

Unit 1: Building Strong Communities

WEEK 7 Day 1

Writing Personal Recount

Deconstruction, Modeling, and Individual Construction:
Development of Events

Content Objectives	I can recount the sub-events related to one event in <i>Mango, Abuela, and Me</i> . (R.5.1.a) I can plan for developing an event in my personal recount. (W.3.1.b, W.2)
Language Objective	I develop an event by writing a second sentence beginning with a pronoun. I can use the Personal Recount Word Bank for support as needed. (L.1.1.c, ELD-LA.1.Narrate.Expressive)
Vocabulary	adverb: a word or phrase used to describe a verb develop: to add more; to elaborate; to stretch out entertain: to interest someone major events: the most important events noun: a word that names a person, place, thing, or idea personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain pronoun: a word that can take the place of a noun purpose: the reason for doing or creating something sub-events: the smaller events and details that tell more about the major events
Materials and Preparation	● Development of Events slides Make a copy of the slides to edit together as a class. ● Development of Events sheets, one copy for each child ● children's writing folders ● writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice

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	● drawing and writing tools ● personal Recount Observation Tools ● charts and visual scaffolds: ○ Conclusion Sentences table copies ○ 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	<i>We know that one purpose of personal recounts is to entertain the reader. Today we will talk about one way writers make personal recounts more entertaining.</i>
Deconstruction 10 minutes	Refer to the sequence of events section of the Personal Recount anchor chart. <i>Last time, we put the major events of Mango, Abuela, and Me in order. These are the most important events.</i> Read the events. <i>Right now, these events do not sound interesting. One way that an author makes a personal recount more entertaining is to develop these events.</i>
slide 1	<i>We're going to look closely at one major event from the story: when Abuela and Mia teach each other words in English and Spanish. We'll reread those pages to find out the other events and details Meg Medina includes to tell more about what happened and to make the story entertaining. These are called the sub-events.</i>
slides 2-3	Read pages 13-16. Have children Think, Pair, Share to discuss what other details the author includes.
slide 4	Harvest ideas from the children and fill in sub-events on the slide. For example, ● Mia and Abuela pointed to and named foods in the kitchen. ● Mia put up word cards in English all over the house. ● Abuela and Mia played Oye y Di—Hear and Say—all around the house.
slide 5	<i>Let's read another page.</i>

slide 6	<i>Here are the first two sentences on this page. The first sentence starts with two adverbs describing <u>when</u>: “the rest of winter” and “while Mami and Papi are at work.” Then the noun “Abuela” tells us who the sentence is about.</i> <i>The next sentence also begins with an adverb that describes <u>when</u>: “Then.” The next word, “we,” tells who the sentence is about. Who is “we”?</i> <i>Right, in these sentences, “we” means Abuela and Mia. It is a pronoun. Pronouns take the place of nouns. They help make writing more interesting by not saying the same thing over and over again.</i> Refer to the pronouns on the Personal Recount Word Bank.
Modeling 8 minutes	Call the presenter to the front of the meeting area with their folder, including their planner. Guide them to tell their personal recount, pointing to the parts of the planner while telling it. <i>Let’s go back to the first event. What happened in this event? What else happened that you could add to develop this event?</i> <i>What sentence could you write? What pronoun will you use?</i> Have the presenter share ideas, requesting support from peers if desired. Step 4: Prepare to write: Together, orally repeat the sentence several times. 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: As a class, reread the sentence.
Individual Construction 10 minutes	<i>Now it’s your turn to begin developing the events in your personal recount.</i> Distribute children’s writing folders and Development of Events sheets. Point to the Independent Writing Routine chart: Step 1.

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	<i>First you will review the major events in your planner. Then you will choose one event that you would like to add more information to.</i> Show the Development of Events sheet. <i>At your table, you will do a quick sketch of the major event on the top. Then you will sketch the sub-events. There might be just one, or you might include three. With your partner, you will retell the major event, and point to that box. Then you will point to the box or boxes below to retell one or more sub-events. 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 plans to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● inviting children to retell their event; ● asking children what else happened during that event, to prompt for development of the event; ● referring to the Expanded Sentence sections of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Word Bank to suggest a pronoun for beginning the second sentence; ● 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. Send children with their folders and help them to choose paper. As children write, pull small groups to support them. Support could include: ● inviting children to retell their event; ● asking children what else happened during that event, to prompt for development of the event; ● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame; ● referring to the Personal Recount Word Bank to suggest a pronoun
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	for beginning the second sentence; ● helping children decide what from their event to draw; ● assisting in sketching 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 developing events makes personal recounts more entertaining. Tomorrow you will continue writing your personal recounts.</i> After the lesson, review children’s work. Invite one child who has not yet shared their work to help model writing an event in the next lesson.
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. L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place). [DISCOURSE] [WORD/PHRASE]
Ongoing assessment	Reflect on the whole group discussion. Are children able to recount the sub-events related to a major event in <i>Mango, Abuela, and Me</i>?

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	What are their confusions? 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 plan for developing their events and accurately use pronouns and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.
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Notes
