



## WEEK 2 Day 5

### Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:  
Sequence of Events

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| <b>Content Objective</b>         | I can write the sequence of events of a personal recount. (W.3.2, W.2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Language Objective</b>        | With my classmates, I can use words like <i>first</i> , <i>then</i> , and <i>after</i> to orally recount the main events of a story in sequence. I can use sentence frames as needed. (R.5.2.a, ELD-LA.2-3.Narrate.Expressive)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Vocabulary</b>                | <b>major events:</b> the most important events<br><b>orientation:</b> in a personal recount, the text that introduces the story<br><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain<br><b>sequence:</b> in a particular order<br><b>sequence of events:</b> the events in a personal recount, in order<br><b>stages:</b> the parts of a piece of writing                                                                                                                                                                                                                                                                                                                                                         |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"><li>● Personal Recount anchor chart images: sequence of events</li><li>● chart paper</li></ul> Create the second Personal Recount anchor chart by writing Personal Recount at the top of the paper and attaching the card that defines “sequence of events.” (Note that the cards with events from the mentor text will be added during the lesson.) <ul style="list-style-type: none"><li>● <i>Come On, Rain!</i>, Karen Hess</li><li>● tape or glue, for attaching images to charts</li><li>● jointly constructed Personal Recount planner and orientation</li><li>● chart paper, for joint construction</li><li>● children’s writing notebooks and folders</li><li>● writing tools</li><li>● Personal Recount Observation Tools</li></ul> |

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|                                        | <ul style="list-style-type: none"> <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 chart</li> <li>Personal Recount Topics chart</li> <li>Personal Recount Word Bank</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             | Refer to the <i>Come On, Rain!</i> chart.<br><i>We know that Come On, Rain! is a personal recount. In our last lesson we learned that personal recounts begin with an <b>orientation</b> that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look at the next <b>stage</b>, or part, of a personal recount.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Deconstruction</b><br>9 minutes     | Refer to the Sequence of Events portion of the chart.<br><i>After the author introduces the reader to the story through the orientation, she or he writes the events of the story in order. This is called the <b>sequence of events</b>. Here is where we will record them on our chart.</i><br><br>Show the <i>Come On, Rain!</i> sequence of events sheets.<br><i>Here I have pictures and words that show the <b>major events</b>—the most important events—from Come On, Rain! Let’s work together to put them in <b>sequence</b>, or in order, on our chart.</i><br><br>Hold up each sheet individually. Show the picture and read the words.<br><br>With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart. |
| <b>Joint Construction</b><br>9 minutes | <b>Interactive Writing</b><br><b>Step 1: Set the stage:</b><br><i>Let’s go back to our class’s personal recount and write our first event.</i><br>Read the jointly constructed orientation and review the sketches on the planner for the sequence of events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                       | <p><b>Step 2: Brainstorm:</b><br/> Refer to the Expanded Sentence section of the Personal Recount anchor chart.<br/> <i>When we write each sentence, we can use this to help us. Think about our first event. What sentence could we write? Tell your idea to your partner.</i><br/> Harvest several children’s ideas.</p> <p><b>Step 3: Orally compose:</b><br/> As a class, choose which sentence fits best and orally make any necessary adjustments.</p> <p><b>Step 4: Prepare to write:</b><br/> As a class, orally repeat the chosen sentence twice.</p> <p><b>Step 5: Share the pen:</b></p> <ul style="list-style-type: none"> <li>• Invite one child up to write the sentence.</li> <li>• Together, do a CUPS check.</li> </ul> <p><b>Step 6: Discuss what we wrote:</b><br/> Reread the sentence.</p>                                                                                                                                                                                                                                                                |
| <p><b>Individual Construction</b><br/> 10 minutes</p> | <p>Distribute children’s writing folders.<br/> <i>Now you will go back to your personal recount and make sure you’ve written at least one sentence for your first event. Just like we did as a class, review your orientation and planner and tell your personal recount.</i></p> <p>Refer to the Independent Writing Routine chart. Point to Step 1.<br/> <i>Go back to your first event. What could you write or add to your writing? When you are ready to say your plan to your partner, put a silent thumbs up in front of your chest.</i><br/> Model the silent signal.</p> <p>Point to Step 2.<br/> 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.<br/> <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.</p> |

