



WEEK 7 Day 1

**Writing Personal Recount**  
Deconstruction and Individual Construction: Verbs

<b>Content Objective</b>	I can list verbs that relate to a topic. (W.3.1.b, W.2.1.a)				
<b>Language Objectives</b>	I can discuss how a group of communication verbs are related but different. (L.5.1.d)  I can write verbs in the past tense. (L.1.1.d)				
<b>Vocabulary</b>	<p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>variety:</b> many different</p> <p><b>tense:</b> the form of a verb that specifies time</p>				
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● Personal Recount Verbs Cards, cut apart</li> <li>● chart paper</li> </ul> <p style="padding-left: 20px;">Prepare the following Personal Recount Verbs chart.</p> <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th colspan="2" style="padding: 5px;">Personal Recount Verbs</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"><i>Mango, Abuela, and Me</i></td> <td style="width: 50%; padding: 5px; vertical-align: top;">experience with books</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>● Personal Recount anchor chart, from Week 5, Day 2</li> <li>● Personal Recount anchor chart images: verbs</li> </ul>	Personal Recount Verbs		<i>Mango, Abuela, and Me</i>	experience with books
Personal Recount Verbs					
<i>Mango, Abuela, and Me</i>	experience with books				

<p><b>Opening</b> 1 minute</p>	<p><i>When we wrote procedures, we learned that each step begins with a precise, imperative verb. Today we are going to learn how verbs work in personal recounts.</i></p>
<p><b>Deconstruction</b> 15 minutes</p>	<p><i>One purpose of personal recounts is to entertain readers. We learned that writers can do this by developing their events—adding more detail about what happened in each event.</i></p> <p><i>Another way writers can do this is by including a <b>variety</b>, or many different kinds, of verbs. Remember, <b>verbs</b> are words that show the thoughts, feelings, and actions of characters.</i></p> <p><i>The verbs in personal recounts give the reader more information about the topic and the characters.</i></p> <p><i>I collected some verbs from Mango, Abuela, and Me and wrote them here, on these cards. We are going to think about how the verbs relate to the topic and characters of the story.</i></p> <p><i>What do these verbs have in common? [they are all communication verbs]</i></p> <p><i>Why did Meg Medina use these verbs in Mango, Abuela, and Me? [the book is about characters learning to communicate with each other]</i></p> <p><i>Meg Medina uses a variety of communication verbs, which means she uses different verbs. She doesn't just keep saying "said, said, said," she uses words like "whispered" and "asked" to show different types of communication.</i></p> <p>Show the "whispered" card. <i>What does it sound like to "whisper"?</i></p> <p>Have children whisper. <i>When is a time that you would whisper?</i></p> <p>Repeat the process of demonstrating and discussing the other verbs cards.</p> <p>Show the Verbs chart. <i>Here we are going to start a collection of verbs that will help us as we write. I'll add these cards to the Mango, Abuela, and Me side of the chart.</i></p>
<p><b>Individual Construction</b> 13 minutes</p>	<p><i>The other side of the chart says "experience with books." We are going to collect some verbs here related to this topic, because the personal recounts you are writing are about an experience you had with books. One verb I think is important is "listened." I'm going to</i></p>

	<p><i>write that on our chart. I said “listened,” instead of “listen,” because personal recounts are written in the past <b>tense</b>—they use verbs that show that the actions already happened.</i></p> <p>Think, Pair, Share.  <i>What are some other things you have done with books?</i>          After children share their ideas, send them with writing tools and sticky notes to write one verb related to book experiences.</p> <p>After writing their verbs, have children attach their sticky notes to the chart. Then facilitate a class discussion about the collected verbs. Work together as a class to edit any verbs that need to be changed to the past tense.</p> <p><i>We thought of a lot of great verbs! As we continue to think about experiences with books, we might find more verbs to add to our chart!</i></p>
<p><b>Closing</b> 1 minute</p>	<p>Show the Personal Recount anchor chart.  <i>Today we learned that the verbs in personal recounts are written in the past tense and that they relate to the topic and characters.</i>          Add the verbs card to the chart.</p> <p><i>Tomorrow you will continue working on writing your personal recounts, paying close attention to the verbs you choose.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.  <b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).  <b>L.5.1.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes about children’s understanding of verbs.          What connections do they make between the verbs?          What differences/nuances in meaning do they recognize?</p> <p>After the lesson, review the verbs chart.          Which verbs do children name? Do they all relate to the topic?          Which important verbs are still missing?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.

Personal Recount Verbs Cards



whispered



called



said



asked

Writing U1 W7 D1

Personal Recount anchor chart images

language



whispered

**verbs** that relate to the topic and develop characters; in the past tense