



WEEK 5 Day 4

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

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| Content Objective | I can write the orientation of a personal recount. (W.3.1.b, Standard W.2) |
| Language Objective | I can ask and answer questions about the orientation of <i>Mango, Abuela, and Me</i> . (SL.2.1.a) |
| Vocabulary | <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>purpose: the reason for doing or creating something</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> |
| Materials and Preparation | <ul style="list-style-type: none"> ● markers ● Personal Recount anchor chart images: orientation ● Personal Recount anchor chart, from Day 2 ● <i>Mango, Abuela, and Me</i>, Meg Medina ● chart paper <p>Prepare the following <i>Mango, Abuela, and Me</i> chart.</p> <p>Note: On Day 5, 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", provided on Day 5).</p> |

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| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Mango, Abuela, and Me</i></td> </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"> ● jointly constructed personal recount, from Day 3 ● sheet of drawing and writing paper, for writing the orientation ● drawing and writing tools ● 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"> ● children’s writing folders ● personal Recount Observation Tools, from Day 3 | <i>Mango, Abuela, and Me</i> | | | | Orientation: | | | | Who | When | Where | What | Sequence of Events: | | | | | | | | | | | | | | | | | | | | | | | | Conclusion: | | | | | | | |
| <i>Mango, Abuela, and Me</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Orientation: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Who | When | Where | What | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sequence of Events: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Conclusion: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Opening 1 minute</p> | <p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the stages, or parts, of personal recounts, using Mango, Abuela, and Me as an example.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Deconstruction 9 minutes</p> | <p><i>The beginning of a personal recount is called an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Point to the Orientation section of the <i>Mango, Abuela, and Me</i> chart. Read the first page of the book. Ask children who the story is about and fill in that portion of the chart [Mami, Papi, Mia, and Abuela].</p> <p>Ask children when the story takes place [in winter]. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [in Mia’s family’s home].</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story. The “What” introduced in Mango, Abuela, and Me is that Abuela comes to live with Mia’s family. I’m going to add that to our chart.</i></p> <p>Add the orientation anchor chart image to the Personal Recount anchor chart, below Stages. Note that other stages will be explored on following days.</p> |
| <p>Joint Construction 9 minutes</p> | <p><i>Let’s go back to the personal recount we started together yesterday and write the orientation.</i></p> <p>Share ideas orally, then write the first page of the class’s personal recount, introducing <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p> |
| <p>Individual Construction 10 minutes</p> | <p><i>Now it’s your turn to add an orientation to the personal recount you sketched yesterday. Think about how you will introduce your story to your classmates. Who was in your story? Where and when did it happen? How can you introduce what happened? Think, Pair, Share.</i></p> <p>After children tell their orientations, distribute their folders and paper and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow we will learn about another stage, or part, of 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>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or</p> |

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| | information presented orally or through other media. |
| Ongoing assessment | <p>Reflect on the whole group discussion.</p> <p>How much support do children need to identify the elements of orientation? What are their confusions?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Which part(s) of the orientation do children include? Do they include the information with illustrations, words, or both? Which part(s) of the orientation do children omit?</p> |

Notes

Personal Recount anchor chart images

stages



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