

WEEK 6 Day 3

Writing Personal Recount
Individual Construction

Content Objective	I can write a personal recount. (W.3.1.b, Writing Standard W.2)																																
Language Objective	I can retell the stages of someone else’s personal recount. (SL.1.1)																																
Vocabulary	<p>stages: the parts of a piece of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>orientation: in a personal recount, the text that introduces the story</p>																																
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and marker <p>Prepare the following Personal Recount Stages chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <td colspan="4" style="padding: 5px;">Title:</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="padding: 5px;">Conclusion:</td> </tr> </table>	Title:				Orientation:				Who	When	Where	What	Sequence of Events:																Conclusion:			
Title:																																	
Orientation:																																	
Who	When	Where	What																														
Sequence of Events:																																	
Conclusion:																																	

	<ul style="list-style-type: none"> ● system for keeping track of work shared Choose one child who would like to share a personal recount. ● drawing and writing tools ● drawing and writing paper Different styles of loose paper should be available to children (they will be stapled later). All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children. ● children’s writing folders ● personal Recount Observation Tools, from Week 5, Day 3
<p>Opening 1 minute</p>	<p>Refer to the Personal Recount Stages chart. <i>We used a chart like this to keep track of the stages of Mango, Abuela, and Me. We are going to use the same kind of chart to keep track of our own personal recounts!</i></p>
<p>Individual Construction 15 minutes</p>	<p><i>For the next few weeks we will be thinking a lot about books and making sure that everyone has access to books. Today when you tell and draw your personal recounts, you will think about an experience you have had with books. For example, it could be a special time when someone read you a book, when you got a library card, or when we read an important book together at school.</i></p> <p>Call the child who will share to the front of the meeting area. Guide him to tell his personal recount, including all stages (orientation, sequence of events, and conclusion). <i>Now we are going to chart _____’s personal recount. Think about the orientation—the beginning: who was in _____’s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “at night,” “the other day,” “when I was in kindergarten.”</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story. For example, Abuela came to live with Mia and her family.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the Title line will be filled in the following day.</p>
<p>Individual Construction</p>	<p><i>Remember, when you go to write today, you will write a personal recount about an experience you had with books. Think about what</i></p>

13 minutes	<p><i>you would like to write, then tell the story to your partner.</i></p> <p>After children share their plans, send them to write. As children work, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
Closing 1 minute	<p><i>Today we heard and made a chart about _____'s personal recount and wrote our own personal recounts. Tomorrow we will check in with _____ again!</i></p>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter's personal recount do children easily identify? Which are more challenging?</p> <p>Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

Notes

