

Art Studio

What do we need to do next?

How are we thinking about weather conditions?

Building Studio

What do we need to do next?

How are we thinking about weather conditions?

Drama Studio

What do we need to do next?

How are we thinking about weather conditions?

Library Studio

What do we need to do next?

How are we thinking about weather conditions?

Science and Engineering Studio

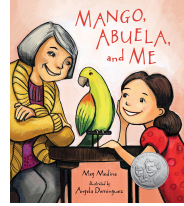
How can we show the weather conditions?

What does our audience need to know?

Writing and Drawing Studio

What do we need to do next?

How are we thinking about weather conditions?



WEEK 7 Day 1

Writing Personal Recount
Deconstruction and Individual Construction: Verbs

Content Objective	I can list verbs that relate to a topic. (W.3.1.b, W.2.1.a)				
Language Objectives	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)				
Vocabulary	<p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>variety: many different</p> <p>tense: the form of a verb that specifies time</p>				
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● Personal Recount Verbs Cards, cut apart ● chart paper <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"> ● Personal Recount anchor chart, from Week 5, Day 2 ● Personal Recount anchor chart images: verbs 	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>Opening 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>Deconstruction 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 variety, or many different kinds, of verbs. Remember, verbs 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>Individual Construction 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 tense—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>Closing 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>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2.1.a 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. L.1.1.d 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>). L.5.1.d 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>Ongoing assessment</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

Unit 1: Building Strong Communities

WEEK 7 Days 2-3

During Days 2-3, children continue to write independently. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Personal Recount Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Personal Recount: (see the attached lessons for recommendations)

- orientation
- sequence of events
- conclusion
- verbs

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-3. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Writing Personal Recount

Deconstruction and Revision: Orientation

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- mentor text for personal recount: *Mango, Abuela, and Me* or a child's writing that includes a strong orientation
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and an introduction to what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

Writing Personal Recount

Deconstruction and Revision: Sequence of Events

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Have children check their writing to see if they wrote all of the events that they told.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories. Two possibilities include
 - orally telling or dramatizing the story, adding the missing part
 - having the child touch blank pages in his drawing and writing book and say what will be written on them

Writing Personal Recount

Deconstruction and Revision: Conclusion

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- mentor text for personal recount: *Mango, Abuela, and Me* or a child's writing that includes a strong conclusion
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- If the mentor text is a child's writing, read the conclusion and have the children identify which type of conclusion the author includes.
- Refer children back to their conclusions.
- If children have not included a conclusion, have them work with a partner or with teacher guidance to add a conclusion. Use questions, like the following, to prompt children's thinking.
 - What happened last?
 - How did you feel after doing that?
 - What was that experience like for you?

Writing Personal Recount

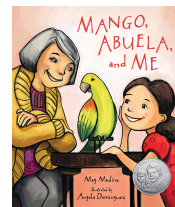
Deconstruction and Revision: Verbs

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- Personal Recount Verbs chart, from Day 1
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic and develop the characters, that are written in the past tense).
- Help children identify the verbs in their personal recounts.
- Guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary, assist children with changing all verbs to the past tense.



WEEK 7 Day 4

Writing Personal Recount

Deconstruction and Revision: Phrases of Time

Content Objective	I can revise my personal recount to include phrases of time. (W.3.1.b, W.2.1.a)
Language Objective	I can introduce events using phrases of time. (L.1.1.d, L.5.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>adverb: a word or phrase used to describe a verb</p> <p>phrase of time: a group of words that indicates when something happened</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● Flag the following pages: 2, 3, 8, 13 ● Personal Recount Phrases of Time Cards, cut apart ● glue stick or tape ● chart paper <p>Write the title Phrases of Time at the top of the paper.</p> <ul style="list-style-type: none"> ● jointly constructed personal recount, from Week 5, Day 3 ● Personal Recount anchor chart, from Week 5, Day 2 ● Personal Recount anchor chart images: phrases of time
Opening 1 minute	<p><i>When you learned about procedures, you learned about adverbs, words and phrases that describe how and where to complete each of the steps. Today we will talk about a different type of adverbs, called phrases of time. These phrases of time describe when something happened.</i></p>
Deconstruction 12 minutes	<p><i>Today we are going to re-read some pages from Mango, Abuela, and Me to hunt for the phrases Meg Medina uses to tell us, the readers, when something happened.</i></p> <p>Read the first sentence on page 2.</p> <p><i>I heard a phrase here that tells me when this happened—in winter. This is a phrase of time that describes when Abuela comes to live with Mia and her parents. I’m going to add this to our Phrases of</i></p>

