











WEEK 6 Day 2

Writing Personal Recount
 Joint Construction
 Individual Construction

Content Objective	I can tell and draw a personal recount. (W.3.K.b)																								
Language Objectives	I can recount a class experience. (SL.1.K.a) I can ask questions to understand my partner. (SL.1.K.b)																								
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>conclusion: the end</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>sequence of events: the events in a personal recount, in order</p>																								
Materials and Preparation	<ul style="list-style-type: none"> <i>Bippity Bop Barbershop</i> chart, from Week 5, Day 1 Fill in the Conclusion portion of the chart. See the following example. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <th colspan="4" style="text-align: center; padding: 5px;"><i>Bippity Bop Barbershop</i></th> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="padding: 5px;">Who Daddy and Miles</td> <td style="padding: 5px;">When early Saturday morning</td> <td style="padding: 5px;">Where home; city; barbershop</td> <td style="padding: 5px;">What Miles is getting his first haircut.</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="padding: 5px;">  Daddy and Miles dressed alike. </td> </tr> <tr> <td colspan="4" style="padding: 5px;">  They stopped at Jack's Sweet Shop. </td> </tr> </table>	<i>Bippity Bop Barbershop</i>				Orientation:				Who Daddy and Miles	When early Saturday morning	Where home; city; barbershop	What Miles is getting his first haircut.	Sequence of Events:				 Daddy and Miles dressed alike.				 They stopped at Jack's Sweet Shop.			
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	<div data-bbox="505 113 1362 228">  <p>The men at the barbershop told Miles to be brave.</p> </div> <div data-bbox="505 233 1362 359">  <p>Miles could not find a haircut that looked like him.</p> </div> <div data-bbox="505 363 1362 499">  <p>Miles imagined Daddy getting his hair cut so he wouldn't be scared.</p> </div> <div data-bbox="505 504 1362 615">  <p>Miles and Daddy got the same haircut.</p> </div> <div data-bbox="505 619 1362 751"> <p>Conclusion: I hum a happy, proud song as we leave Mr. Seymour's shop. <i>Bippity bop. Bippity be-bop-bop.</i> Daddy picks up the tune. We walk to the rhythm of our music, two cool cats, side by side.</p> </div> <ul style="list-style-type: none"> ● jointly constructed Personal Recount Stages chart, from Week 5, Day 3 ● Personal Recount anchor chart, from Week 4, Day 3 ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
<p>Opening 1 minute</p>	<p><i>Yesterday we learned that personal recounts end with conclusions. Refer to the Bippity Bop Barbershop chart. I added the conclusion from Bippity Bop Barbershop to the bottom of our chart. Read the conclusion.</i></p> <p><i>Today we are going to add to our class personal recount chart, and then you will continue writing your own personal recounts.</i></p>
<p>Joint Construction 10 minutes</p>	<p><i>Let's review what we have written so far for our personal recount. Review the jointly constructed Personal Recount Stages chart.</i></p> <p><i>Now we will fill in the Conclusion section. Refer to the Personal Recount anchor chart. Remember, personal recounts can end with a final event, telling why the experience was important, or a feeling. Bippity Bop Barbershop ends with a feeling.</i></p> <p><i>Take a minute to think about which type of conclusion would be best for our personal recount.</i></p> <p>Harvest children's ideas and choose one conclusion as a class. Record the conclusion on the chart.</p>

	Note that the title will be filled in in Unit 2, Week 1.
Individual Construction 18 minutes	<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 include all of the stages, or parts. [Refer to the Personal Recount anchor chart.] Begin with an orientation, followed by the sequence of events, and end with a conclusion. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumb 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>
Closing 1 minute	<i>Today we continued our class personal recount and you continued telling and drawing your own personal recounts. For the rest of the week you will continue to tell, draw, and write your own personal recounts.</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Ask and answer questions in order to seek help, gather information or clarify something that is not understood.</p>
Ongoing assessment	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.

Notes