

## Unit 1: How We Learn in Our School Communities

### WEEK 4 Days 3-4

During Days 3-4, children continue to write independently. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Personal Recount Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Personal Recount: (see the attached lessons for recommendations)

- orientation
- sequence of events
- development of events
- conclusion
- phrases of time
- verbs
- dialogue (note that this is an optional extension lesson)

#### Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in Foundations

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and Foundations posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 3**

Target Students (individual, small group, or whole group?):

Topic:

**Day 4**

Target Students (individual, small group, or whole group?):

Topic:

## Writing Personal Recount

### Deconstruction and Revision: Orientation

#### Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *Come On, Rain!* chart, from Week 2, Day 4
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong orientation
- children's personal recounts

#### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Come On, Rain!* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and an introduction to what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

## Writing Personal Recount

### Deconstruction and Revision: Sequence of Events

#### Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *A Letter to My Teacher* chart, from Week 3, Day 1
- children's personal recounts

#### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *A Letter to My Teacher* chart, and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Have children check their writing to see if they wrote all of the events that they told.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories.

# Writing Personal Recount

## Deconstruction and Revision: Development of Events

### Materials:

- *A Letter to My Teacher* chart, from Week 3, Day 1
- Development of Events packets, from Week 3, Day 2
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *A Letter to My Teacher* chart, and review that the sequence of events includes the events of the personal recount, in order.
- Show the Development of Events packets, and review that writers include sub-events to make their personal recounts more interesting.
- Have children review their sequence of events and choose one to develop more.
- Guide children to orally tell, and then write, sub-events to go along with the chosen major event.

# Writing Personal Recount

## Deconstruction and Revision: Conclusion

### Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *Come On, Rain!* chart, from Week 2, Day 4
- *A Letter to My Teacher* chart, from Week 3, Day 1
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong conclusion
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Come On, Rain!* and *A Letter to My Teacher* charts, and review the conclusions. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- If the mentor text is a child's writing, read the conclusion and have the children identify which type of conclusion the author includes.
- Refer children back to their conclusions.
- If children have not included a conclusion, have them work with a partner or with teacher guidance to add a conclusion. Use questions, like the following, to prompt children's thinking.
  - What happened last?
  - How did you feel after doing that?
  - What was that experience like for you?

## Writing Personal Recount

### Deconstruction and Revision: Phrases of Time

#### Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- Phrases of Time chart, from Week 3, Day 1
- children's personal recounts

#### Process (small or whole group):

- Show the Personal Recount anchor chart and Phrases of Time chart. Review that events are introduced with phrases of time.
- Have children review how they introduce each event.
- Guide them to replace words such as “then” and “next” with phrases that more precisely describe when the event happened.

# Writing Personal Recount

## Deconstruction and Revision: Verbs

### Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- Personal Recount Verbs chart, from Day 1
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic and develop the characters, that are written in the past tense).
- Help children identify the verbs in their personal recounts.
- Guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary, assist children with changing all verbs to the past tense.