

WEEK 5 Day 2

**Writing Personal Recount**  
Individual Construction

<b>Content Objective</b>	I can tell and draw a personal recount that begins with an orientation. (W.3.K.b)
<b>Language Objective</b>	I can ask questions to understand my partner. (SL.2.K.b)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>orientation:</b> in a personal recount, the text that introduces the story
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i> chart, from Day 1</li> <li>● teacher’s drawing and writing book</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Week 4, Day 4</li> </ul>
<b>Opening</b> 1 minute	<p>Refer to the <i>Bippity Bop Barbershop</i> chart.</p> <p><i>Yesterday we learned that personal recounts begin with an <b>orientation</b> that 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><i>Today you will tell and draw personal recounts that begin with an orientation.</i></p>
<b>Modeling</b> 8 minutes	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.
<b>Individual Construction</b> 20 minutes	<p><i>Now you will get a chance to tell and draw a personal recount. Think about what your personal recount will be about, and also who was there and where and when it happened. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for</p>

	<p>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><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. When they finish telling their personal recounts, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Stamp or write the date at the top of the pages.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you told and drew personal recounts beginning with orientations. Tomorrow we will start writing a personal recount together as a class, and you will continue your individual work.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of children’s understanding of orientation.</p> <p>Which parts of the orientation do children include in their personal recounts? Which do they exclude?</p> <p>As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.</p>

<p><b>Notes</b></p>
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