



## Writing Personal Recount

Individual Construction

<b>Content Objective</b>	I can tell and draw a personal recount. (W.3.K.b)
<b>Language Objective</b>	I can ask questions to understand my partner. (SL.2.K.b)
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>document:</b> to record, sometimes by writing</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>entertain:</b> to interest someone</p> <p><b>author:</b> the writer of a story, book, or other text</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● Why We Write chart</li> <li>● Why We Write: <i>Bippity Bop Barbershop</i> sheet</li> <li>● teacher’s drawing and writing book</li> <li>● drawing and writing books</li> <li>● writing tools in caddies</li> <li>● Personal Recount Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 5 minutes	<p style="text-align: center;"><i>We learned that Bippity Bop Barbershop is a personal recount.</i></p> <p>Show the Why We Write: <i>Bippity Bop Barbershop</i> sheet.</p> <p style="text-align: center;"><i>Authors write personal recounts for two purposes. One is to <b>document a sequence of events</b>. Remember, that means to tell what happened, in order.</i></p> <p style="text-align: center;"><i>The other reason authors write personal recounts is to <b>entertain</b> their readers—to be interesting to them.</i></p> <p style="text-align: center;"><i>Let’s add this to our Why We Write chart.</i></p> <p>Attach the sheet to the chart.</p>

<p><b>Modeling</b> 9 minutes</p>	<p>Model telling your own personal recount. Begin with an orientation that includes information about who the story is about, when and where it happened, and an introduction to what happened. For example,  <i>On Sunday afternoon my daughter Lina and I went to the playground.</i></p> <p>Then tell a short sequence of events. For example,  <i>As soon as we got there, she ran over to the slide! When she reached the bottom of the slide, we ran together over to the swings. I pushed her, and then we both went on the swings together, side by side. When we were finished with the swings, I helped her across the monkey bars. I held her legs while she went across.</i></p> <p>Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. For example,  <i>I felt really happy to spend time playing and laughing with my daughter!</i></p> <p>Model planning for drawing one event in your drawing and writing book. For example,  <i>I am going to choose just one part of my story to draw here. I think I'll draw the part when we were swinging together. For this story, I want to hold my drawing and writing book this way [horizontally]. I will start by drawing the swingset, which has three swings on it.</i></p>
<p><b>Individual Construction</b> 15 minutes</p>	<p><i>Now it's your turn to tell and draw a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, 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. Remember that the story you tell your partner today will be the story you go back to your seats to illustrate.</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, encourage children to be including as many details and labels as possible to their illustrations. Stamp or write the date at the top of the pages.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow you will continue telling and drawing personal recounts.</i></p>

<b>Standards</b>	<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.
<b>Ongoing assessment</b>	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.

**Notes**