

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

### WEEK 5 Day 4

#### Writing Personal Recount

##### Presentation and Celebration

<b>Content Objective</b>	I can share what I learned about my classmates from their personal recounts. (SL.2.2.a)
<b>Language Objective</b>	I can present my work and listen as others present their work. (SL.1.2.a)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• children’s published writing</li></ul> <p>On the whiteboard, write the sentence frame:</p> <p>“I heard _____’s story and I learned _____.”</p> <p>Consider whether to assign partners for the first round of sharing work, whether to use a routine such as Matching Crayons for randomized partners, or whether to invite children to choose their own partners. (Regardless, children will find their own partners after the first pairing.)</p>
<b>Opening</b> 1 minute	<i>Today we have a lot to celebrate! You have all worked so hard to write personal recounts about your experiences in school, and now you will share them with your audience—your classmates.</i>
<b>Pair Sharing</b> 22 minutes	<i>You will find someone who does not know your story. You and that partner will sit together to share work. The two of you will decide if you want to trade and read each other’s work quietly, or if you want to read your stories aloud to each other. After you have both shared your stories, shake hands and say “Thank you.” Then, look for other children who are ready to share their work. You should share stories with at least three people. While you are reading or listening to your partner’s story, think about something new you learned about them. We will be sharing what we learned at the end of writing today.</i>  Send children to find partners and share their work.
<b>Closing</b>	Bring children back together, and have them sit in a circle.

7 minutes	<p><i>So far this school year we have spent a lot of time getting to know each other as people and as learners. One of the reasons we wrote personal recounts for each other was to get to know each other better. Think of one thing you learned about another child that you did not know before hearing their personal recount. We will go around the circle to share what we've learned. If you do not want to share, or if you are not ready, you can say "Pass."</i></p> <p>Refer to the sentence frame, "I heard _____'s story and I learned _____." Allow quiet time for children to think and prepare for sharing. Then go around the circle, having children share what they learned about each other.</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>SL.1.2.a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of personal recount?</p> <p>What is still challenging?</p> <p>What do I still need to address with children this year?</p> <p>What might I do differently next year?</p>

<b>Notes</b>
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