

Unit 1: Building Strong Communities

WEEK 5 Day 3

Writing Personal Recount

Deconstruction, Joint, and Individual Construction: Verbs

Content Objectives	I can sort past-tense verbs by their endings. (R.3.1.f) I can write the sequence of events of a personal recount. (W.3.1.b, W.2)
Language Objective	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.2.1.a, L.1.1.d, ELD-LA.1.Narrate.Expressive)
Vocabulary	action verb: verb that expresses action verb: a word that expresses a physical action, mental action, or state of being personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain tense: the form of a verb that specifies time
Materials and Preparation	● <i>Mango, Abuela, and Me</i> Verbs cards ● Action Verb Sort: Sets 1 and 2 ● tape or glue sticks, for attaching images to the chart ● children's writing folders ● writing paper: horizontal and vertical, enough copies for children to have several 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 charts ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table

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	copies ○ Wh- Questions visual
Opening 1 minute	Refer to the Verbs section of the Personal Recount anchor chart. <i>Yesterday we learned that the verbs in personal recounts are action verbs that relate to the topic and characters. We also learned that writers use a variety of verbs to make their writing interesting.</i> <i>Today we will continue talking about verbs; use them in sentences; and use them as we continue writing our sequence of events.</i>
Deconstruction 5 minutes	<i>Personal Recounts are stories that already happened. That is what recount means, to retell something that already happened. To show that the events in personal recounts already happened, we need to use verbs in the past tense.</i> <i>When we write verbs in the past tense, we often add -ed to the end.</i> Show the whispered card. <i>This word says “whispered.” It ends in -ed and shows us that it already happened. In this word the -ed is pronounced /d/.</i> Show the called card. <i>Let’s read this word together.</i> <i>Does it end in -ed?</i> <i>Just like with whispered, the -ed in called makes the /d/ sound.</i> Show the asked card. <i>This verb also ends in -ed. But what sound is at the end?</i> <i>Yes, sometimes -ed makes the /t/ sound.</i> <i>All of these words end in -ed to show the past tense.</i> Show the said card. <i>How about this word?</i> <i>You’re right, this past tense verb is formed a different way. Some verbs are irregular and do not have -ed at the end.</i>
Joint Construction 10 minutes	<i>Now we will take a look at the verbs we sorted yesterday. Some end in -ed and some don’t. Each person will get a card. Read your card and then decide if it ends in -ed. If it does, you will move to this side of the rug [indicate a side]. If it doesn’t, you will move to this side of the rug [indicate a side].</i>

	Distribute one Action Verb Sort card to each child. Have them whisper read their words and decide whether they end in -ed or not. When all cards have been distributed and children are ready, invite them to move to the side of the rug that indicates ending in -ed or not. <i>What do you notice about our verbs?</i> <i>Now you are going to read your verb to a partner and then put it in a sentence. You can use sentence frames to help.</i> [Point to the Simple and Expanded Sentence portions of the Personal Recount anchor chart.] As children read their words and say them in a sentence to a partner, circulate to support them. Support could include: ● assisting with reading and defining the word; ● referring to the Simple and Expanded Sentence sections of the Personal Recount anchor chart to provide sentence frames; ● referring to the Personal Recount Word Bank to support children in generating ideas and using vocabulary. Invite children to attach their word cards to the Verbs section of the Personal Recount anchor chart. Optional extension: Invite children whose words end in -ed to further sort by the three possible sounds: /d/, /t/, or /ed/.
Individual Construction 13 minutes	Distribute children's writing folders. <i>Now you will go back to your personal recount and check your verbs. Are they in the past tense?</i> <i>After you check, and maybe revise, your verbs, you will use your planner to continue writing the sequence of events.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Go back to your orientation and events. Are your verbs in the past tense, to show that these already happened? If not, how could you change them to be in the past tense? When you are ready to tell your plan 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

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	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 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> As the children tell plans to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● helping children form the past tense of their verbs; ● 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 plans, send them with paper and folders. As children write, pull small groups to support them. Support could include: ● helping children form the past tense of their verbs; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● suggesting possible topic-related verbs; ● inviting children to retell their event; ● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame; ● 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 that personal recounts have past tense verbs, and that often we add -ed to put verbs in the past tense. Tomorrow we will talk more about the language of personal recounts, and you will</i>

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	<i>continue writing your sequence of events.</i>
Standards	R.3.1.f Read words with inflectional endings. 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. 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>). WIDA ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through verbs to describe what characters do, think, feel, and say. [SENTENCE] [WORD/PHRASE]
Ongoing assessment	Listen and take notes about children's understanding of the past tense and their use of verbs in sentences. - Do children accurately identify whether they have a regular or irregularly formed past tense verb? - Are children's oral sentences simple or expanded? - Do they accurately demonstrate the meaning of the verb? 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.

Notes

