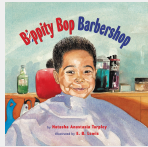


Writing Personal Recount
 Deconstruction: Orientation
 Individual Construction

| | |
|----------------------------------|--|
| Content Objective | I can tell a personal recount that begins with an orientation. (W.3.K.b) |
| Language Objective | I can ask and answer questions about the orientation of <i>Bippity Bop Barbershop</i> . (SL.2.K.a) |
| Vocabulary | <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● markers ● Personal Recount anchor chart images: stages Cut out the orientation image. Note that other stages will be added in future lessons. ● Personal Recount anchor chart, from Week 4, Day 3 Add Stages. <div style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #f0f0f0;"> <p style="text-align: center;">Personal Recount</p> <p>Purpose: to document a sequence of events and to entertain</p> <p>Examples:</p> <div style="text-align: center; margin: 5px 0;">  </div> <p>Stages:</p> </div> <ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Orientation of Personal Recount Worksheet, 1 per child |

- glue bottles or glue sticks, enough for each table to share or 1 per child
- scissors, enough for each pair to share or 1 per child
- chart paper

Prepare the following *Bippity Bop Barbershop* chart.

Note: On Day 4, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 4).

| <i>Bippity Bop Barbershop</i> | | | |
|-------------------------------|------|-------|------|
| Orientation: | | | |
| Who | When | Where | What |
| Sequence of Events: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Conclusion: | | | |

| | |
|---|--|
| <p>Opening 1 minute</p> | <p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about, and put together the stages, or parts, of personal recounts, using Bippity Bop Barbershop as an example.</i></p> |
| <p>Deconstruction 10 minutes</p> | <p><i>The beginning of a personal recount is called an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> <p>Point to the Orientation section of the <i>Bippity Bop Barbershop</i> chart. Read only the first two pages of the book. Ask children who the story is about and fill in that portion of the chart [Daddy and Miles: Note that the author does not give Miles’s name for a few pages, because he is the</p> |

| | |
|--|---|
| | <p>storyteller].</p> <p>Ask children when the story takes place [Early Saturday morning]. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [at their home; in the city; at the barbershop].</p> <p>Tell the children that the orientation also includes an introduction to what happened, without telling all of the events in the story. The What introduced in <i>Bippity Bop Barbershop</i> is “Miles is getting his first haircut at the barbershop.” Fill in this portion of the chart. Note that the What may be difficult for the children to identify independently.</p> <p>On the Personal Recount anchor chart, below Stages, glue the orientation card.</p> |
| <p>Individual Construction 25 minutes</p> | <p>Pass out Orientation of Personal Recount worksheets, glue, and scissors. As a whole group, emphasize the who, when, where, and what of <i>Bippity Bop Barbershop</i>. While reminding children of the main parts of the story, cut and paste the pictures in the correct corresponding boxes.</p> <p style="text-align: center;"><i>We will tell our personal recounts. It’s important to think carefully about how to begin.</i></p> <p>Model telling a personal recount, beginning with an orientation that introduces <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p> <p style="text-align: center;"><i>Now you will get a chance to tell your partner a personal recount. Think about what your personal recount will be about, and also who was there and where and when it happened.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their personal recounts.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p style="text-align: center;"><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them.</p> |
| <p>Closing 1 minute</p> | <p style="text-align: center;"><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow you will continue to tell and draw personal recounts that begin with</i></p> |

| | |
|---------------------------|--|
| | <i>orientations.</i> |
| Standards | <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> |
| Ongoing assessment | <p>Listen for and make note of children’s understanding of orientation.</p> <p>Which parts of the orientation can children easily identify in the text?</p> <p>Which parts are difficult to identify?</p> <p>Which parts of the orientation do children include in their personal recounts?</p> <p>Which do they exclude?</p> |

Notes