



Writing Personal Recount
 Deconstruction: Sequence of Events
 Individual Construction

Content Objective	I can draw a personal recount. (W.3.K.b)
Language Objective	With my classmates, I can orally recount the main events of a story in sequence. (R.5.K.a, R.5.K.b & SL.1.K.a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>stages: the parts of a piece of writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>record: write down ideas or information</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● <i>Bippity Bop Barbershop</i> chart, from Day 1 ● <i>Bippity Bop Barbershop</i> sequence of events strips, cut apart ● tape or glue, for attaching the sequence of events to the chart ● Personal Recount anchor chart images: stages Cut out the sequence of events image. ● Personal Recount anchor chart, from Week 4, Day 3 ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p>Refer to the <i>Bippity Bop Barbershop</i> chart.</p> <p><i>We know that Bippity Bop Barbershop is a personal recount. We learned that personal recounts begin with an orientation that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look at the next stage, or part, of a personal recount.</i></p>
Deconstruction 18 minutes	<p>Refer to the Sequence of Events portion of the chart.</p> <p><i>After the author introduces the reader to the story through the</i></p>

	<p><i>orientation, she or he writes the events of the story in order. This is called the sequence of events. Here is where we will record them on our chart.</i></p> <p>Show the <i>Bippity Bop Barbershop</i> sequence of events sheets. <i>Here I have pictures and words that show the main events from Bippity Bop Barbershop. Let's work together to put them in sequence, or in order, on our chart.</i></p> <p>Hold up each sheet individually. Show the picture and read the words.</p> <p>With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart.</p> <p>On the Personal Recount anchor chart, below orientation, glue the sequence of events card.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will continue to work on drawing the personal recounts you began yesterday.</i></p> <p>Follow established classroom routines for planning for and beginning writing and send the children to continue their work. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the sequence of events and continued working on our own personal recounts. Tomorrow we will continue to work on our class personal recount and your individual work.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate about a topic.</p> <p>SL.1.K.a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</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>