

WEEK 4 Day 5

Writing Personal Recount
Individual Construction

Content Objective	I can tell and draw 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
Materials and Preparation	<ul style="list-style-type: none"> ● teacher’s drawing and writing book ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Day 4
Opening 3 Minutes	<i>Yesterday you told and drew your own personal recounts! Today you will do the same. You can choose to create a brand new personal recount to illustrate and label, or you can even go back and add another detailed illustration to the personal recount you created yesterday. Remember how Jerry Pinkney the author of “The Lion and the Mouse” had many illustrations that told us about that story.</i>
Modeling 7 minutes	<p>Model telling your own personal recount. (See Day 4 for an example.) Begin with an orientation that includes information about who the story is about, when and where it happened, and an introduction to what happened.</p> <p>Model planning for drawing one event in your drawing and writing book.</p>
Individual Construction 20 minutes Partner share 5 minutes	<p><i>Now it’s your turn to tell and draw a personal recount. You might choose to continue working on the personal recount you wrote yesterday, or you might choose to tell and write a new one. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for</p>

<p>Writing Time 15 minutes</p>	<p>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. When they finish telling their personal recounts, have the children begin drawing on the first blank page of their drawing and writing books. As children write, circulate to support them. Stamp or write the date at the top of the pages. Encourage students to be adding as many details and labels to their illustrations.</p>
<p>Closing 1 minute</p>	<p><i>Next time we have writing we will look more closely at the parts of Bippity Bop Barbershop to learn more about personal recounts.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. 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>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.</p>

Notes