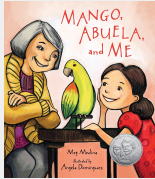


WEEK 5 Day 2

Writing Personal Recount
 Deconstruction: Personal Recount Purpose
 Individual Construction: Telling Personal Recounts

Content Objectives	<p>I can identify the main purpose of a text. (R.9.1.b)</p> <p>I can tell a personal recount. (W.3.1.b)</p>
Language Objective	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.1.b)
Vocabulary	<p>communicate: to share ideas with each other</p> <p>purpose: the reason for doing or creating something</p> <p>genre: a type of writing</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <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>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents).</p> <ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● Why We Write chart, from Week 1, Day 1 ● Personal Recount anchor chart images ● chart paper <p>Prepare the following Personal Recount anchor chart. Cut out the mentor text image and glue it to the chart. Note that stages and language images will be added in future lessons.</p>

	<p style="text-align: center;">Personal Recount</p> <p>Purpose: document a sequence of events; entertain</p> <p>Examples:</p>  <p>Stages:</p>
<p>Opening 1 minute</p>	<p><i>At the beginning of the year we learned that writers communicate in different ways, for different purposes and that these different purposes and ways of writing are called genres. The first genre we learned a lot about is procedure. Today we will begin learning about a new genre of writing.</i></p>
<p>Deconstruction 19 minutes</p>	<p>Refer to <i>Mango, Abuela, and Me</i> on the Why We Write chart.</p> <p><i>When we began our year together as writers, we previewed this book and predicted its purpose—why Meg Medina wrote it. Then we read the book together during Text Talk. Let’s see if our thinking has changed, now that we have read the book.</i></p> <p>Review children’s responses on the chart.</p> <p><i>Take a moment to think quietly about this question: Why did Meg Medina write <i>Mango, Abuela, and Me</i>? [to tell the story of Mia and her abuela teaching each other]</i></p> <p>Flip through pages as needed to review the text. Add any new ideas to the chart.</p> <p>Introduce the Personal Recount anchor chart.</p> <p><i>The new genre we are going to study and write is called personal recount. The word “personal” means something about yourself [point to yourself], and the word “recount” means to tell.</i></p> <p><i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal recounts are also meant to entertain, or be interesting to, readers.</i></p>

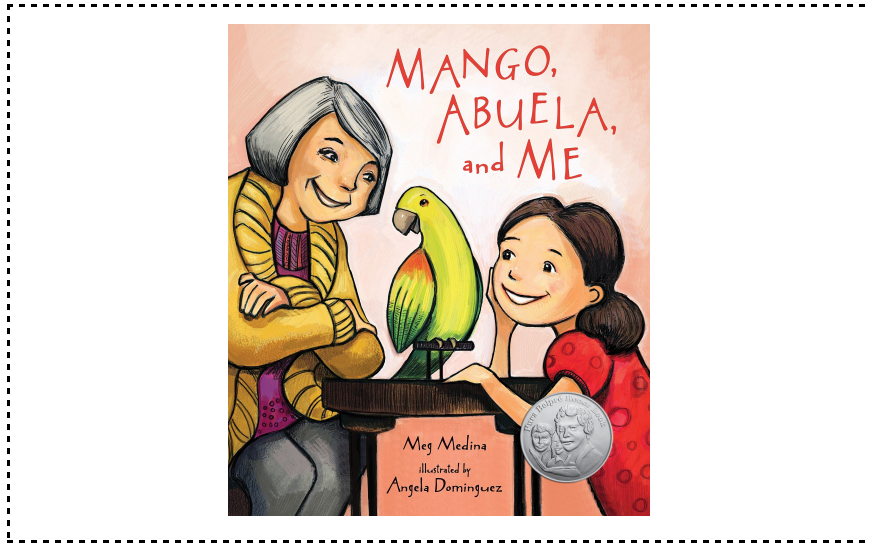
	<p><i>Think, Pair, Share: What part of Mango, Abuela, and Me is most entertaining to you?</i></p> <p>Walk through the illustrations as needed to review the events of the book. Harvest several children’s ideas and refer back to the specific pages children mention.</p>
<p>Individual Construction 9 minutes</p>	<p><i>Now you will get a chance to tell your partner a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, 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.</p>
<p>Closing 1 minute</p>	<p><i>Today we began learning about a genre of writing called personal recount! Tomorrow we will begin writing personal recounts.</i></p> <p>Note: Leave the Personal Recount anchor chart posted to reference and add to throughout the unit.</p>
<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *Note: Although the Grade 1 version of this standard does not directly address author’s purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text. What do children already know about the purpose of personal recount?</p> <p>Listen for and make note of how children tell personal recounts.</p>

	<p>Do they tell the story in the first person? Do they use the past tense? Do they introduce the story? Do they retell events in order? How do they conclude the story?</p> <p>Listen for and make note of the questions children ask each other. Do they know how to ask questions? Do they ask authentic questions, to gain more information?</p>
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Notes

