

WEEK 1 Day 1



Writing Personal Recount
Deconstruction: Personal Recount Purpose and Stages

Content Objectives	<p>I can identify and name the parts of the orientation. (W.3.1.b)</p> <p>I can put the sequence of events of <i>Come On, Rain!</i> in order. (R.5.1.a)</p>
Language Objective	<p>I can explain why the sequence of events belong in that order. (SL.1.1)</p>
Vocabulary	<p>genre: a type of writing</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> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>conclusion: the end</p> <p>purpose: the reason for doing or creating something</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> <p>Plan for children to work in heterogeneous small groups of about 4 children each.</p> <ul style="list-style-type: none"> ● mentor text images ● Personal Recount anchor chart, from Unit 1, Week 5, Day 2 Add the mentor text images to the chart. ● <i>Come On, Rain!</i>, Karen Hesse

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Come on, rain!”</p> <ul style="list-style-type: none"> chart paper <p>Prepare the following <i>Come On, Rain!</i> chart.</p> <p>Note: Separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10”).</p> <table border="1" data-bbox="500 449 1362 1211"> <tr> <th colspan="4" style="text-align: center;"><u>Come On, Rain!</u></th> </tr> <tr> <td colspan="4">Orientation:</td> </tr> <tr> <td style="width: 25%;">Who</td> <td style="width: 25%;">When</td> <td style="width: 25%;">Where</td> <td style="width: 25%;">What</td> </tr> <tr> <td colspan="4">Sequence of Events:</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4">Conclusion:</td> </tr> <tr> <td colspan="4"> </td> </tr> </table> <ul style="list-style-type: none"> <i>Come On, Rain!</i> sequence of events strips, 1 copy for each small group, plus one for the class chart, cut apart and put in envelopes tape or glue, for attaching the sequence of events to the chart 	<u>Come On, Rain!</u>				Orientation:				Who	When	Where	What	Sequence of Events:																								Conclusion:							
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<p>Opening 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called personal recount. We read Mango, Abuela, and Me and wrote our own personal recounts. For the next few weeks, you will write personal recount poems! Today we will review what we learned about personal recount.</i></p>																																												
<p>Deconstruction 18 minutes</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We know that personal recounts are written to document a sequence of events and to entertain. Mango, Abuela, and Me is one example of a personal recount that we read together.</i></p> <p><i>Today we will read another personal recount, titled Come On, Rain!</i></p>																																												

	<p><i>In this book, the author, Karen Hesse, writes from the point of view of a young girl on a hot summer's day. She documents the sequence of events that happen on that day.</i></p> <p>Add the mentor text image to the chart.</p>
pages 1-2	<p>Refer to the <i>Come On, Rain!</i> chart.</p> <p><i>Because Come On, Rain! is a personal recount, it also has the same stages, or parts, as Mango, Abuela, and Me. Remember, personal recounts begin with an orientation that introduces the reader to <u>who</u> is in the story, <u>when</u> and <u>where</u> it happens and an introduction to <u>what</u> happened. Let's read the first pages of the book and add the parts of the orientation to our chart.</i></p> <p>Read only pages 1 and 2. Ask children who the story is about and fill in that portion of the chart (Mamma and Tessie; note that the author does not give Tessie's name until the next page, because she is the storyteller).</p> <p>Ask children when the story takes place. Note that the author does not explicitly name a date or time of day and year, but uses phrases such as "endless heat" and "parched plants" to indicate that it is summer. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place (at their home; in the city).</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story.</i></p> <p>Fill in this portion of the chart. Note that the What may be difficult for the children to identify independently. The What introduced in <i>Come On, Rain!</i> is "wishing for rain."</p>
page 3-27	<p><i>As I read the rest of the book, listen carefully to the sequence of events. After we read, you will work with a group to put the events in order.</i></p> <p>Read through page 27 ("I hug mamma hard... springing back to life.").</p>
page 28	<p><i>The last stage of a personal recount is the conclusion. Personal recounts can end with a final event, a feeling, or a reflection on what happened. I am going to read the conclusion of Come On, Rain! As I read, think about which kind of conclusion Karen Hesse chooses.</i></p> <p>Read the last page. Harvest the children's ideas.</p> <p><i>Karen Hesse concludes her story with a feeling. She uses Tessie's words and a description of Tessie and Mamma walking home to give the feeling of happiness and calmness.</i></p>





Record the conclusion on the *Come On, Rain!* Chart. (See the following example.)




Deconstruction
10 minutes

*Now you will work in small groups to put the **sequence of events** in order. Each group will get an envelope with strips of paper inside. Together you will put these strips in order. As you work, talk about the choices you make—what is happening in this event? Why do the events go in this order?*

Show and read each event. Then send children to work in small groups.

When groups finish, keep them sitting in their small groups, but draw children’s attention to the whole group. Go through each event, asking what children have first, second, and so on. Talk together about what order makes sense. Attach one set of events to the *Come On, Rain!* chart.

<i>Come On, Rain!</i>			
Orientation:			
Who Mamma and Tessie	When summer	Where at their home in the city	What wishing for rain
Sequence of Events:			
	Tessie saw clouds rolling in.		
	Tessie told Jackie-Joyce to put on her bathing suit.		
	Tessie made Mamma iced tea.		
	Jackie-Joyce came to the house.		

	<div data-bbox="500 149 1362 331">  <p>Tessie put on her bathing suit, while Jackie-Joyce ran to get Liz and Rosemary.</p> </div> <div data-bbox="500 338 1362 520">  <p>Tessie, Jackie-Joyce, Liz, and Rosemary danced and played in the rain.</p> </div> <div data-bbox="500 527 1362 709">  <p>Miz Glick, Miz Grace, Miz Vera, and Mamma came outside and danced with their daughters.</p> </div> <div data-bbox="500 716 1362 947"> <p>Conclusion: “We sure did get a soaking, Mamma,” I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.</p> </div>
<p>Closing 1 minute</p>	<p><i>Today we reviewed the purpose and stages of personal recount.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text. How much support do children require when identifying the parts of the orientation? Do children accurately categorize the conclusion as a feeling? Do children put the sequence of events in order? How do they justify the order they choose?</p>
<p>Notes</p>	