	<p><i>Time chart.</i></p> <p>Attach the corresponding card to the chart.</p> <p>Read the last sentence on page 3. <i>What phrase of time does Meg Medina use here?</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p>Read the first sentence on page 8. <i>What phrase of time does Meg Medina use here?</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p>Read the first sentence on page 13. <i>What phrases of time does Meg Medina use here? She uses two!</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p><i>Here are other phrases of time Meg Medina uses later in the book.</i></p> <p>Read the rest of the cards and attach them to the chart.</p> <p><i>Meg Medina uses these phrases to tell us when different parts of her story happened. If she had just written “then” and “next” throughout the story, we would not have a good sense of when each event in the story happened.</i></p>
<p>Joint Construction 8 minutes</p>	<p>Show the class personal recount. <i>Let’s review our class personal recount to see how we introduced events.</i></p> <p>Read the beginning of each event. Together with the children, revise to begin each event with a phrase of time.</p>
<p>Individual Construction 8 minutes</p>	<p><i>Now it’s your turn. Read your personal recount. Review how you introduced each event. If you did not use phrases of time, revise your writing to begin each event with a phrase of time.</i></p> <p>Send children with writing tools and folders. As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p>Show the Personal Recount anchor chart. <i>Today we learned that writers use phrases of time to show when events happened.</i></p> <p>Add the phrases of time card to the chart.</p> <p><i>Tomorrow you will provide feedback to each other, to make your</i></p>

	<i>writing even better!</i>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a 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.</p> <p>L.1.1.d 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>).</p> <p>L.5.1.d 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>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
Ongoing assessment	<p>Reflect on the class discussion.</p> <p style="padding-left: 40px;">Do children identify the phrases of time?</p> <p style="padding-left: 40px;">Do they understand how phrases of time function in personal recounts?</p> <p>After the lesson, review the children’s personal recounts.</p> <p style="padding-left: 40px;">Do children add phrases of time to introduce events?</p>

Notes



Personal Recount Phrases of Time Cards



in winter



just before we turn out the light



the rest of the winter



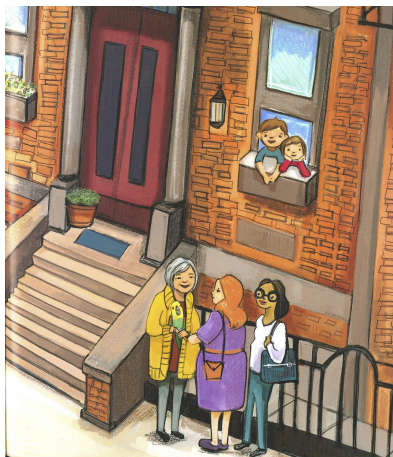
after school the
next day,
while Abuela
and I are
making meat
pies for our
snack



the next day



when we bring him home



before long



until my eyes grow heavy

Personal Recount anchor chart images

language



when we bring him home

phrases of time: adverbs that describe when

Unit 1: Building Strong Communities

WEEK 7 Day 5

Writing Procedure
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.1.b, Writing Standard W.2, W.2.1.a)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain revise: make changes to writing publish: prepare writing for an audience
Materials and Preparation	<ul style="list-style-type: none">● children’s personal recounts Set aside the writing of the child chosen to model feedback.● Personal Recount Feedback sheet, one copy for each child and one for modeling● writing tools● writing folders
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s personal recount and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Personal Recount Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your procedures. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<p><i>Here’s how this will work. When you begin working with your partner, you will read your personal recount to him.</i></p> <p><i>After listening to your personal recount, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it begin with an orientation?” If the personal recount begins with an orientation, your partner will check “Yes.” If not, he will check “No.” If there is no orientation, talk about how the writer should introduce the personal recount, and write a plan in the box.</i></p> <p><i>The second question says, “Does it include all events?” If the personal recount includes all events, your partner will check “Yes.” If something is missing, she will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete. Then write that event in the box below.</i></p> <p><i>The last question says, “Does it end with a conclusion?” If the personal recount ends with a conclusion, your partner will check “Yes.” If not, he will check “No.” If there is no conclusion, talk about how the writer should end the personal recount, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please read us your personal recount.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it begin with an orientation?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation. Repeat the process with the other questions.</p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Feedback sheets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><i>Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your 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>Writing Standard W.2 Develop, strengthen, and produce polished writing</p>

	<p>by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a 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.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

Notes

