense. Tell your conclusion to your partner before you draw and write it.</i></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>

Closing 1 minute	<i>Today we learned about the conclusions of personal recounts.</i> <i>Tomorrow you will continue writing.</i>
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>W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>Which type of conclusion do children identify for <i>Come On, Rain!?</i> <i>For A Letter to My Teacher?</i></p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>How do children conclude their personal recounts?</p> <p>Are there any trends emerging?</p>

Notes
