

WEEK 6 Day 3

Writing Personal Recount
Labeling

Content Objective	I can tell, draw, and label a personal recount. (W.3.K.b)
Language Objective	I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	<ul style="list-style-type: none"> ● jointly constructed Personal Recount Stages chart, from Week 5, Day 3 ● 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 <p>NOTE: The concept of labeling was previously taught in Week 2 Day 5. This lesson is to be used as a review. This lesson can also be used as an extension beyond the initial sound, if the children (or small group of children) are ready.</p>
Opening 1 minute	<i>Today we will talk about drawing and labeling personal recounts, and you label your own personal recount.</i>
Joint Construction and Modeling 15 minutes	<p>Refer to the jointly constructed Personal Recount Stages chart. <i>A lot happened in our personal recount, but we are going to start by drawing only one part on our chart. [Point to the blank section for illustration.] Let's think about which part to draw.</i></p> <p>Harvest the children's ideas. Decide as a class which part to draw and what to draw to represent that part of the story.</p> <p style="text-align: center;"><i>For now I am just going to do a quick sketch.</i></p> <p>Model sketching the story. <i>Later I can add more color and details to my sketch.</i></p> <p style="text-align: center;"><i>There is something else I can add—labels! Labels give more information about what is in an illustration. We can use sounds and</i></p>

	<p><i>words we already know to label parts of our illustration.</i></p> <p>Model labeling one part of the illustration using a previously-taught sound. For example,</p> <ul style="list-style-type: none"> ● identify a table in the illustration; ● segment the first sound /t/; ● ask children which letter makes the /t/ sound; ● write (or have a child write) a t next to the table. <p>Repeat the process with several other parts of the illustration.</p> <p>If the children are ready to begin stretching words, model using multiple letters. For example,</p> <ul style="list-style-type: none"> ● Identify a table in the illustration; ● Segments the first sound /t/ followed by the /a/ /b/ /l/.
<p>Individual Construction 13 minutes</p>	<p><i>Now you are going to think about labels you can add to your own personal recounts. Sitting side by side with your partner, you will open your drawing and writing book. Retell your personal recount; then identify parts of your illustration you can label with sounds you know.</i></p> <p>Distribute drawing and writing books and guide children to sit and share in partners. When they finish their conversations, send them to label their drawings. As they write, circulate to support them with labeling their illustrations. Encourage them to label using sounds (and words, if applicable) that they know.</p>
<p>Closing 1 minute</p>	<p><i>Today you labeled your personal recounts! Tomorrow you will continue telling, drawing, and writing personal recounts.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. W.3.K.a. Print many upper- and lowercase letters. L.2.K.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>
<p>Ongoing assessment</p>	<p>Reflect on children’s labeling.</p> <p>To what extent are children about to apply their knowledge of sound-letter correspondence to labeling?</p> <p>Who is not yet labeling?</p> <p>Who is labeling with single sounds? Do they label using beginning, ending, or medial sounds?</p> <p>Who is labeling with words? Are they writing previously-learned high-frequency words, sounding out words, or both?</p>

<p>Notes</p>
