

## WEEK 2 Day 2

### Writing Personal Recount

Revising and Publishing  
Individual Construction

<b>Content Objectives</b>	I can tell and draw a personal recount. (W.3.K.b)  I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.K.a)
<b>Language Objectives</b>	I can discuss writing in a small group. (SL.1.K.a)  I can tell my personal recount using verbs that develop the topic. (L.4.K.a, L.5.K.d)
<b>Vocabulary</b>	<b>revise:</b> make changes to writing <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>publish:</b> to prepare writing for an audience
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● see materials from Day 1</li></ul> Add materials for Publishing: <ul style="list-style-type: none"><li>● blank sheets of paper and booklets for publishing, according to children’s needs</li><li>● drawing and writing books</li></ul> Put aside the personal recount of one child who met with a small group on Day 1. This work will be used to model parts of a personal recount that could be cut out and glued onto a final copy, rather than recopying all of the work. <ul style="list-style-type: none"><li>● scissors and glue sticks</li></ul>
<b>Opening</b> 5 minutes	<i>Different groups have different jobs today. Before you meet in your small group, you can continue writing independently. After you have met in your small group, you will continue to revise your personal recount, until you have made the changes your group</i>

	<p><i>discussed.</i></p> <p><i>After your personal recount is revised, you will be able to publish it!</i></p> <p><i>When you publish your personal recount, you have a few choices. You can recopy your whole illustration and labels onto a new sheet of paper [show the paper for publishing] or booklet [show a booklet], or you can cut out and glue the parts that you did not revise onto a clean sheet of paper and fill in the rest.</i></p> <p>Show the chosen work.</p> <p><i>For example, _____ [child's name] did not revise this part of his illustration, so he could cut it out and glue it to a new sheet of paper. This part had some changes, so he could draw that part again.</i></p>
<b>Individual Construction and Small Groups</b> 20 minutes	As children work independently, meet with small groups, as described in Day 1.
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>L.4.K.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>L.5.K.d</b> 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>
<b>Ongoing assessment</b>	Note children's participation in and understanding of the content of each small group.

<b>Notes</b>
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