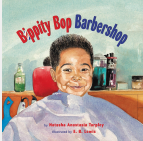


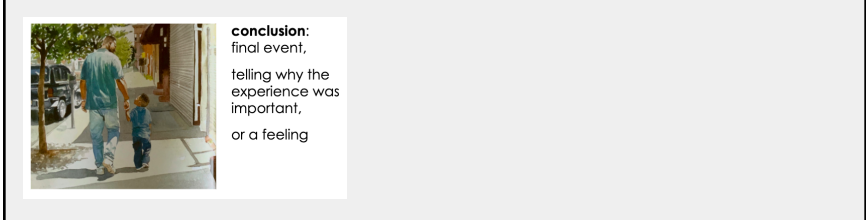


WEEK 6 Day 1

Writing Personal Recount
 Deconstruction: Conclusion
 Individual Construction

Content Objective	I can tell and draw a personal recount with a conclusion. (W.3.K.b)
Language Objective	I can follow routines for talking to a partner. (SL.1.K.a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>document: to record, sometimes by writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>entertain: to interest someone</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>stages: the parts of a piece of writing</p> <p>conclusion: the end</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Personal Recount anchor chart images: stages ● Cut out the conclusion image. ● Personal Recount anchor chart, from Week 4, Day 3 ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● system for keeping track of work shared <p>Before the lesson, check in with one child who will share her personal recount and model thinking through a conclusion.</p> <ul style="list-style-type: none"> ● drawing and writing books ● writing tools ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We learned that they are written to document a sequence of events. We also learned that they are written with certain parts, or stages. They begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage of personal</i></p>

	<p><i>recounts.</i></p> <p>Deconstruction 8 minutes</p> <p>Open to the last page of <i>Bippity Bop Barbershop</i>. <i>Personal recounts end with conclusions. Sometimes writers end their personal recounts with one final event; sometimes they talk about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Bippity Bop Barbershop. As I read, think about which kind of conclusion Natasha Anastasia Tarpley chooses.</i></p> <p>Read the last page. Harvest the children’s ideas. <i>Natasha Anastasia Tarpley does not add a final event or say why the experience was important; she concludes her story with a feeling. She uses the illustration and words to show Miles and Daddy walking home together, with Miles feeling happy and proud.</i></p> <p>On the Personal Recount anchor chart, below sequence of events, glue the conclusion card. See the following example.</p> <div data-bbox="500 825 1360 1801" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Personal Recount</p> <p>Purpose: to document a sequence of events and to entertain</p> <p>Examples:</p>  <p>Stages:</p>  <p>orientation: introduces <u>who</u> is in the story, <u>when</u> and <u>where</u> it happened, and an introduction to <u>what</u> happened</p>  <p>sequence of events: all the events of the story, in order</p> </div>
--	---

	 <p>conclusion: final event, telling why the experience was important, or a feeling</p>
<p>Modeling 10 minutes</p>	<p>Hold up the selected child’s drawing and writing book. Support her as she tells her personal recount, encouraging her to include the orientation and sequence of events.</p> <p><i>Now _____ [child’s name] is going to think carefully about her conclusion. Remember, she can end with a final event, telling why the experience was important, or a feeling. _____, what kind of conclusion would you like to use?</i></p> <p>Guide and support the child to choose a type of conclusion and to say a concluding statement that is appropriate for her personal recount. Note that the child may need a lot of support at this point.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you are going to think about conclusions for your own personal recounts. Sitting side by side with your partner, you will open your drawing and writing book. Just like _____, retell your story and then add a conclusion.</i></p> <p>Distribute drawing and writing books and guide children to sit and share in partners. When they finish their conversations, send them to continue writing. As they write, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that personal recounts end with conclusions. Tomorrow we will add a conclusion to our class personal recount.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. 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>Listen and take notes as children tell their conclusions. What do they understand about concluding personal recounts? Which type(s) of conclusions do they choose?</p> <p>As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.</p>

Notes