

## WEEK 5 Day 2

### Writing Personal Recount

Deconstruction, Joint, and Individual Construction: Verbs

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| <b>Content Objectives</b>        | <p>With my group, I can sort verbs and describe how they relate to the topic and characters of the text. (L.5.1.a, L.5.1.d)</p> <p>I can write the sequence of events of a personal recount. (W.3.1.b, W.2)</p>                                                                                                                                                                    |
| <b>Language Objective</b>        | <p>I can write a variety of past tense action verbs to develop the sequence of events. I can use the Personal Recount Word Bank for support as needed. (W.1.5b, L.1.1.d, ELD-LA.1.Narrate.Expressive)</p>                                                                                                                                                                          |
| <b>Vocabulary</b>                | <p><b>action verb:</b> verb that expresses action</p> <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>revise:</b> make changes to writing</p> <p><b>variety:</b> many different</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 anchor chart image: language and verbs, cut out</li> <li>• chart paper</li> </ul> <p>Create the fourth Personal Recount anchor chart.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 10px;"> <b>Personal Recount</b> </div> |

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|                                    | <div data-bbox="500 149 1362 615" data-label="Complex-Block"> <div> <div> <h3>Language</h3> <p><b>verbs:</b></p>  <p>whispered<br/>called, said, asked</p> </div> <div> <p>a variety of<br/>past tense<br/><b>action verbs</b> that<br/>relate to the topic<br/>and develop the<br/>characters</p> </div> </div> </div> <ul style="list-style-type: none"> <li>● <i>Mango, Abuela, and Me</i> Verbs cards, cut apart</li> <li>● teacher whiteboard<br/>On the whiteboard, write<br/>What do the verbs have in common?<br/>How do they relate to the topic of the books?<br/>What do they tell you about the characters?</li> <li>● Action Verb Sort: Sets 1 and 2 copied, cut apart, and put in an envelope, one set (Set 1 or 2) for each group of children</li> <li>● unit texts, for children's reference: <i>Ada Twist, Scientist</i>; <i>All Are Welcome</i>; <i>Last Stop on Market Street</i>; <i>Chik Chak Shabbat</i>; <i>Mama Miti</i></li> <li>● children's writing folders</li> <li>● writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice</li> <li>● drawing and writing tools</li> <li>● personal Recount Observation Tools</li> <li>● charts and visual scaffolds: <ul style="list-style-type: none"> <li>○ Encoding Prompting Guide table copies</li> <li>○ Independent Writing Routine chart and table copies</li> <li>○ Personal Recount anchor charts</li> <li>○ Personal Recount Topics chart</li> <li>○ Simple and Expanded Sentence (Personal Recount) table copies</li> <li>○ Wh- Questions visual</li> </ul> </li> </ul> |
| <b>Opening</b><br>1 minute         | <i>We know that personal recounts have sentences that include action verbs. Today we are going to learn more about these verbs.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Deconstruction</b><br>8 minutes | <i>One purpose of personal recounts is to entertain readers. One way writers can do this is by including a <b>variety</b>, or many different kinds,</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                  | <p><i>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.</p> <p><i>What does it sound like to "whisper"?</i></p> <p>Have children whisper.</p> <p><i>When is a time that you would whisper?</i></p> <p>Repeat the process of demonstrating and discussing the other <i>Mango, Abuela, and Me</i> verbs cards.</p> |
| <b>Joint Construction in Pairs</b><br>12 minutes | <p><i>At your tables you will play a game sorting action verbs from the books we have been reading.</i></p> <p>Show one envelope with Action Verb Sort cards.</p> <p><i>With your group, you will dump out the cards and sort them into groups that you think go together. After you sort, talk about why you put those verbs together. What do the verbs have in common? How do they relate to the topic of the books? What do they tell you about the characters?</i></p> <p><i>After you sort the action verbs, try to sort them a different way, and discuss the same questions with your group.</i></p> <p>Check for understanding and then send children in small groups to play. As</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                     | <p>they play, circulate to support them. Support could include:</p> <ul style="list-style-type: none"> <li>● reading the words on the cards to children;</li> <li>● referring to the questions on the board;</li> <li>● providing copies of the books to remind children of their topics and characters.</li> </ul> <p>Bring the class back together and invite several children to share with the class how they sorted and how the verbs relate to the topic and characters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Individual Construction</b><br/>8 minutes</p> | <p>Distribute children’s writing folders.</p> <p><i>Now you will go back to your personal recount and check your verbs. Do they relate to your topic? Do they tell more about the characters?</i></p> <p><i>After you check, and maybe revise, your verbs, you will use your planner to continue writing the sequence of events.</i></p> <p>Refer to the Independent Writing Routine chart. Point to Step 1.</p> <p><i>Go back to your orientation and first event. Do your verbs relate to your topic and tell more about the characters? If not, which verbs would you use instead? When you are ready to tell your plan to your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal.</p> <p>Point to Step 2.</p> <p>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.</p> <p><i>The first partner will tell their plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i></p> <p>As the children tell plans to their partners, circulate to support them. Support could include:</p> <ul style="list-style-type: none"> <li>● reminding children of the routine for talking to a partner;</li> <li>● referring children to the Verbs section of the Personal Recount anchor chart to remind them of the features of verbs in Personal Recount;</li> <li>● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary;</li> <li>● suggesting other possible topic-related verbs;</li> <li>● restating what the speaker has said, to check for understanding;</li> <li>● asking questions to prompt the speaker to add more detail;</li> </ul> |

