

## Unit 2: Animals and Habitats

### WEEK 1 Day 5

The children continue independent construction. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Personal Recount Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Personal Recount: (see the attached lessons for recommendations)

- orientation

- sequence of events:

  - orally telling all events and drawing/labeling one event

  - drawing and labeling events across multiple pages (for children who are ready)

- conclusion

- verbs

#### Conventions: (no suggested lessons included)

- writing complete sentences

- including spaces between words in a sentence

- capitalization

- punctuation

- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping

- using environmental print and word walls for spelling

- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day**

Target Students (individual, small group, or whole group?):

Topic:

**Day**

Target Students (individual, small group, or whole group?):

Topic:

**Day**

Target Students (individual, small group, or whole group?):

Topic:

# Writing Personal Recount

## Deconstruction and Revision: Orientation

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- mentor text for personal recount: *Bippity Bop Barbershop* or a child's writing that includes a strong orientation
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to their own writing. Have them identify the elements of orientation (in the illustration or labels/words, or oral storytelling): who is in the story, when it happened, where it happened, and an introduction to what happened.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration, labels/words, or oral storytelling.

## Writing Personal Recount

Deconstruction and Revision: Sequence of Events  
Oral Retelling and Drawing/Writing One Event

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Guide children to tell all of the events of their stories, in order.
- Support children in deciding which event to draw and write and/or in revising illustrations and words representing the one event.
- Revisions may include, but are not limited to
  - adding people who were missing
  - revising/adding character movements/other objects that more clearly illustrate the event
  - adding labels

## Writing Personal Recount

Deconstruction and Planning: Sequence of Events

Drawing/Writing Events Across Pages

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- drawing and writing book or booklet, for modeling
- children's drawing and writing books or booklets, for writing personal recounts across multiple pages

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Model telling a personal recount. Then touch each page in the model notebook/booklet, and model planning for which parts of the personal recount will be written on each page.
- Have children tell a new personal recount to a partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Support children to plan their personal recounts by touching each page in their drawing and writing books/booklets and stating which parts of their personal recounts they will draw and write on each page.
- Send children to write their new personal recounts.

# Writing Personal Recount

## Deconstruction and Revision: Conclusion

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- *Bippity Bop Barbershop*, Natasha Anastasia Tarpley
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- Guide children to generate their own conclusions, orally or in drawing and writing. Use questions, such as the following, to prompt children's thinking.
  - What happened last?
  - How did you feel after doing that?
  - What was that experience like for you?

# Writing Personal Recount

## Deconstruction and Revision: Verbs

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
  - Personal Recount Verbs chart, from Day 1
- Before the lesson, add a heading or headings to the other spaces in the chart of topics that are common across children's personal recounts.
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic).
- Introduce one topic on the Personal Recount Verbs chart. As a group, generate verbs related to that topic. Children may want to dramatize to support their thinking. Record the verbs on the chart, in the past tense.
- Refer children back to their own writing. As children retell, illustrate, and label their personal recounts, guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary and appropriate, assist children with using verbs in the past tense.