



WEEK 5 Day 1

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:
Sequence of Events

Content Objective	I can write the sequence of events of a personal recount. (W.3.1.b, W.2)
Language Objective	With my classmates, I can use words like <i>first</i> , <i>then</i> , and <i>after</i> to orally recount the main events of a story in sequence. I can use sentence frames as needed. (R.5.1.a, SL.1.1, ELD-LA.1.Narrate.Expressive)
Vocabulary	major events: the most important events 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 sequence: in a particular order sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing
Materials and Preparation	● Personal Recount anchor chart images: sequence of events ● chart paper Create the second Personal Recount anchor chart by writing Personal Recount at the top of the paper and attaching the card that defines “sequence of events.” (Note that the cards with events from the mentor text will be added during the lesson.) ● <i>Mango, Abuela, and Me</i>, Meg Medina ● tape or glue, for attaching images to charts ● jointly constructed Personal Recount planner and orientation ● chart paper, for joint construction ● children’s writing folders ● writing paper: horizontal and vertical, enough copies children to

	have additional sheets in the direction of their choice ● drawing and writing tools ● personal Recount Observation Tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	Refer to the first Personal Recount anchor chart. <i>We know that Mango, Abuela, and Me is a personal recount, and we learned that personal recounts begin with an orientation that introduces the story. Today we are going to look at the next stage, or part, of a personal recount.</i>
Deconstruction 9 minutes	Refer to the Sequence of Events portion of the chart. <i>After the author introduces the reader to the story through the orientation, they write the events of the story in order. This is called the sequence of events.</i> Show the <i>Mango, Abuela, and Me</i> sequence of events sheets. <i>Here I have pictures and words that show the major events—the most important events—from Mango, Abuela, and Me. Let’s work together to put them in sequence, or in order, on our chart.</i> Hold up each sheet individually. Show the picture and read the words. With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart.
Joint Construction 9 minutes	Interactive Writing Step 1: Set the stage: <i>Let’s go back to our class’s personal recount and write our first event.</i> Read the jointly constructed orientation and review the sketches on the planner for the sequence of events.

	Step 2: Brainstorm: Refer to the Expanded Sentence section of the Personal Recount anchor chart. <i>When we write each sentence, we can use this to help us. Think about our first event. What sentence could we write? 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: Follow 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 you will go back to your personal recount and add a sentence to your first event. Just like we did as a class, review your orientation and planner and tell your personal recount.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Go back to your first event. What sentence could you write? When you are ready to say your sentence 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 choosing who will talk first. <i>The first partner will tell their sentence, and the second partner will</i>

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	<i>ask a question. Then the second partner will tell their sentence, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Expanded Sentence section 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 event; ● 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 children finish telling their first events, send them with folders. As children write, pull small groups to support them. Support could include: ● inviting children to retell their first events; ● 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; ● assisting in drawing 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.
Closing 1 minute	<i>Today we learned about the sequence of events and continued working on our own personal recounts. Next we will learn about other parts of personal recounts.</i>

Standards WIDA	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. 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. SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so). [DISCOURSE]
Ongoing assessment	Reflect on the whole group discussion. Are children able to recount and order the major events of <i>Mango, Abuela, and Me</i>? What are their confusions? Do they use sequencing words as they discuss the order of events? As children write, 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 the sequence of events and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes

