

## WEEK 8 Day 1

### Writing Personal Recount

#### Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children’s individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of personal recount: to document a sequence of events and to entertain.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

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| <b>Content Objective</b>         | I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.1.a, W.3.1.b, W.2.1.b)   |
| <b>Language Objectives</b>       | I can discuss with a partner or small group how my writing should be revised. (SL.1.1.a)<br><br>I can revise my personal recount to include a variety of verbs and phrases of time. (W.2.1.b, W.2.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)  |
| <b>Vocabulary</b>                | <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain<br><b>revise:</b> to make changes to writing<br><b>publish:</b> to prepare writing for an audience<br><b>audience:</b> an individual or group for whom a piece of writing is composed<br><b>feedback:</b> specific, helpful suggestions given to improve work |
| <b>Materials and Preparation</b> | These materials will be used during Days 2-3 this week. <ul style="list-style-type: none"> <li>Personal Recount Observation Tools</li> </ul> Before the lesson, review the children’s Personal Recount Observation Tools and Personal Recount Feedback sheets, along   |

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|   | <p>with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 2 and two to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s writing folders, including personal recounts</li> <li>● additional paper, for adding missing events</li> <li>● personal recount mentor texts: <i>Mango, Abuela, and Me</i>, jointly constructed personal recount</li> <li>● Personal Recount anchor chart, from Week 5, Day 2</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4</li> <li>● Personal Recount anchor chart, from Week 5, Day 2</li> <li>● Personal Recount Verbs chart, from Week 7, Day 1</li> <li>● Phrases of Time chart, from Week 7, Day 4</li> </ul> <p>For Publishing:</p> <ul style="list-style-type: none"> <li>● a variety of paper, copies as needed for publishing<br/>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</li> <li>● system for keeping track of work shared<br/>Choose one child who would like to share a personal recount, preferably a child who has not yet shared his work.</li> </ul> |
| <p><b>Opening</b><br/>1 minute</p>                    | <p><i>We have learned a lot about personal recounts, we wrote a personal recount together as a class, and you wrote your own personal recounts! This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your personal recount even better.</i></p> <p><i>If you need to add a new event to your personal recount, get a new sheet of paper to write that part.</i></p>   |
| <p><b>Individual Construction</b><br/>24 minutes,</p> | <p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish personal recounts, by</p>  |

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| <p>concurrent with Small Group instruction</p>  | <p>copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 3 children will assemble all of the parts of their personal recounts into books.</p>   |
| <p><b>Small Group Possibilities</b><br/>24 minutes, concurrent with Individual Construction</p> | <p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of personal recount taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u><br/>Revisit the lesson from Week 5, Day 4. Review the <i>Mango, Abuela, and Me</i> chart. Remind children of the parts of an orientation and guide them to add any parts they are missing.</p> <p><u>Sequence of Events and Development of Events</u><br/>Revisit the lessons from Week 5, Day 5 and Week 6, Day 1. Guide children to ensure that they have included all major events in their personal recounts. Have them identify events in their own writing that need further development and ask<br/><i>What can we add here? What else happened?</i></p> <p><u>Conclusion</u><br/>Review the lesson from Week 6, Day 2. Refer to the Personal Recount anchor chart and discuss with children the types of conclusions in personal recounts. Emphasize that personal recounts do not begin with the storyteller waking up and end with him/her going to bed. Assist children in choosing and crafting the most appropriate conclusions for their personal recounts.</p> <p><u>Verbs</u><br/>Review the lesson from Week 7, Day 1. Have children underline the verbs in their writing. In the small group, refer to the Personal Recount Verbs charts to get ideas for using a variety of verbs that relate to the topic. Replace repetitive, non-specific verbs with verbs that are more descriptive and specific.</p> <p><u>Phrases of Time</u><br/>Review the lesson from Week 7, Day 4. Refer to the Phrases of Time chart. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote “I read the book all by myself,” could rewrite this sentence to say “After I read the book with my Grandmother, I read it all by myself.”</p> |

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| <p><b>Closing</b><br/>5 minutes</p> | <p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>  |
| <p><b>Standards</b></p>             | <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.<br/> <b>W.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.<br/> <b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.<br/> <b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br/> <b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).<br/> <b>L.1.1.e</b> Use frequently occurring adjectives.<br/> <b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).<br/> <b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).<br/> <b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> |
| <p><b>Ongoing assessment</b></p>    | <p>Note children’s participation in and understanding of the content of each small group.</p>  |

**Notes**