

WEEK 5 Day 1

Writing Personal Recount

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that takes place throughout Days 1-3 of this week. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for global revisions, considering whether their work makes sense and follows the purpose of personal recounts: to document a sequence of events and to entertain.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of personal recount. (W.3.2, W2, W.2.2.a, W.2.2.b)
Language Objectives	<p>I can discuss with a partner or small group how my writing should be revised. (SL.2.1)</p> <p>I can revise my personal recount to include a variety of verbs and phrases of time. (L.6.2.a, W.2.2.b, L.1, L.1.2.e, L.1.2.d)</p>
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>publish: to prepare writing for an audience</p> <p>revise: to make changes to writing</p>
Materials and Preparation	<p>These materials will be used throughout Days 1-3 this week.</p> <ul style="list-style-type: none">Personal Recount Observation Tools <p>Before the lesson, review the children's Personal Recount Observation Tools and Personal Recount Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs.</p>

	<p>Ideally, children should be divided into four groups: two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> • writing tools • writing notebooks • writing folders, including the Personal Recount Planner, from Week 4, Day 2 and Personal Recount Feedback, from Week 4, Day 5 • <i>Come On, Rain!, A Letter to My Teacher, Rainbow Joe and Me, The Upside Down Boy</i>, and the jointly-constructed personal recount, for children’s reference • Personal Recount anchor chart, from Week 2, Day 2 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> • Development of Events Packets for <i>A Letter to My Teacher</i>, from Week 3, Day 2 • Development of Events sheet, copies as needed • Phrases of Time chart, from Week 3, Day 1 • Personal Recount Verbs chart, from Week 4, Day 1 <p>For Publishing</p> <ul style="list-style-type: none"> • blank pages/booklets for publishing Copy a variety of types of paper, both horizontal and vertical, with different numbers and types of lines. It may be helpful to copy pages from the writing notebook or use Foundations papers. • digital book publishing websites and apps (optional): <ul style="list-style-type: none"> ○ https://www.mystorybook.com/ ○ http://storybird.com/ ○ https://bookcreator.com/ • class list for keeping track of work shared
Opening 1 minute	<p><i>We have learned a lot about personal recounts, we wrote a personal recount together as a class, and you wrote your own personal recounts! This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p>
Individual Construction 24 minutes, concurrent with Small Group instruction	<p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your personal recount even better. You might find that there are other areas of your work that you would like to revise and edit, as well.</i></p> <p>Send the children with writing notebooks and folders to revise their work.</p> <p>Over the course of the week, children will finish revising and be ready to publish their work. They may choose to do this by:</p> <ul style="list-style-type: none"> • copying their words and illustrations onto paper to create books.

	<p>Children make decisions about how much text to put on each page of their published pieces. They do not need to include the orientation and each event on separate pages at this stage of writing.</p> <ul style="list-style-type: none"> • typing their work into Powerpoint or Google Slides to turn their stories into presentations. • publishing digital books (see the platforms and apps listed in the Materials section).
<p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, gather small groups of children with similar needs to improve one aspect of their personal recounts. The aspects addressed in revisions should be features of personal recounts taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Development of Events</u> Revisit the Development of Events lesson from Week 3, Day 2. Some options include:</p> <ul style="list-style-type: none"> • reviewing the work the class did to identify the sub-events in <i>A Letter to My Teacher</i>; • going through the process of identifying the major and sub-events in another mentor text; • guiding children to use the Development of Events sheet to plan and write better-developed events. <p><u>Conclusion</u> Review the lesson from Week 3, Day 4. Discuss with children the types of conclusions in personal recounts by reviewing the conclusions in the unit's mentor texts. Emphasize that personal recounts do not begin with the storyteller waking up and end with going to bed.</p> <p><u>Phrases of Time</u> Review the lesson from Week 3, Day 1. Refer to the Phrases of Time chart. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote "I met my teacher," could rewrite this sentence to say "When I arrived on the first day of K2, I met my teacher."</p> <p><u>Verbs</u> Review the lesson from Week 4, Day 1. Have children underline the verbs in their writing. In the small group, refer to the Personal Recount Verbs chart to get ideas for using a variety of verbs. Replace repetitive, boring verbs with verbs that are more descriptive and specific.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their recounts.</p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic</p>

	<p>with a beginning, middle (including details), and an end.</p> <p>W2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	Note children's participation in and understanding of the content of each small group.

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