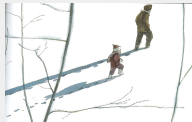

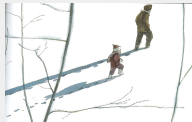

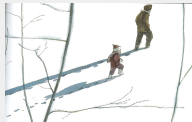















Writing Personal Recount

Deconstruction: Personal Recount Purpose and Stages

Content Objectives	<p>I can identify and name the parts of the orientation. (W.K.3)</p> <p>I can put the sequence of events of <i>Owl Moon</i> in order. (RL.K.2)</p>
Language Objective	<p>I can explain why the sequence of events belongs in that order. (SL.K.1)</p>
Vocabulary	<p>document: to record, sometimes by writing</p> <p>entertain: to interest someone</p> <p>genre: a type of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>purpose: the reason for doing or creating something</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount Poetry (in the Introduction documents).</p> <ul style="list-style-type: none"> ● <i>Owl Moon</i> mentor text image ● Personal Recount anchor chart, from Unit 1 Add the <i>Owl Moon</i> mentor text image to the chart. ● <i>Owl Moon</i>, Jane Yolen Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “It was late one winter night...” ● chart paper Prepare the following <i>Owl Moon</i> chart. Note: Leave enough space under Sequence of Events to glue on 3 horizontal sheets of paper.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center; padding: 5px;"><i>Owl Moon</i></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Conclusion:</td> </tr> </table> <ul style="list-style-type: none"> ● <i>Owl Moon</i> sequence of events strips, 6 copies cut apart and put in envelopes ● tape or glue, for attaching the sequence of events to the chart 	<i>Owl Moon</i>				Orientation:				Who	When	Where	What	Sequence of Events:																								Conclusion:			
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<p>Opening 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called personal recount. We read Bippity Bop Barbershop and wrote our own personal recounts. For the next few weeks, you will write personal recount poems! Today we will review what we learned about personal recount.</i></p>																																								
<p>Deconstruction 28 minutes</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We know that personal recounts are written to document a sequence of events and to entertain. One example of a personal recount that we read together is Bippity Bop Barbershop. We read another personal recount together earlier in the year—Owl Moon!</i></p> <p><i>Owl Moon documents the sequence of events of when the girl and Pa went owling. It is also entertaining. I remember when I first read the book, I couldn't wait to find out if they would see an owl!</i></p>																																								
<p>page 2</p>	<p>Refer to the <i>Owl Moon</i> chart.</p> <p><i>Because Owl Moon is a personal recount, it also has the same stages, or parts, as Bippity Bop Barbershop. Remember, personal recounts begin with an orientation that introduces the reader to</i></p>																																								

	<p><i>who is in the story, when and where it happens and an introduction to what happened. Let's read the first page of the book and add the parts of the orientation to our chart.</i></p> <p>Read page 2, and fill in the orientation section of the chart together. See the example below.</p>																								
pages 3-28	<p><i>Let's do a picture walk through the rest of the book, so you can remember what happened.</i></p>																								
	<p><i>Now you will work in small groups to put the sequence of events in order. Each group will get an envelope with strips of paper inside. Together you will put these strips in order. As you work, talk about the choices you make—what is happening in this event? Why do the events go in this order?</i></p> <p>Show and read each event. Then send children to work in small groups.</p> <p>When groups finish, keep them sitting in their small groups, but draw children's attention to the whole group. Go through each event, asking what children have placed first, second, and so on. Talk together about what order makes sense. Attach one set of events to the <i>Owl Moon</i> chart.</p>																								
page 29	<p>Bring the children back to the meeting area.</p> <p><i>The last stage of a personal recount is the conclusion. Personal recounts can end with a final event, a feeling, or a reflection on what happened. Let's read the conclusion of <i>Owl Moon</i>.</i></p> <p>Read the last page, and record the conclusion on the chart.</p> <p><i>Jane Yolen concludes with a reflection on what it's like to go owling.</i></p> <table border="1" data-bbox="500 1220 1362 1871"> <tr> <th colspan="4" style="text-align: center;"><i>Owl Moon</i></th> </tr> <tr> <th colspan="4">Orientation:</th> </tr> <tr> <td style="width: 25%;">Who the girl and Pa</td> <td style="width: 25%;">When late one winter night</td> <td style="width: 25%;">Where on the farm</td> <td style="width: 25%;">What Pa and the girl went owling</td> </tr> <tr> <th colspan="2">Sequence of Events:</th> <td colspan="2"></td> </tr> <tr> <td colspan="2" style="text-align: center;"></td> <td colspan="2">Pa and the girl walked into the woods.</td> </tr> <tr> <td colspan="2" style="text-align: center;"></td> <td colspan="2">Pa called out like an owl.</td> </tr> </table>	<i>Owl Moon</i>				Orientation:				Who the girl and Pa	When late one winter night	Where on the farm	What Pa and the girl went owling	Sequence of Events:						Pa and the girl walked into the woods.				Pa called out like an owl.	
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<p>Conclusion: When you go owling you don't need words or warm or anything but hope.</p>											
<p>Closing 1 minute</p>	<p><i>Today we reviewed the purpose and stages of personal recount. Tomorrow we will begin exploring personal recount poetry.</i></p>										
<p>Standards</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>W.K.3. 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.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>										
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text.</p> <p>How much support do children require when identifying the parts of the orientation?</p> <p>Do children put the sequence of events in order?</p> <p>How do they justify the order they choose?</p>										