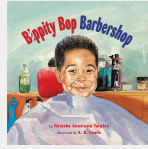


WEEK 4 Day 3

Writing Personal Recount
Deconstruction: Purpose
Individual Construction: Telling Personal Recounts

Content Objectives	I can identify parts of a personal recount that are entertaining. (R.4.K) I can tell a personal recount. (W.3.K.b)
Language Objective	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 genre: a type of writing purpose: the reason for doing or creating something author: the writer of a story, book, or other text document: to record, sometimes by writing sequence of events: the events in a personal recount, in order record: write down ideas or information entertain: to interest someone
Materials and Preparation	<ul style="list-style-type: none">● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley● markers● Personal Recount anchor chart image: mentor text Cut out the mentor text image.● chart paper Prepare the following Personal Recount anchor chart. Glue the mentor text image to the chart.

	<p style="text-align: center;">Personal Recount</p> <p>Purpose: to document a sequence of events and to entertain</p> <p>Examples:</p> 
<p>Opening 1 minute</p>	<p><i>Yesterday we began reading Bippity Bop Barbershop as writers. We learned that it is a personal recount, because Miles tells his own story. Today we will learn more about personal recounts by reading the rest of the book, and begin to tell our own personal recounts.</i></p>
<p>Deconstruction 18 minutes</p>	<p>Introduce the Personal Recount anchor chart.</p> <p><i>This chart says “Personal Recount” at the top. Whenever we learn about a new genre of writing, we will make a new chart to keep track of our learning. There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order.</i></p> <p><i>Personal recounts are also meant to entertain, or be interesting to, readers.</i></p> <p>Point to the cover image.</p> <p><i>Here we will keep track of personal recounts we read. The first one on our chart is Bippity Bop Barbershop.</i></p>
<p>pages 15-end</p>	<p><i>Let’s read the rest of the book and think about how the author, Natasha Anastasia Tarpley, writes to entertain, or be interesting to, us, the readers.</i></p> <p>During the reading, pause several times to have children share what in the text is entertaining.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will get a chance to tell your partner a personal recount. Think about Miles’s story—how he tells about one important part of his day. Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, 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. Choose one or two children to share their personal recounts with the class to help foster ideas for others.</p>
<p>Closing 1 minute</p>	<p><i>Today we started learning about personal recounts, which are written to document a sequence of events and to entertain. In Bippity Bop Barbershop, Natasha Anastasia Tarpley tells us about what happened, and she tells us a story we can enjoy. Tomorrow you will begin drawing your own personal recounts.</i></p> <p>Note: Leave the Personal Recount anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>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 how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children already know about the purpose of personal recount?</p>

Notes