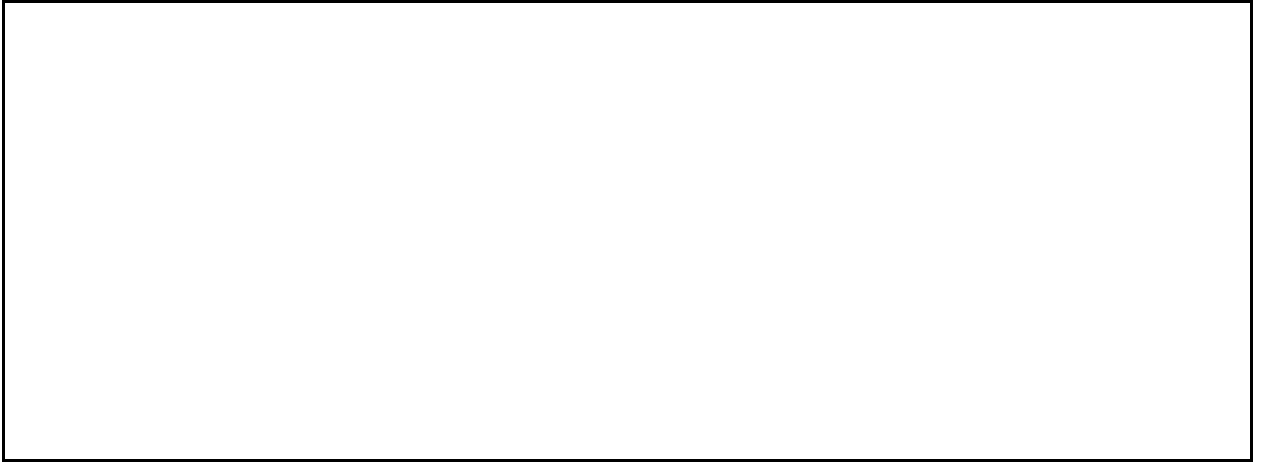
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|                                    | <p>Support could include:</p> <ul style="list-style-type: none"> <li>● reminding children of the routine for talking to a partner;</li> <li>● referring to the Expanded Sentence section of the Personal Recount anchor chart to provide a sentence frame;</li> <li>● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary;</li> <li>● modeling telling an event;</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> <li>● modeling asking <i>wh</i>- questions.</li> </ul> <hr/> <p>When children finish telling their first events, send them with notebooks. As children write, pull small groups to support them.</p> <p>Support could include:</p> <ul style="list-style-type: none"> <li>● inviting children to retell their first events;</li> <li>● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame;</li> <li>● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary;</li> <li>● referring to the Independent Writing Routine table copy to remind children of the routine for writing;</li> <li>● for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their story.</li> </ul> <p>Support for encoding could include:</p> <ul style="list-style-type: none"> <li>● referring to Foundations resources to review known spelling patterns;</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> |
| <p><b>Closing</b><br/>1 minute</p> | <p><i>Today we learned about the sequence of events and continued working on our own personal recounts. Next, we will begin learning about the language of personal recounts.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Standards</b></p>            | <p><b>R.5.2.a</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>ELD-LA.2-3.Narrate.Expressive.</b> Construct language arts narratives that</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>WIDA</b>               | develop story with time and event sequences, complication, resolution, or ending through connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so). [DISCOURSE] [WORD/PHRASE]                                                                                                                                                                                                                                                |
| <b>Ongoing assessment</b> | <p>Reflect on the whole group discussion.</p> <p>Are children able to recount and order the major events of <i>Come On, Rain!</i></p> <p>What are their confusions?</p> <p>As children write, circulate and 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 the sequence of events 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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