

WEEK 6 Days 4 & 5

Writing Personal Recount
Individual Construction

Content Objective	I can tell, draw, and label a personal recount. (W.3.K.b)																																
Language Objectives	I can retell the stages of someone else’s personal recount. (SL.1.K.a) I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)																																
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story title: the name of a piece of writing																																
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper, 2 pieces, and marker <p style="margin-left: 20px;">Prepare two more Personal Recount Stages charts, as follows.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="padding: 5px;">Title:</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> </table> </div>	Title:				Orientation:				Who	When	Where	What	Sequence of Events:																			
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	<div data-bbox="500 113 1360 359" style="border: 1px solid black; background-color: #e0e0e0; height: 117px; width: 530px; margin-bottom: 5px;"></div> <div data-bbox="500 359 1360 424" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> Conclusion: </div> <ul style="list-style-type: none"> ● system for keeping track of work shared Choose one child who would like to share a personal recount, who has not yet shared his work. ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p>On Day 4: Refer to the Personal Recount Stages chart. <i>We used this kind of chart to plan our class personal recount, and we are going to use the same kind of chart to keep track of your personal recounts!</i></p> <p>On Day 5: Refer to the Personal Recount Stages chart. <i>Today we will chart another personal recount!</i></p>
Individual Construction 14 minutes	<p>Call the child who is sharing to the front of the meeting area. Guide him to tell his personal recount, including all stages (orientation, sequence of events, and conclusion). <i>Now we are going to chart _____'s personal recount. Think about the orientation—the beginning: who was in _____'s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “at night,” “the other day,” “when I was little,” etc.</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the blank space on the chart is for the author’s illustration and the Title line can be filled in after teaching about titles next week.</p>
Individual Construction 10 minutes	<p>Have the presenter remain in the meeting area to illustrate his personal recount.</p>

	For the rest of the class, follow established classroom routines for planning for and beginning writing and send the children to write. As they work, circulate to support them, focusing on the stages of personal recount and labeling illustrations with sounds and words.
Closing 5 minutes	<p>Display the presenter’s chart and call him to the front to briefly explain what he illustrated and why he chose to illustrate that part of the personal recount. Have the presenter identify what he labeled in his illustrations. If there are no labels, work together as a class to label several parts of the illustration.</p> <p>On Day 4: <i>Tomorrow we will chart someone else’s personal recount, and you will all continue to tell, draw, and label your own personal recounts!</i></p> <p>On Day 5: <i>Next we will learn about the titles of personal recounts!</i></p>
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>W.3.K.a Print many upper- and lowercase letters.</p> <p>L.2.K.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</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