



WEEK 2 Day 1

Writing Personal Recount

Introduction to and Beginning Revising and Publishing Individual Construction

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: choosing work to publish and teacher-directed small group revisions.

Children work in teacher-directed small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of personal recount: to document a sequence of events. While small groups work with the teacher, the rest of the class continues individual construction.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<p>Content Objectives</p>	<p>I can tell and draw a personal recount. (W.3.K.b)</p> <p>I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.K.a)</p>
<p>Language Objectives</p>	<p>I can discuss writing in a small group. (SL.1.K.a)</p> <p>I can tell my personal recount using verbs that develop the topic. (L.4.K.a, L.5.K.d)</p>
<p>Vocabulary</p>	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>purpose: the reason for doing or creating something</p> <p>genre: a type of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p> <p>feedback: specific, helpful suggestions given to improve work</p>

<p>Materials and Preparation</p>	<p>All materials will be used during Days 1-2 this week.</p> <ul style="list-style-type: none"> ● Personal Recount Observation Tools <p>Before the lesson, review the children’s Personal Recount Observation Tools, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups—two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Individual Construction:</p> <ul style="list-style-type: none"> ● drawing and writing books ● drawing and writing tools in caddies <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● <i>Bippity Bop Barbershop</i> chart ● Personal Recount Stages charts (of children’s stories) ● <i>Bippity Bop Barbershop</i> Sequence of Events strips, cut apart, or other images for sequencing ● blank Personal Recount Verbs cards ● Personal Recount Verbs chart, from Week 2, Day 1 <ul style="list-style-type: none"> ● system for keeping track of work shared <p>Choose one child who would like to share a personal recount, who has not yet shared her work.</p>
<p>Opening 5 minutes</p>	<p><i>We have learned so much about writing so far this year! We started by learning that writing is a form of communication and that people communicate to different audiences for different purposes. Then we learned about one genre of writing: personal recount. For the next few days, you will continue to write your own personal recounts, while I meet with small groups to revise and publish one personal recount.</i></p> <p>Hold up <i>Bippity Bop Barbershop</i>.</p> <p><i>Bippity Bop Barbershop is an example of a published piece of writing. It did not start as a beautiful book, like this. Before writing becomes a book, it goes through a lot of stages. Natasha Anastasia Tarpley probably wrote a lot of drafts of the words and revised, or changed, her work, based on others’ feedback.</i></p> <p><i>When you meet with your small group, you will choose one personal recount that you want to publish. Then you will receive feedback and support for one thing you can make even better in your writing. You will revise that part of your writing, and then, after all of the small groups have met, you will make a new, published copy of your work!</i></p>

<p>Individual Construction 20 minutes, concurrent with Small Group instruction</p>	<p>Follow established classroom routines for planning for and beginning writing and send the children to write.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of personal recount taught during the unit.</p> <p>Begin each small group by guiding children to select one piece of writing to publish. Children will then engage in small group review and revisions for that piece of work.</p> <p>The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u> Review the lesson from Unit 1, Week 5, Day 1. Using the <i>Bippity Bop Barbershop</i> and Personal Recount Stages charts, review the information included in the orientation. Model, and then have children practice, orally telling orientations. Guide children to include orienting information in their work (orally, through drawing, or through labeling).</p> <p><u>Sequence of Events</u> Review the lesson from Unit 1, Week 5, Day 4. Remind children that the sequence of events include all events that happened in the story, in order. Practice sequencing by putting in order the images from <i>Bippity Bop Barbershop</i> or other sequencing cards. Discuss how a story would not make sense if events were left out or in the wrong order. Have children practice telling their own complete sequence of events. Guide children to orally tell all events and to either add more details to illustrations and labels of one event, or to write several events across pages, according to their readiness.</p> <p><u>Conclusion</u> Review the lesson from Unit 1, Week 6, Day 1. Recall and discuss the types of conclusions in personal recounts. Reread the last page of <i>Bippity Bop Barbershop</i>. As a group, practice changing the conclusion to a different type: a final event, or a reflection on why the experience was important. Emphasize that personal recounts do not begin with the storyteller waking up and end with him/her going to bed. Have children practice telling different conclusions for their own personal recounts. For children who have drawn and written across pages, guide them to add a conclusion to their work.</p> <p><u>Title</u> Review the lesson from Unit 2, Week 1, Day 1. Support children to create titles for their personal recounts that are informative and interesting.</p>

	<p><u>Verbs</u></p> <p>Review the lesson from Unit 2, Week 2, Day 1. Choose the topic of one child’s personal recount and work as a group to generate a variety of verbs that relate to that topic. Repeat the process with other topics, as time allows. Add topics and verbs to the class Personal Recount Verbs chart. Guide children to revise the verbs in their oral or written personal recounts, as appropriate.</p>
Closing 5 minutes	Choose one experience from the small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	<p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.4.K.a Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes