

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3

Writing Personal Recount

Joint Construction and Individual Construction: Revise Sequence of Events

Content Objective	I can develop the events of a personal recount. (W.3.2, W.2)
Language Objective	I can use phrases of time to introduce new events. (L.1.2.e)
Vocabulary	<p>develop: to add more; to elaborate; to stretch out</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>revise: make changes to writing</p> <p>sequence of events: the events in a personal recount, in order</p>
Materials and Preparation	<ul style="list-style-type: none">• jointly constructed personal recount, from Week 2, Day 3• Before the lesson, identify one event to jointly revise.• drawing and writing tools• children’s writing notebooks• personal Recount Observation Tools, from Week 2, Day 3• materials for reference (as needed): Phrases of Time chart, from Day 1; Personal Recount anchor chart, from Week 2, Day 2; Development of Events packets, from Day 2 <p>On the whiteboard, write:</p> <ol style="list-style-type: none">1. Introduce events using phrases of time.2. Add details to words and illustrations to develop events.
Opening 1 minute	<p><i>This week we have been learning more about the sequence of events in personal recounts. We learned that writers use phrases of time to introduce events and that they develop the events to make them more interesting to the reader.</i></p> <p><i>Today we are going to go back to our personal recounts and revise</i></p>

	<i>the sequence of events. When we revise, we make changes to improve our work.</i>
Joint Construction 10 minutes	<p><i>Let's go back to the personal recount we have been working on and think about how we can develop one of our events.</i></p> <p>Read aloud the chosen event.</p> <p><i>What can we add here? What else happened?</i></p> <p>As a class, add words and details to the illustration to represent the development of that event.</p> <p><i>Now let's think about exactly when this event happened. What phrase of time could we use to introduce this event?</i></p> <p>Note that the events preceding and following this event may need to be reviewed. Harvest the children's ideas and add a phrase of time to introduce the event.</p>
Individual Construction 18 minutes	<p><i>Now it's your turn to revise your sequence of events. First you will read the major events out loud to your partner to make sure none are missing.</i></p> <p><i>Then you will have two jobs.</i></p> <p>Refer to the tasks on the whiteboard.</p> <p><i>You will add phrases of time to introduce when each event happened, and you will add more information about each event. Add words and details to the illustration to show what else happened.</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 revised our sequence of events by adding phrases of time and developing events. Tomorrow we will learn about the conclusions of personal recounts.</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>L.1.2.e: Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	<p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Do children accurately introduce when events happened using phrases of time?</p>

	What do children add to develop their events?
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Notes