

Unit 1: Our Community

WEEK 5 Day 3

Writing Personal Recount
 Joint Construction
 Individual Construction

| Content Objective | I can tell and draw a personal recount that begins with an orientation. (W.3.K.b) | | | | | | | | | | | | | | | | | | | | | | | | |
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| Language Objectives | I can recount a class experience. (SL Standard 1) I can ask questions to understand my partner. (SL.2.K.b) | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story stages: the parts of a piece of writing | | | | | | | | | | | | | | | | | | | | | | | | |
| Materials and Preparation | <ul style="list-style-type: none"> ● piece of chart paper and marker Prepare the following Personal Recount Stages chart. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Title:</p> <hr/> <p>Orientation:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Who</th> <th style="width: 25%;">When</th> <th style="width: 25%;">Where</th> <th style="width: 25%;">What</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Sequence of Events:</p> <hr/> <hr/> <hr/> <hr/> <hr/> </div> | Who | When | Where | What | | | | | | | | | | | | | | | | | | | | |
| Who | When | Where | What | | | | | | | | | | | | | | | | | | | | | | |
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| | <div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="background-color: #e0e0e0; width: 100%; height: 100%;"></div> <div style="background-color: #e0e0e0; position: absolute; bottom: 0; width: 100%; padding: 5px;"> Conclusion: </div> </div> <ul style="list-style-type: none"> ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4 |
| Opening 1 minute | <p><i>Yesterday you told and drew personal recounts beginning with an orientation. Today you will continue that work, but first we are going to begin telling and writing a personal recount together as a class.</i></p> |
| Joint Construction 18 minutes | <p><i>Let's think about an experience we have had together in school.</i></p> <p>Harvest several children's ideas for a shared experience the class has had so far this year (it can be as simple as going to the cafeteria for the first time together). As a class tell the personal recount together.</p> <p>Refer to the Personal Recount Stages chart.</p> <p><i>Here is where we will write notes for our class personal recount. Today we are going to fill out the Orientation section. We'll fill out the rest as we learn more about the genre.</i></p> <p><i>Let's think about how we will begin our personal recount. Who is in our story?</i></p> <p>Harvest children's ideas and record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example "before lunch," "the other day," etc.</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story.</p> <p>Note that the rest of the chart will be filled in in upcoming lessons.</p> |
| Individual Construction 10 minutes | <p><i>Now it's your turn to tell and draw a personal recount. You might choose to continue working on the personal recount you wrote yesterday, or you might choose to tell and write a new one. Think about what your personal recount will be about, and also who was</i></p> |

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| | <p><i>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 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>Closing 1 minute</p> | <p><i>Today we started our class personal recount and you continued telling and drawing your own personal recounts. Tomorrow we will learn about another stage, or part, of personal recounts.</i></p> |
| <p>Standards</p> | <p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL Standard 1 Prepare for and participate in conversations across a range of topics, types and forums, building on others’ ideas and expressing their own. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> |
| <p>Ongoing assessment</p> | <p>Listen for and make note of children’s understanding of orientation. Which parts of the orientation are the easiest for children to recount? Which are the most challenging?</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> |

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| <p>Notes</p> |
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