



Section 6. Vocabulary and Comprehension

Comprehension: Personal Recount Routine



Building Background: Why is this important?

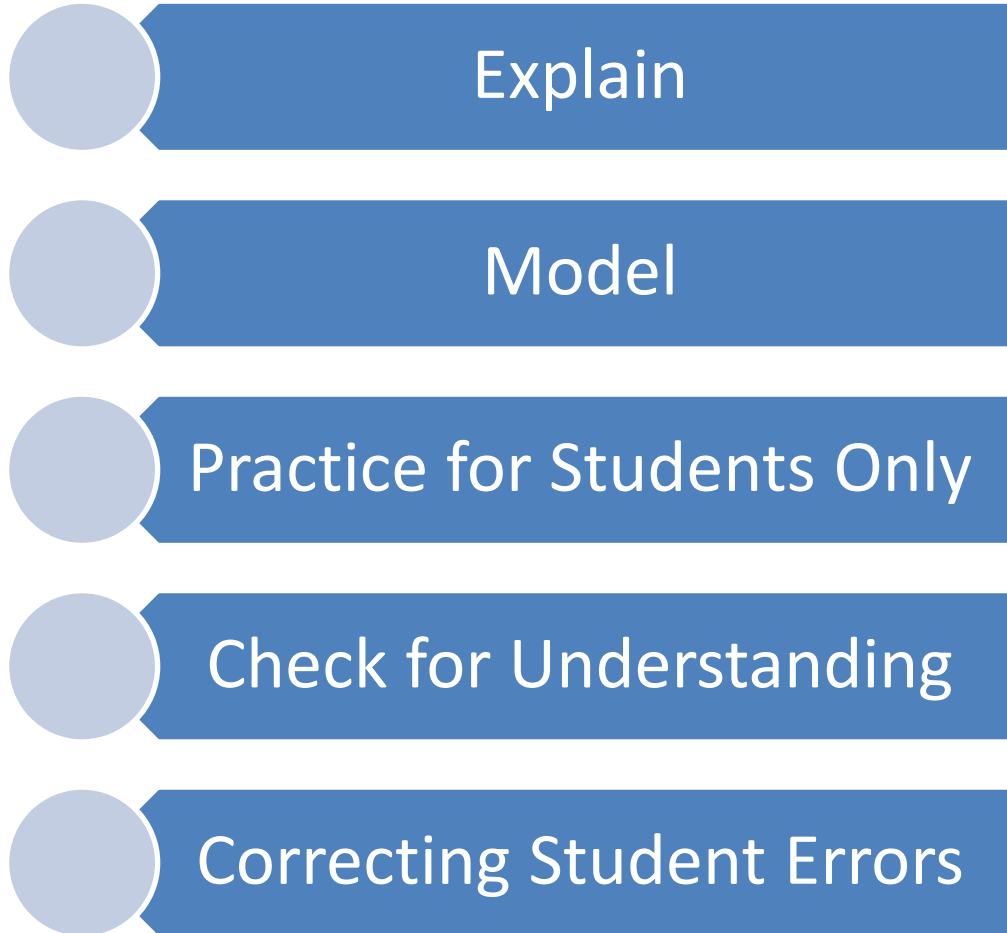




Comprehension: Personal Recount Routine

The **Comprehension: Personal Recount Routine** will provide oral language practice for students learning to retell a story. Students will be able to use personal experiences to learn narrative text elements (i.e., characters, setting, first, next, end).

Locate the **Comprehension: Personal Recount Routine** in the Appendix at the back of the workbook:



Comprehension: Personal Recount Routine

Materials: Large Seal Narrative Text Poster, Individual Seal Narrative Text Posters for each partner group. Sentence frames to provide support for talking in complete sentences.

Explain:
You're going to share a story about something you have done.

Model:
I'm going to show you how to share your story. My turn. Use the routine for each recount* and model a personal recount.

Practice for students only: Have students sitting by their talk partners. Give each partner group an Individual Seal Narrative Text Poster. Your turn.

***routine for each recount**

1. The students will touch the Main Characters ball. I was with [who].
2. The students will touch the Settings ball. We were at [where]. (or) We went to [where].
3. The students will touch the First ball. First, we [first part of recount—encourage students to say when this took place].
4. The students will touch the Next ball. Next, we [next part of the recount].
5. The students will touch the End ball. At the end, we [ending of their recount—encourage students to say why they did what they did].

Correcting Student Errors

1. Provide necessary scaffolds to guide the students through a personal recount. Prompt with questions and have them repeat each part several times.
2. If the student is still struggling or nonresponsive, give them a suggestion from a school event in a complete sentence and have them repeat it. Use a lot of positive reinforcement to encourage the student to take risks when answering questions.
3. Your turn. Now you tell me the sentence or recount. Make sure the student uses the sentence frame and answers in a complete sentence.

