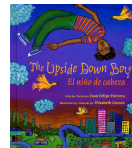
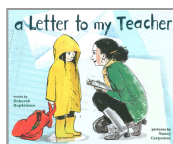


Unit 1: How We Learn in Our School
Communities



WEEK 4 Day 2

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Title;
Personal Recount Planner

Content Objective	I can write a title that is informative and enticing. (W.3.2, W.2)
Language Objective	I can discuss what makes an effective title for a personal recount. (SL.1.2, W.3.2)
Vocabulary	<p>conclusion: the end</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>informative: providing useful information</p> <p>major events: the most important events</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>phrase: a group of words</p> <p>publish: to prepare writing for an audience</p> <p>revise: make changes to writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p> <p>sub-events: the smaller events and details that tell more about the major events</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> child's Personal Recount Stages chart, from Week 3, Day 5 personal recount mentor text images, from Week 2, Day 2 Personal Recount anchor chart, from Week 2, Day 2 Glue the remaining images to the chart, under Examples. <i>A Letter to My Teacher, Come On, Rain!, Rainbow Joe and Me, The Upside Down Boy</i> writing tools

Writing U1 W4 D2

	<ul style="list-style-type: none"> • writing notebooks • Personal Recount Observation Tools, from Week 2, Day 3 • Personal Recount Planner, one copy for each child • children’s writing folders
Opening 1 minute	<i>You have written the orientation, sequence of events, and conclusion of your personal recount, and today you will write your title. We will look at a variety of books to find out how writers choose the titles for their personal recounts.</i>
Deconstruction 8 minutes	<p>Show <i>The Upside Down Boy</i>. <i>This book, The Upside Down Boy, is another example of a personal recount, because Juan Felipe Herrera documents events from his childhood in order and in an entertaining way.</i></p> <p>Refer to <i>The Upside Down Boy</i> on the Personal Recount anchor chart under Examples.</p> <p>Read the title of each of the personal recount mentor texts. <i>The titles of personal recounts are both informative—telling the reader what the recount is about—and enticing—drawing the reader in. You’ll also notice that the titles are not full sentences; they provide this information in a short phrase. What do you notice about the words the writers used in their titles? Turn and talk to a partner.</i></p> <p>Harvest ideas from the children. Some possibilities include:</p> <ul style="list-style-type: none"> • <i>A Letter to My Teacher</i> and <i>Rainbow Joe and Me</i> both use the words “me” or “my,” indicating that the story is a personal one. • <i>Rainbow Joe and Me</i>, <i>A Letter to My Teacher</i>, and <i>Rainbow Joe and Me</i> provide a preview of the characters in the story. • <i>Come On, Rain!</i> previews the problem in the story. It includes an exclamation point, which shows how badly they want the rain to come.
Joint Construction 5 minutes	<p>Display the child’s Personal Recount Stages chart, and read the personal recount. Point to the Title line. <i>Think about _____’s personal recount. What would be a good title?</i> Collect the children’s ideas and write them on the teacher whiteboard.</p> <p><i>Now _____ has a lot of options to choose from. _____, is there one title that fits your personal recount the best, or would you like to keep thinking?</i></p> <p>If the child is ready, record the chosen title in the chart. If not, allow them to keep thinking as the other children go to work. After the child has written their title, send them to write their personal recount on paper.</p>
Individual	<i>Think about your own personal recount. What is it about? Spend a</i>

<p>Construction 8 minutes</p>	<p><i>minute thinking of a title for your personal recount. When you and your partner are ready, discuss your title ideas. Listen to your partner, and think about these questions:</i></p> <ul style="list-style-type: none"> • <i>Does the title match what the story is about?</i> • <i>Is the title interesting?</i> <p><i>When you and your partner have decided on your titles, you will write them in your notebooks, on the same page as the orientation of your personal recount.</i></p> <p>As children write, circulate to support their work.</p>
<p>Closing 9 minutes</p>	<p><i>For the next two days you will write a personal recount that you will receive feedback about and later revise and publish. You can add to a personal recount you have already written or begin a new one. Remember, this personal recount will be written for your classmates about an experience you’ve had in school.</i></p> <p>Show the Personal Recount Planner.</p> <p><i>This Personal Recount Planner is a tool you can use to plan your work. You’ll notice that this planner looks a little different from the one we have been using to talk about the stages, or parts, of personal recounts. The first page has space for planning your orientation and includes the elements we have been discussing: who is in the story, where and when it happened, and an introduction to what happened.</i></p> <p><i>The next part—the sequence of events—looks different. The bold boxes at the top are for planning the major events of your recount. There is space for four events on each page. You will use as many spaces as you need for the events in your story.</i></p> <p><i>The boxes below the bold boxes are for planning the sub-events, the smaller events and details that give more information about the major events.</i></p> <p><i>After the sequence of events is the conclusion section. The boxes at the top are a reminder of the types of conclusion you can choose—with a final event, by talking about why the experience was important, or with a feeling. Put a checkmark in the box to indicate which type of conclusion you would like to include, and write your notes in the box.</i></p> <p><i>Finally, there is a line at the beginning of the orientation page to write your title.</i></p>

