

## Unit 1: Our Community

### WEEK 5 Day 5

#### Writing Personal Recount

Joint Construction

Individual Construction

<b>Content Objective</b>	I can tell and draw a personal recount that begins with an orientation and includes a sequence of events. (W.3.K.b)
<b>Language Objectives</b>	I can recount a class experience. (SL.1.K.a) I can ask questions to understand my partner. (SL.2.K.b)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>orientation:</b> in a personal recount, the text that introduces the story <b>sequence of events:</b> the events in a personal recount, in order <b>stages:</b> the parts of a piece of writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• jointly constructed Personal Recount Stages chart, from Day 3</li><li>• <i>Bippity Bop Barbershop</i> chart, from Day 1, for reference</li><li>• drawing and writing books</li><li>• drawing and writing tools in caddies</li><li>• Personal Recount Observation Tools, from Week 4, Day 4</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday we learned that in a personal recount after the orientation comes the sequence of events. We are going to add to our class personal recount chart today, and then you will continue writing your own personal recounts.</i>
<b>Joint Construction</b> 18 minutes	Refer to the jointly constructed Personal Recount Stages chart. <i>Together we retold our class experience of _____. Then we filled in the orientation section of this chart with who was in our story, when and where it happened, and an introduction to what happened. Today we are going to fill in the next section: the Sequence of Events.</i>  Refer to the <i>Bippity Bop Barbershop</i> chart. <i>Remember, when we fill in the <b>Sequence of Events</b>, we will add all of the important events that happened in our story, in order.</i>

	<p><i>Take a minute to think about all of the events that happened in our story.</i></p> <p>Harvest children’s ideas to recount the sequence of events. Decide as a class on the order of events and record them in the Sequence of Events portion of the chart.</p> <p>Note that the rest of the chart will be filled in in upcoming lessons.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it’s your turn to tell and draw a personal recount. This time when you tell your personal recount, be sure to begin with an orientation <u>and</u> to include all of the events, in order. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their personal recounts.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Stamp or write the date at the top of the pages.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we continued our class personal recount and you continued telling and drawing your own personal recounts. Next we will learn about another <b>stage</b>, or part, of personal recounts.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.  <b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.  <b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></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**

