

WEEK 5 Day 4

Writing Personal Recount

Deconstruction and Individual Construction: Adverbs

Content Objective	I can write the sequence of events of a personal recount. (W.3.1.b, W.2)
Language Objective	I can write adverbs that describe when and where 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.e, L.1.1.f, L.1.1.g, L.1.1.h, ELD-LA.1.Narrate.Expressive)
Vocabulary	adverb: a word or phrase used to describe a verb noun: a word that names a person, place, thing, or idea predicate: the part of the sentence that tells what the subject is doing or what is being said about it sentence: a group of words that tells a complete thought subject: the part of the sentence that names the person, place, thing, or idea that the sentence is about verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Adverbs slides Make a copy of the slides to edit together as a class. ● Personal Recount anchor chart images: adverbs, cut apart ● Personal Recount anchor chart Add to the fourth Personal Recount anchor chart, as follows. Personal Recount

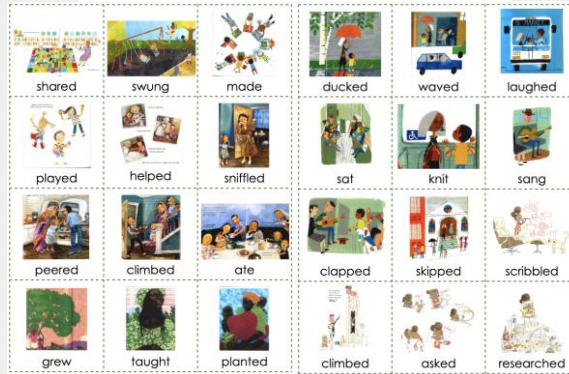
Language

verbs:



whispered
called, said, asked

a variety of
past tense
action verbs that
relate to the topic
and develop the
characters



adverbs that describe

when and where



the next day



to the park

when

where

- glue stick or tape
- children's writing folders
- writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice
- drawing and writing tools
- personal Recount Observation Tools
- charts and visual scaffolds:

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	○ 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 copies ○ Wh- Questions visual
Opening 1 minute slide 1	<i>We have been talking a lot about verbs, words that show action.</i> Refer to the Simple Sentence section of the Personal Recount anchor chart. <i>We can write a complete sentence with just a noun and verb, like Mom walked. That is a complete sentence with a subject and predicate. But it doesn't give us a lot of information.</i> Refer to the Expanded Sentence section. <i>We would probably have a lot of questions, like When did mom walk? and Where did mom walk? The words and phrases that give us this information are called adverbs.</i> Refer to the Adverbs section. Adverbs describe verbs. Today we are going to talk about adverbs that describe <u>when</u> and <u>where</u>.
Deconstruction 10 minutes slide 2	<i>This is part of a sentence from Mango, Abuela, and Me. Let's read it together.</i> <i>On its own it is a complete sentence with a subject and a predicate. It begins with the pronoun "she" and includes the action verb "comes." But it really doesn't tell us a lot about what's going on.</i>
slide 3	<i>Now let's read this version of the sentence.</i> <i>Here we get a lot more information! There is an adverb that describes where: "to us," and an adverb that describes when: "in winter."</i>
slide 4	<i>Now let's read this sentence from Last Stop on Market Street.</i> <i>Again, this is a complete sentence, but I have a lot of questions after reading this sentence!</i>
slide 5	<i>Now let's read this version of the sentence.</i> <i>This adverb tells us where CJ pushed: "through the church doors."</i>

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slide 6	<i>Let's look at one more. This sentence is from Mama Miti.</i> Read the sentence together.
slide 7	<i>This sentences gives us a lot more information. It includes an adverb that describes when she worked: "When Wangari grew up" and where she worked: "in the city."</i>
Joint Construction 8 minutes	Distribute the adverbs cards to pairs of children. <i>Read your card with your partner. Then decide together whether this adverb describes <u>when</u> something happened or <u>where</u> it happened.</i> Circulate to support children as they discuss their adverb cards. <i>If you have an adverb that describes <u>when</u>, move to this side of the rug.</i> <i>If you have an adverb that describes <u>where</u>, move to this side of the rug.</i> Invite all pairs with <u>when</u> adverbs to quickly come forward, read their adverbs, and attach them to the appropriate section of the anchor chart. Repeat the process with <u>where</u> adverbs.
slide 8	<i>Now we have collected a lot of adverbs!</i> Indicate the Personal Recount anchor chart and Word Bank. <i>Let's add some more detail to that sentence we read at the beginning: "Mom walked." We can try the sentence in a few different ways. We could include the adverb that describes <u>when</u> in the subject or the predicate.</i> <i>What adverbs can we use to describe <u>when</u> and <u>where</u> mom walked? Turn and talk to your partner.</i> Harvest the children's ideas and add them to the slide. Reread all of the sentences together.
Individual Construction 10 minutes	Distribute children's writing folders. <i>Now it's your turn. Read your personal recount. Choose a page that you would like to add more detail to.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Read your sentence. Ask yourself When? or Where? Then say the sentence again, adding an adverb that describes when or where. When you are ready to say your new sentence to your partner, put a silent thumbs up in front of your chest.</i>

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	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 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; ● asking When? and Where? to prompt for adverbs; ● referring to the Personal Recount Word Bank and anchor chart to support children in generating ideas and using vocabulary; ● restating what the speaker has said, to check for understanding; ● modeling asking <i>wh</i>- questions. <i>Your first job is to add an adverb to the sentence you just told your partner. After that you will use your planner to continue writing the sequence of events.</i> Send children with paper and folders. As children write, pull small groups to support them. Support could include: ● asking When? and Where? to prompt for adverbs; ● referring to the Personal Recount Topics chart, anchor chart, and Word Bank to support children in generating ideas and using vocabulary; ● 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;
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	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 adverbs add more detail to personal recounts by describing when and where events happened.</i> <i>Tomorrow we will continue talking about sentences and writing the sequence of events.</i>
Standards	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.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
WIDA	ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night). [WORD/PHRASE]
Ongoing assessment	Reflect on the class discussion. Do children identify the adverbs? Do they accurately classify them by describing <u>when</u> or <u>where</u>? Do they understand how adverbs function in personal recounts? 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 adverbs to describe when and where and the Means of Expression used to show them. Take notes on the Personal

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Notes