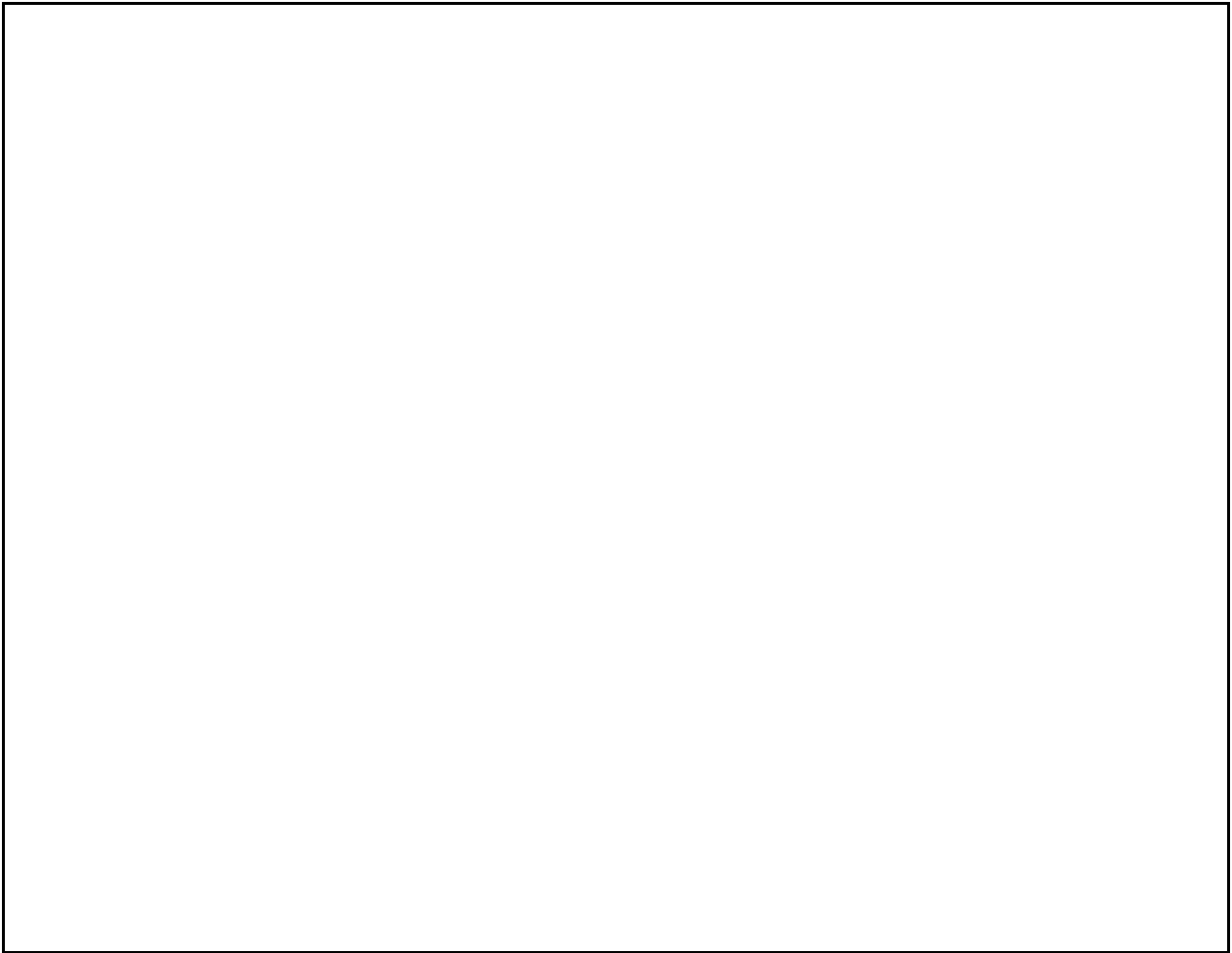
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|                            | <ul style="list-style-type: none"> <li>● modeling asking <i>wh</i>- questions.</li> </ul> <p>When children finish telling their plans, send them with paper and folders. As children write, pull small groups to support them. Support could include:</p> <ul style="list-style-type: none"> <li>● referring children to the Verbs section of the Personal Recount anchor chart to remind them of the features of verbs in Personal Recount;</li> <li>● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary;</li> <li>● suggesting other possible topic-related verbs;</li> <li>● inviting children to retell their second events;</li> <li>● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame;</li> <li>● assisting in drawing by asking children about the shapes that make up what they are drawing;</li> <li>● referring to the Independent Writing Routine table copy to remind children of the routine for writing;</li> <li>● taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are writing.</li> </ul> <p>Support for encoding could include:</p> <ul style="list-style-type: none"> <li>● encouraging children to label using phonetic spelling;</li> <li>● referring to Foundations resources to review known letters and sounds;</li> <li>● suggesting parts of their illustrations they might label;</li> <li>● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.</li> </ul> <p>While checking in with children, take notes on the personal recount observation tool.</p> |
| <b>Closing</b><br>1 minute | <p><i>Today we learned that personal recounts have action verbs that relate to the topic and tell more about the characters. Tomorrow we will learn more about the verbs in personal recounts, and you will continue writing your sequence of events.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Standards</b>           | <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.1.5b.</b> Demonstrate the ability to choose and use appropriate vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p><b>WIDA</b></p>               | <p><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>).</p> <p><b>L.5.1.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><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>ELD-LA.1.Narrate.Expressive.</b> Construct language arts narratives that develop story events through verbs to describe what characters do, think, feel, and say. [SENTENCE] [WORD/PHRASE]</p> |
| <p><b>Ongoing assessment</b></p> | <p>Listen and take notes about children’s understanding of verbs.</p> <p>How do children sort the verbs?</p> <p>How do they describe how the verbs relate to the topic and characters of the text?</p> <p>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 use past tense action verbs related to the topic and characters and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.</p>                                                                                                                                                                                                            |

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| <p><b>Notes</b></p> |
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