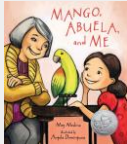


WEEK 4 Day 5

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

Content Objective	I can write the orientation of a personal recount. (W.3.1b, W.2)
Language Objective	I can write an orientation that describes when my story happened, who was in it, what we did, and where it happened. I can use the Expanded Sentence frame for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	action verb: verb that expresses action adverb: a word or phrase used to describe a verb noun: a word that names a person, place, thing, or idea orientation: in a personal recount, the text that introduces the story personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain pronoun: a word that can take the place of a noun stages: the parts of a piece of writing
Materials and Preparation	• <i>Mango, Abuela, and Me</i>, Meg Medina • Personal Recount anchor chart images: orientation and Expanded Sentence, cut apart • Personal Recount anchor chart Add the Orientation section to the chart, as follows. Personal Recount 

Purpose



to document a
sequence of events;
to entertain

Simple Sentence

Subject	Predicate
Who?	Did What?
noun / pronoun	action verb (past tense)
_____	_____.

Stages

orientation

When?	Who?	Did What?	Where?

Expanded Sentence

Subject		Predicate	
When?	Who?	Did What?	Where?
adverb	noun / pronoun	action verb (past tense)	adverb
_____	_____	_____	_____.

- jointly constructed Personal Recount Planner
- chart paper, for joint construction
- children's writing folders
- writing paper: horizontal and vertical, enough copies for each child to have at least 1 in the direction of their choice
- drawing and writing tools

Writing U1 W4 D5

	● personal Recount Observation Tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	Refer to the Personal Recount anchor chart. <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 start talking about the stages, or parts, of personal recounts, using Mango, Abuela, and Me as an example.</i>
Deconstruction 9 minutes	<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>when</u> the story happened, <u>who</u> it was about, an introduction to <u>what</u> they did, and <u>where</u> it happened.</i> Point to the Orientation section of the chart. Read the first page of <i>Mango, Abuela, and Me</i>. Ask children when the story took place [in winter]. Use interactive writing to fill in this portion of the chart. Ask children who the story was about and use interactive writing to fill in that portion of the chart [Mami, Papi, Mia, and Abuela]. Tell the children that the orientation also includes an introduction to what happened, without telling all of the events in the story. The What introduced in <i>Mango, Abuela, and Me</i> is that Abuela came to live with Mia’s family. Use interactive writing to fill in this portion of the chart. Repeat the process to fill in where the story takes place [in Mia’s family’s home].
Joint Construction 9 minutes	Interactive Writing Step 1: Set the stage: <i>Let’s go back to our Personal Recount Planner. The first section here is the orientation. Let’s write the orientation together.</i> Step 2: Brainstorm:

	Refer to the Expanded Sentence section of the Personal Recount anchor chart. <i>Let's think about how we will begin our personal recount. Remember, our sentence should include all of these parts: <u>when</u> it happened, <u>who</u> was in the story, <u>what</u> happened, and <u>where</u> it happened. Tell your idea to your partner.</i> Harvest several children's ideas. Step 3: Orally compose: As a class, choose which sentence fits best and orally make any necessary adjustments. Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: On the chart paper, write the orientation, using the Write a Sentence side of the Encoding Prompting Guide: • Together, say the sentence. • Together, count the words. • Invite one child up to draw a line for each word. • Together, pound, tap, and write each word. Model writing unfamiliar sounds, and share the pen to write familiar ones. • Do a CUPS check. Step 6: Discuss what we wrote: Reread the sentence.
Individual Construction 10 minutes	Distribute children's writing folders. <i>Now it's your turn to add an orientation to the personal recount you have been working on.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Think about how you will introduce your story to your classmates. <u>When</u> did your story happen? <u>Who</u> was in your story? <u>What</u> did you do? <u>Where</u> did it happen? When you are ready to say your orientation to your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for

Writing U1 W4 D5

	choosing who will talk first. <i>The first partner will tell their orientation, and the second partner will ask a question. Then the second partner will tell their orientation, and the first partner will ask a question.</i> As the children tell orientations to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Orientation and Expanded Sentence sections of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● modeling telling an orientation; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. When they finish telling their orientations, help children choose paper to match the other pages of their personal recount and send them with papers and folders. As children write, circulate or pull small groups to support them. Support could include: ● inviting children to retell their orientations; ● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● helping children decide what from their orientation to draw; ● assisting in sketching by asking children about the shapes that make up what they are drawing; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are writing. Support for encoding could include: ● encouraging children to label using phonetic spelling; ● referring to Foundations resources to review known letters and sounds; ● suggesting parts of their illustrations they might label; ● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences. While checking in with children, take notes on the personal recount observation tool.
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Writing U1 W4 D5

Closing 1 minute	<i>Today we learned that personal recounts begin with orientations. Next we will learn about another stage, or part, of personal recounts.</i>
Standards WIDA	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through pictures, words, title, statements or common story expressions (Once upon a time) to introduce context. [DISCOURSE]
Ongoing assessment	Listen for and make note of children’s understanding of orientation. Which parts of the orientation can children easily identify in the text? Which parts are difficult to identify? As children write, circulate and ask them to tell their personal recounts (not describe their drawings). Use their storytelling, drawing, and writing to assess the extent to which children include all parts of the orientation and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes



Writing U1 W4 D5