Personal Recount anchor chart images

mentor text



Writing U1 W5 D2

stages



orientation: introduces who is in the story, when and where it happened, and an introduction to what happened



sequence of events: all the events of the story, in order



conclusion:
final event,
telling why the
experience was
important,
or a feeling

language



whispered

verbs that relate to the topic and develop characters; in the past tense



when we bring him home

phrases of time: adverbs that describe when

Writing U1 W5 D2

WEEK 5 Day 3

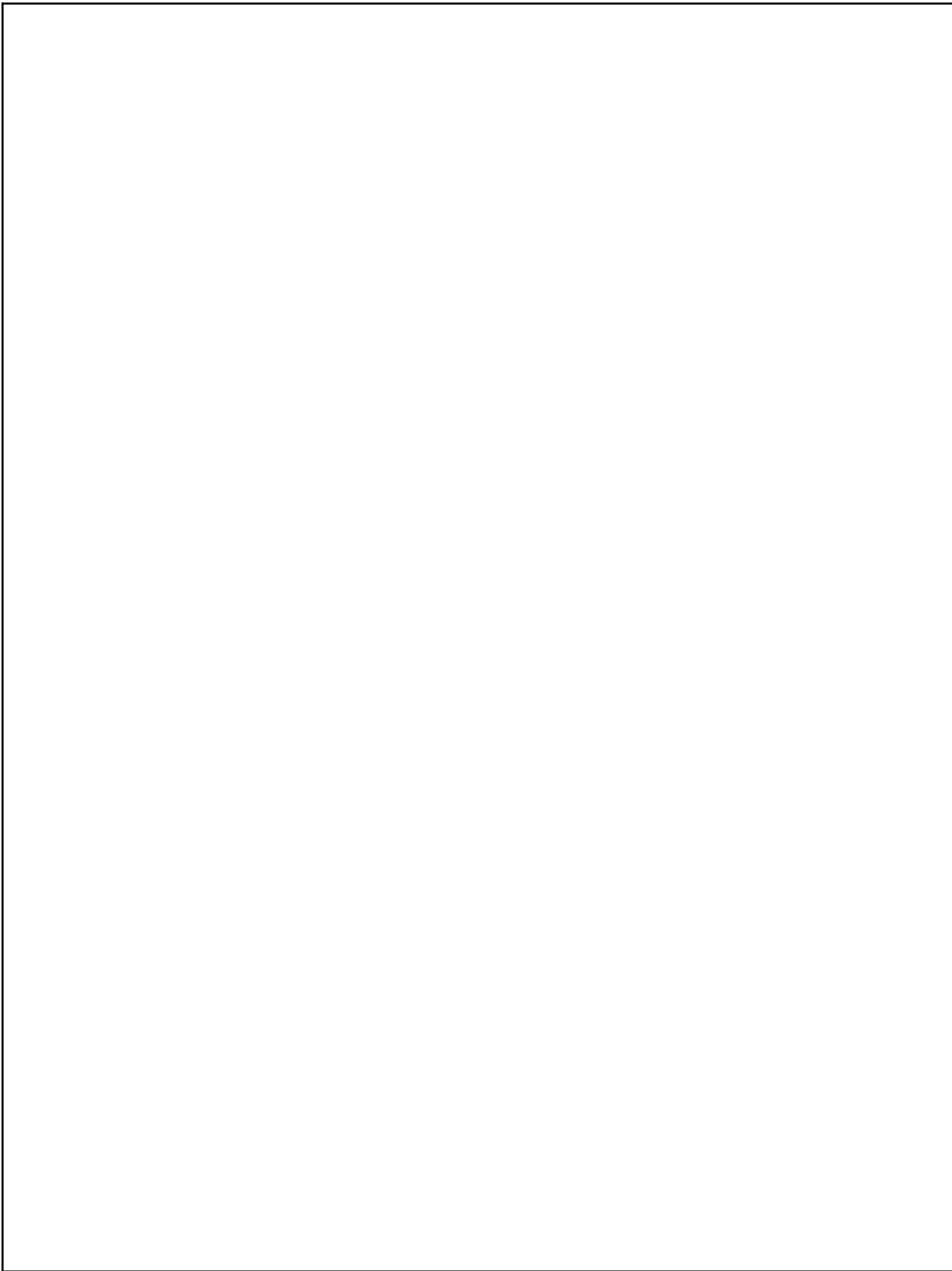
Writing Personal Recount
Joint Construction
Individual Construction

Content Objective	I can tell and draw a personal recount. (W.3.1.b)
Language Objective	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.1.b)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>genre: a type of writing</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>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● about 6 sheets of drawing and writing paper, for joint construction ● drawing and writing paper <p>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.</p> <ul style="list-style-type: none"> ● Personal Recount Observation Tool, one copy for each child ● children’s writing folders
Opening 1 minute	<i>Yesterday we started learning about personal recount, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts.</i>
Joint Construction 14 minutes	<i>Before you write your own personal recounts, we’ll write a personal recount together as a class. Let’s think about an experience we had together as a class that we can write about together. Try to think of</i>

	<p><i>something that might be interesting for someone else to read about. Think, Pair, Share.</i></p> <p>Have several children share their ideas. Choose one shared experience to write about.</p> <p><i>Can someone retell ____ [the class’s experience]? What happened?</i></p> <p><i>For today, we are going to begin writing by sketching our personal recount across different pages. That way we can remember all of our ideas and go back and add to our writing on other days.</i></p> <p>Model drawing a sketch of each event on a separate piece of paper.</p>
<p>Individual Construction 14 minutes</p>	<p><i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better.</i></p> <p><i>Now it’s your turn to tell and draw a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, 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, distribute paper and have children move to tables and begin sketching the events of their personal recounts, one on each page. As children write, circulate to support them.</p> <p>After writing, have children put away their sheets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will look more closely at the parts of Mango, Abuela, and Me to learn more about personal recounts.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</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</p>

	which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.
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Notes



Writing U1 W5 D3

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part - through illustration or with words.)</p>		
<p>Sequence of Events: includes all events documented in sequence; includes major and sub-events</p>		
<p>Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)</p>		

Writing U1 W5 D3

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of verbs to develop the topic and characters		
Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next.”)		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 8 revisions, based on observations

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Writing U1 W5 D3