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Large version of poster to display:

- Wall poster or electronic version

Materials:

L=198
T=175

I was with (who?) _____.

We went to (where?) _____ (when?) _____.

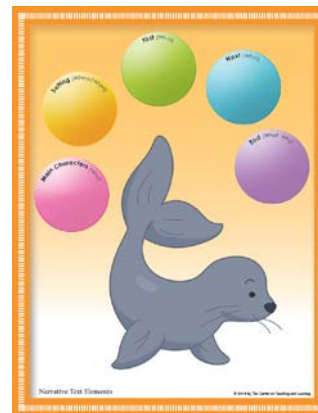
First, we (what?) _____.

Next, we (what?) _____.

At the end, we (what?) _____ because (why?) _____.

Mini Student-Version of Poster:

- Smaller poster, or, Bookmark



The main characters are...	The main characters are...	The main characters are...	The main characters are...
The story takes place...	The story takes place...	The story takes place...	The story takes place...
The first thing that happens is...	The first thing that happens is...	The first thing that happens is...	The first thing that happens is...
The next thing that happens is...	The next thing that happens is...	The next thing that happens is...	The next thing that happens is...
At the end...	At the end...	At the end...	At the end...

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*Routine for each recount

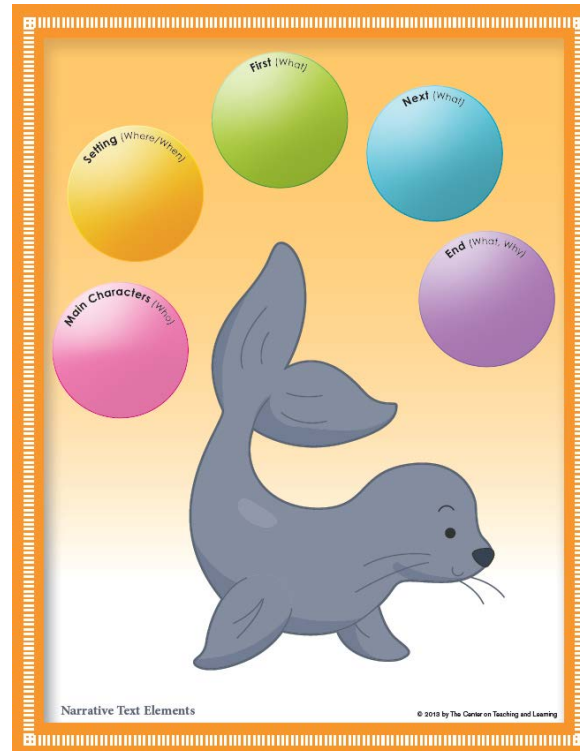
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Trainer Demonstration: Comprehension: Personal Recount Routine



I was with (who?) _____.

We went to (where?) _____ (when?) _____.

First, we (what?) _____.

Next, we (what?) _____.

At the end, we (what?) _____ because (why?) _____.

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*Routine for each recount

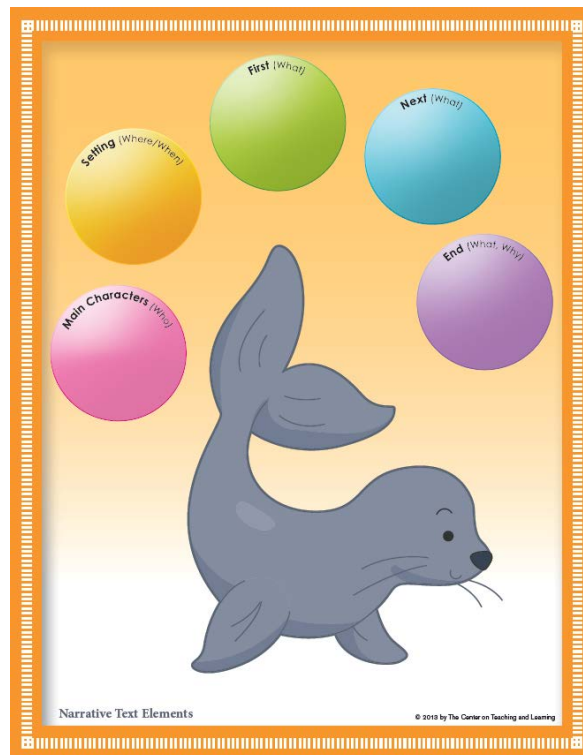
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Partner Practice: Comprehension: Personal Recount Routine



I was with (who?) _____.

We went to (where?) _____ (when?) _____.

First, we (what?) _____.

Next, we (what?) _____.

At the end, we (what?) _____ because (why?) _____.