



WEEK 6 Day 1

Writing Personal Recount
 Deconstruction, Joint Construction, and Individual Construction:
 Development of Events

Content Objective	I can develop the events of a personal recount. (W.3.1.b, Standard W.2)
Language Objective	I can recount the sub-events related to one event in <i>Mango, Abuela, and Me</i> . (SL.1.1, R.5.1.a)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>entertain: to interest someone</p> <p>major events: the most important events</p> <p>develop: to add more; to elaborate; to stretch out</p> <p>sub-events: the smaller events and details that tell more about the major events</p> <p>conclusion: the end</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4 ● chart paper and marker <p>Prepare the following Development of Events chart.</p>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Development of Events</td> </tr> <tr> <td>Title: <i>Mango, Abuela, and Me</i></td> </tr> <tr> <td>Major Event: Mia and Abuela taught each other words in English and Spanish.</td> </tr> <tr> <td>Sub-Events:</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table> <ul style="list-style-type: none"> ● jointly constructed personal recount, from Week 5, Day 3 ● writing tools ● children’s writing notebooks ● personal Recount Observation Tools, from Week 5, Day 3 	Development of Events	Title: <i>Mango, Abuela, and Me</i>	Major Event: Mia and Abuela taught each other words in English and Spanish.	Sub-Events:			
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<p>Opening 1 minute</p>	<p><i>We know that one purpose of personal recounts is to entertain the reader. Today we will talk about one way writers make personal recounts more entertaining.</i></p>							
<p>Deconstruction 10 minutes</p>	<p>Refer to the <i>Mango, Abuela, and Me</i> chart. <i>Last time, we put the major events of Mango, Abuela, and Me in order. These are the most important events.</i></p> <p>Read the events. <i>Right now, these events do not sound interesting. One way that an author makes a personal recount more entertaining is to develop these events.</i></p> <p>Introduce the Development of Events chart. <i>We’re going to look closely at one major event from the story: when Abuela and Mia teach each other words in English and Spanish. We’ll reread those pages to find out the other events and details Meg Medina includes to tell more about what happened and to make the story entertaining. These are called the sub-events.</i></p> <p>Read pages 13-16. Have children Think, Pair, Share to discuss what other details the author includes. Harvest ideas from the children and fill them in on the Development of Events sheet. See the following example.</p>							

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<p>Joint Construction 9 minutes</p>	<p style="text-align: center;"><i>Let’s go back to the personal recount we have been working on and think about how we can develop one of our events.</i></p> <p>Choose and read aloud one event.</p> <p style="text-align: center;"><i>What can we add here? What else happened?</i></p> <p>As a class, add words and details to the illustration to represent the development of that event.</p>						
<p>Individual Construction 9 minutes</p>	<p style="text-align: center;"><i>Now it’s your turn to begin developing the events in your personal recount. First you will read the major events out loud to your partner to make sure none are missing. Then you will add more information about each event. Add words and details to the illustration to show what else happened.</i></p> <p>Distribute children’s notebooks 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 style="text-align: center;"><i>Today we learned that developing events makes personal recounts more entertaining. Tomorrow we will learn about the conclusions of personal recounts.</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.</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.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger</p>						

	groups.
Ongoing assessment	Reflect on the whole group discussion. Are children able to recount the sub-events related to a major event in <i>Mango, Abuela, and Me</i> ? What are their confusions? As children write, circulate and take notes on the Personal Recount Observation Tool. What do children add to develop their events?

Notes