



WEEK 4 Day 2

Writing Personal Recount

Deconstruction, Joint, and Individual Construction: Dialogue

Content Objectives	I can describe how Karen Hesse uses dialogue to develop events. (R.9.2.a) I can write developed events. (W.3.2, W.2)
Language Objective	I can write saying verbs to introduce dialogue in a personal recount. I can role-play to practice the dialogue and use the Personal Recount anchor chart for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	dialogue: conversation between two or more characters saying verb: a verb used to show that a character is speaking, and how the character is speaking tense: the form of a verb that specifies time
Materials and Preparation	Select one child's work to use in modeling inserting dialogue. Identify a child who would be comfortable with receiving support and feedback from the group to improve their work. Check in with the child first to make sure they are comfortable with the process that will be used. Choose a selection from the child's personal recount that does not include dialogue, but in which dialogue could be easily inserted. Write the selection on chart paper or project it, for the class to practice inserting dialogue. ● Dialogue slides Make a copy of the slides to edit together as a class. ● sticky notes ● writing paper ● children's writing folders ● Personal Recount Observation Tools ● writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies

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	○ Paragraph Checklist ○ Personal Recount anchor charts ○ Personal Recount Topics chart ○ Personal Recount Word Bank ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	<i>We have been talking about developing events by adding sub-events. Another way that writers develop events and move the story along is by using dialogue. Dialogue is a conversation between two or more characters in a story. It makes stories more interesting and tells the reader more about the characters.</i> <i>We are going to look at part of Come On, Rain! to see how Karen Hesse uses dialogue.</i>
Deconstruction 10 minutes slide 1	Read the paragraph beginning with “I am sizzling...”
slide 2	<i>As I reread the passage, think about how Karen Hesse uses dialogue. What does the dialogue show? How much dialogue does Karen Hesse use? How does Karen Hesse show that dialogue is happening?</i> Reread the passage. Discuss the questions with children. ● <i>What does the dialogue show?</i> [the relationship between Tessie and Mamma; what Tessie wants to do; why Mamma does not want her to put on her bathing suit] ● <i>How much dialogue does Karen Hesse use?</i> [In this selection, the dialogue and the rest of the text are about equal. The selection switches between dialogue and other text and the character’s statements are brief.] ● <i>How does Karen Hesse show in her writing that dialogue is happening?</i> [quotation marks; verbs like “asks” and “says”]
slide 3	<i>One of the ways to show dialogue is to include saying verbs. Remember, we collected some saying verbs earlier in the unit. Refer to the Personal Recount anchor chart that includes Verbs.</i> <i>What are the saying verbs on this page?</i>

	<i>Yes, Karen Hesse uses the saying verbs “ask” and “says.”</i> <i>This story was written in the present tense. Our personal recounts are in the past tense. How could we change the present tense verb “ask” to the past tense?</i> Harvest the children’s ideas, including the spelling, and add it to the table on the slide. Repeat the process with “says.”
	Quickly review the saying verbs on the anchor chart. <i>Are there other saying verbs we could add to our chart?</i> Invite children to write past tense saying verbs on the chart.
Joint Construction 10 minutes	<i>Now we are going to take a look at _____’s writing and help them add dialogue to their personal recount.</i> Have children sit in a circle on the rug, leaving space in the middle for a stage. Read the selection from the child’s writing. Ask several children to dramatize the selection, taking on the roles of the characters and inserting dialogue for each character according to the scene. As time allows, repeat the process, with different groups of children using different dialogue. Reread the child’s selection and decide together the most effective way to insert dialogue. • Are there descriptive sentences that could be replaced with dialogue? • Where does it make sense for characters to speak? • Are there times where dialogue can provide more information about the characters and their relationships? Record children’s feedback on sticky notes. Attach these to the appropriate pages in the presenter’s personal recount, to use for future revisions.
Individual Construction 8 minutes	Distribute children’s writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Review your planner and think about what you will write for your next event. Remember, start by saying the major event, and then add at least two sub-events. See if you can include dialogue in your event! 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 event, and the second partner will ask a question. Then the second partner will tell their event, and the first partner will ask a question.</i> As the children tell events to their partners, circulate to support them. Support could include: ● referring to the Paragraph Checklist and children’s planners to support them in orally producing a paragraph beginning with a major event and followed by at least two sub-events; ● referring to the Dialogue slides and Personal Recount anchor chart to support children in generating dialogue; ● referring to the Orientation and Expanded Sentence sections of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Topics chart, Word Bank, and anchor charts to support children in generating ideas and using vocabulary; ● 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 folders, Paragraph Checklists, and paper. As children write, pull small groups to support them. Support could include: ● inviting children to retell their event paragraph; ● supporting children to replace nouns with pronouns as needed to help the flow of the paragraph; ● referring to the Dialogue slides and Personal Recount anchor chart to support children in generating dialogue; ● 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;
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	- referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences; - referring to and following the Paragraph checklist for writing paragraphs. While checking in with children, take notes on the personal recount observation tool.
Closing 1 minute	<i>Today we used dialogue to make our personal recounts more interesting. Writers do not always need to include dialogue, but it is one tool we use to improve our writing. Tomorrow you will finish writing your sequence of events.</i>
Standards	R.9.2.a Acknowledge differences in the points of view of characters. 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.
WIDA	ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through saying verbs (yelled, said, whispered) to add details about characters in dialogs. [WORD/PHRASE]
Ongoing assessment	Consider the following questions: - How comfortable are children with creating dialogue? - Which verbs do children choose to indicate characters are speaking? - How does the dialogue enhance the writing? 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 develop their events and use saying verbs to introduce dialogue and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes



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