



WEEK 3 Day 1

Writing Personal Recount

Deconstruction: Verbs

Individual Construction

Content Objective	With my group, I can sort verbs and describe how they relate to the topic and characters of the text. (W.2.2.a, L.5) I can write the sequence of events of a personal recount. (W.3.2, W.2)
Language Objective	I can write using a variety of past tense verbs to develop the sequence of events. I can use the Personal Recount anchor chart and Word Bank for support as needed. (W.2.2.a, L.1.2.d, L.2.5, ELD-LA.2-3.Narrate.Expressive)
Vocabulary	action verb: a verb that express action saying verb: a verb used to show that a character is speaking, and how the character is speaking sensing verb: a verb that show what characters are thinking or feeling tense: the form of a verb that specifies time verb: a word that expresses a physical action, mental action, or state of being variety: many different
Materials and Preparation	• <i>A Letter to My Teacher</i>, Deborah Hopkinson • teacher whiteboard On the whiteboard, write What do the verbs have in common? How do they relate to the topic of the books? What do they tell you about the characters? • Verb Sort Cards: copied, cut apart, and put in an envelope; one set for each group of children • Personal Recount anchor chart images: language and verbs, cut out • chart paper Create the fourth Personal Recount anchor chart, as follows.

Personal Recount

Language

a variety of past tense

action, **saying,** and **sensing verbs**



practiced



yelled



hated

that relate to the topic and
develop the characters

action verbs

practiced	marched	grinned
visited	curled	explored

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saying verbs

	○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	For this lesson, children should stay seated at table groups. <i>Today we are going to learn about one language feature of personal recount: verbs.</i>
Deconstruction 5 minutes	<i>One purpose of personal recounts is to entertain readers. One way writers can do this is by including a variety, or many different kinds, of verbs. Remember, verbs are words that show the thoughts, feelings, and actions of characters.</i> <i>The verbs in personal recounts give the reader more information about the topic and the characters.</i> <i>I collected some verbs from A Letter to My Teacher and put them here, on these cards. We are going to think about how the verbs relate to the topic and characters of the story.</i> Hold up the “marched” card. <i>This verb is “marched.” How does “marched” relate to the topic of A Letter to My Teacher, or give information about its characters?</i> <i>“Marched” is an action verb; it shows an action that happened in the story. There are different ways the student could have gotten to school. She could have walked or danced, but instead she marched. Using this particular verb gives us more information about her as a character.</i>
8 minutes	Show one envelope with Verb Sort cards. <i>With your group, you will dump out the cards and sort them into groups that you think go together. After you sort, talk about why you put those verbs together. What do the verbs have in common? How do they relate to the topic of the book? What do they tell you about the characters?</i> <i>After you sort the action verbs, try to sort them a different way, and discuss the same questions with your group.</i> Check for understanding and then send children in small groups to play. As they play, circulate to support them. Support could include: ● reading the words on the cards to children; ● referring to the questions on the board;

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	providing copies of the book to remind children of its topic and characters. Bring the class back together and invite several children to share with the class how they sorted and how the verbs relate to the topic and characters. Refer to the Language section of the anchor chart. <i>Some of the verbs in personal recounts are action verbs, like these. Some are saying verbs, which the author uses to show that a character is speaking and how they are speaking. Others are sensing verbs, which show how the character is thinking or feeling.</i> <i>As we continue writing personal recounts, you can record more verbs in the blank spaces on our chart.</i>
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 grinned card. <i>This word says “grinned.” It ends in -ed and shows us that it already happened. In this word the -ed is pronounced /d/.</i> Show the marched card. <i>Let’s read this word together.</i> <i>This verb also ends in -ed. But what sound is at the end?</i> <i>Yes, sometimes -ed makes the /t/ sound.</i> Show the visited card. <i>This verb also ends in -ed. But it has a different sound. It ends with /id/.</i> <i>All of these words end in -ed to show the past tense.</i> <i>Let’s sort our cards by their final sounds. Everyone pick up one of the verbs cards from your table. Read your word. If the last sound is /d/, move over here. [Indicate an area of the room.] If the last sound is /t/, move here. If the last sound is /id/, move here.</i> Support children to read their words and identify the sound -ed makes. Invite them to check their work with other group members.
	Distribute children’s writing notebooks.

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Individual Construction 10 minutes	<i>Now you will go back to your personal recount and continue writing your sequence of events. As you write new events or go back and revise others, make sure you've included past tense verbs that relate to the topic and develop the characters.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Read your personal recount so far and go back to your planner. What will you work on today? When you are ready to say 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 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; ● referring to the Expanded Sentence section of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Topics chart, Word Bank, and anchor chart to support children in generating ideas and using vocabulary; ● modeling telling an event; ● 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 notebooks. As they write, pull small groups to support them. Support could include: ● inviting children to retell their event; ● referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame; ● referring to the Personal Recount Topics chart, Word Bank, and anchor chart to support children in generating ideas and using vocabulary; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● for children who still need it, taking dictation (on a computer, sticky
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	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.
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Notes