

## WEEK 3 Day 5

### Writing Personal Recount

#### Individual Construction

<b>Content Objective</b>	I can write a personal recount. (W.3.2, W2)																												
<b>Language Objectives</b>	I can recount the events in someone else’s personal recount. (SL.4.2) I can use phrases of time to introduce new events. (L.1.2.b)																												
<b>Vocabulary</b>	<b>audience:</b> an individual or group for whom a piece of writing is composed <b>conclusion:</b> the end <b>orientation:</b> in a personal recount, the text that introduces the story <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>phrase of time:</b> a group of words that indicates when something happened <b>sequence of events:</b> the events in a personal recount, in order <b>stages:</b> the parts of a piece of writing																												
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>chart paper Prepare the following Personal Recount Stages chart.</li></ul> <table><tr><th colspan="4">Personal Recount Stages</th></tr><tr><td colspan="4">Title:</td></tr><tr><td colspan="4">Orientation:</td></tr><tr><td>Who</td><td>When</td><td>Where</td><td>What</td></tr><tr><td colspan="4">Sequence of Events:</td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr></table>	Personal Recount Stages				Title:				Orientation:				Who	When	Where	What	Sequence of Events:											
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	<div> <div></div> <div>Conclusion:</div> </div> <ul style="list-style-type: none"> <li>• Personal Recount anchor chart, from Week 2, Day 2</li> <li>• drawing and writing tools</li> <li>• children’s writing notebooks</li> <li>• Personal Recount Observation Tools, from Week 2, Day 3</li> </ul> <p>Identify one child who would like to share a personal recount. This child’s writing will be highlighted and worked with over a couple of lessons; the child should be prepared to receive feedback and suggestions.</p> <p>Develop a system for keeping track of which children have shared work with the class.</p>
<b>Opening</b> 1 minute	<p>Refer to the Personal Recount Stages chart.</p> <p><i>We used a chart like this to keep track of the stages of Come On, Rain! and A Letter to My Teacher. We are going to use the same kind of chart to keep track of our own personal recounts!</i></p>
<b>Individual Construction</b> 15 minutes	<p><i>Over the next few weeks you will write, revise, and publish a personal recount. When authors write, they choose a topic for their writing, and they write for a particular audience. You will be writing personal recounts for your classmates about an experience you’ve had in school, this year or another school year. This will help us as we get to know each other as learners.</i></p> <p><i>Now we are going to chart _____’s personal recount.</i></p> <p>Invite the child sharing their work to the front of the meeting area. Guide him to tell their personal recount, including all stages (orientation, sequence of events, and conclusion).</p> <p><i>Think about the orientation—the beginning: who was in _____’s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “in the morning,” “the other day,” “when I was in kindergarten.”</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story. For example, Tessie and Mamma were wishing for rain.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the Title line will be filled in next week.</p>

<b>Individual Construction</b> 13 minutes	<p>Refer to the Personal Recount anchor chart.</p> <p><i>Remember, when you write today, you will write a personal recount about an experience you have had in school. Don't forget to include all of the stages of personal recount we have learned.</i></p> <p><i>To get ready, let's turn and talk. Think about what you would like to write, then tell the story to your partner.</i></p> <p>After children share their plans, send them to write. As children work, circulate to support them, and take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Today we heard and made a chart about _____'s personal recount, and you wrote your own personal recounts. Next week we will check in with _____ again!</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.4.2:</b> Produce complete sentences when appropriate to the task and situation to provide requested detail or clarification.</p> <p><b>L.1.2.b:</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter's personal recount do children easily identify? Which are more challenging?</p> <p>Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

<b>Notes</b>
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