



WEEK 1 Day 1

Writing Personal Recount
 Deconstruction and Joint Construction: Title
 Joint and Individual Construction

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| Content Objective | I can choose a title for my personal recount. (W.3.K.b) I can recommend a title to my classmate. (W.3.K.b) I can tell, draw, and label a personal recount. (W.3.K.b) |
| Language Objective | I can participate in a class discussion about titles. (SL.1.K.a) I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c) |
| Vocabulary | title: the name of a piece of writing 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 Unit 1, Week 5, Day 3 ● teacher whiteboard and markers ● drawing and writing books ● drawing and writing tools in caddies |
| Opening 1 minute | <i>We have been writing a personal recount together as a class. Today we will explore titles in personal recounts and add titles to our work.</i> |
| Deconstruction 10 minutes | <p>Point to the Title line on the chart.</p> <p><i>In personal recounts the title, or name, gives information about what the story will be about, and is interesting to the reader.</i></p> <p><i>Remember Bippity Bop Barbershop? What's interesting about this title?</i></p> <p>Provide time for children to share responses.</p> |
| Joint Construction 8 minutes | <p>Review the class's personal recount, as necessary to remember its content.</p> <p><i>What would be a good title for our personal recount?</i></p> <p>Collect the children's ideas and select a title. Add the agreed-upon title to the chart.</p> |

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| | <p><i>Last week we charted _____'s and _____'s personal recounts. Let's look at their illustrations and add titles. Think about _____'s personal recount. What would be a good title?</i></p> <p>Collect the children's ideas and write them on the teacher whiteboard. Select titles.</p> |
| <p>Individual Construction 10 minutes</p> | <p><i>Now it's your turn. When you get your drawing and writing book, open to the personal recount you have been working on. As you continue working, I will come around to help you write your title on the page.</i></p> <p>Send the children to work. As they work, circulate to write their titles.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we learned about the titles in personal recounts. Tomorrow we will continue with our personal recounts.</i></p> |
| <p>Standards</p> | <p>W.3.K.b Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</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>Ongoing assessment</p> | <p>After the lesson, review children's titles and take notes on the Personal Recount Observation Tools.</p> <p>How effective are children's titles? Are they informative? interesting?</p> <p>Note that writing titles is a challenging process that will improve over time.</p> |

Notes