

WEEK 5 Day 5

Writing Personal Recount

Joint and Individual Construction: Sentences

Content Objectives	I can work with my group to build and read expanded sentences. (L.1.1.i) I can write the sequence of events of a personal recount. (W.3.1.b, W.2)
Language Objective	I can write a sequence of events that includes adverbs to introduce events and verbs that develop the topic and characters. I can use the Personal Recount Word Bank and anchor charts for support as needed. (L.1.1.d, 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	● Sentence cards cut apart and put in an envelope, one copy for each group of children ● 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: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies

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	○ Personal Recount anchor charts ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	<i>We have learned about a lot of different parts of speech that make up sentences!</i> Refer to the Expanded Sentence section of the Personal Recount anchor chart. <i>We know that sentences have a subject and a predicate. The subject has a noun or pronoun to name <u>who</u> the sentence is about. And it might have an adverb to describe <u>when</u> the action happened. The predicate has a past tense action verb that names <u>what</u> happened. And sometimes there is another adverb that describes <u>where</u> it happened.</i>
Joint Construction in Small Groups 13 minutes	<i>At your tables you will practice putting all of these words together by playing a game to build and read more sentences.</i> Show the Expanded Sentence (Personal Recount) table copy. <i>You have been using these to help you write sentences. It has all of the same parts of a sentence we just talked about.</i> Show the envelope with picture and word cards. <i>You will use these cards to build and say sentences. With your group, you will dump out the cards and sort them into words and phrases that can be used in different parts of the sentence. Group cards that answer the four questions: When? Who? Did What? and Where?</i> Model putting a word card in each box to form a sentence. <i>Then you will read the sentence. Let's read this sentence together.</i> Check for understanding and then send children in small groups to play. As they play, circulate to support them. Support could include: ● helping children sort cards by asking When?, Who?, Did What?, and Where?; ● reading the words on the cards to children; ● reminding children of directionality, ensuring that they read the sentences from left to right.
Individual Construction 15 minutes	<i>Now you will continue writing your personal recounts.</i> Distribute children's writing folders.

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	Point to the Independent Writing Routine chart: Step 1. <i>Check your folder and think about what you will work on today.</i> <i>When you are ready to share with 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 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 sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● reminding children of what they sketched; ● referring children back to their planners to remember their stories; ● referring to the Expanded Sentence section of the Personal Recount anchor chart to provide a sentence frame; ● 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. Send children with paper and folders. As children write, pull small groups to support them. Support could include: ● reminding children of what they sketched; ● referring children back to their planners to remember their stories; ● 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.
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	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 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. L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1.d Use verbs in sentences to convey a sense of past, present, and future. 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 develop story events through verbs to describe what characters do, think, feel, and say. [SENTENCE] [WORD/PHRASE] 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

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	details (and, but, so). [DISCOURSE]
Ongoing assessment	As children are building sentences, circulate and reflect on the lesson. - Are children sorting parts of speech accurately? - Do they build sentences that make sense? - Do children work together in their small group? - Do children read the sentences independently? 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 all events and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes
