



WEEK 3 Day 2

Writing Personal Recount

Deconstruction and Joint Construction: Adverbs
Individual Construction

Content Objective	I can write the sequence of events of a personal recount. (W.3.2, 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 and anchor chart for support as needed. (W.2.2.a, L.1.2.e, L.5, ELD-LA.2-3.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 sequence: in a particular order 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

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

 yelled	 hollered	 croaked
 asked	 explained	

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sensing verbs

 hated		

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adverbs that describe

when and where



the next week



through puddles

when

where

- glue stick or tape
- children's writing notebooks and folders
- writing tools
- Personal Recount Observation Tools
- charts and visual scaffolds:
 - Encoding Prompting Guide table copies
 - Independent Writing Routine chart and table copies
 - Personal Recount anchor chart

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	○ Personal Recount Topics chart ○ Personal Recount Word Bank ○ 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 Dad drove. 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 dad drive? and Where did dad drive? 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>In personal recounts writers introduce new events by using adverbs that describe <u>when</u> the event happened.</i> Read the first paragraph. <i>Deborah Hopkinson begins this event with the adverb "after taking attendance" to introduce when this event happened.</i>
slide 3	<i>Here she introduces the events by writing "the next week" and "when you weren't watching."</i> <i>Using adverbs like these helps to sequence events and to say exactly when they happened.</i>
slides 4-6	<i>Here are other adverbs used to introduce <u>when</u> events happened: "all fall," "when winter came," and "On the Friday before summer vacation."</i> <i>Deborah Hopkinson uses all different adverbs. If she had just written "then" and "next" throughout the story, it would have been boring, and we would not have a good sense of when each event in the story happened.</i>
slide 7	<i>This is part of a sentence from Come On, Rain! Let's read it together.</i>

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	<i>On its own it is a complete sentence with a subject and a predicate. It begins with the noun “Miz Glick” and includes the action verb “rushes.” But it really doesn’t tell us a lot about what’s going on.</i>
slide 8	<i>Now let’s read this version of the sentence.</i> <i>Here we get more information. There is an adverb that describes where: “out on her porch.”</i>
slide 9	<i>Now let’s read another sentence.</i> <i>Again, this is a complete sentence, but I have a lot of questions after reading this sentence!</i>
slide 10	<i>Now let’s read this version of the sentence.</i> <i>This adverb tells us where the mammas dance: “down the steps.” There are also adjectives that describe “mammas” more.</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. <i>Deborah Hopkinson and Karen Hesse use many different adverbs to describe <u>where</u> and <u>when</u> the events happened. We can use these adverbs to help us in our own writing, and we can collect more as we read other texts.</i>
slide 11	<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: “Dad drove.” We can try the sentence in a few different ways. We could include the adverb that describes <u>when</u> in the</i>

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	<i>subject or the predicate.</i> <i>What adverbs can we use to describe <u>when</u> and <u>where</u> dad drove?</i> <i>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 notebooks. <i>Now it’s your turn. Read your personal recount. Choose an event 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.</i> <i>When you are ready to say your new sentence 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 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; ● 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 that includes adverbs describing when and where; ● 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. <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 notebooks. As they write, pull small groups to support

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	them. Support could include: • inviting children to retell their events; • asking When? and Where? to prompt for adverbs; • 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 notes, or the back of the paper) to help them remember their story. Support for encoding could include: • referring to Foundations resources to review known spelling patterns; • 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 learn about the conclusions of personal recounts.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
WIDA	ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that orient audience to context through adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner). [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 Recount Observation Tool.
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Notes
