



WEEK 2 Day 5

Writing Personal Recount

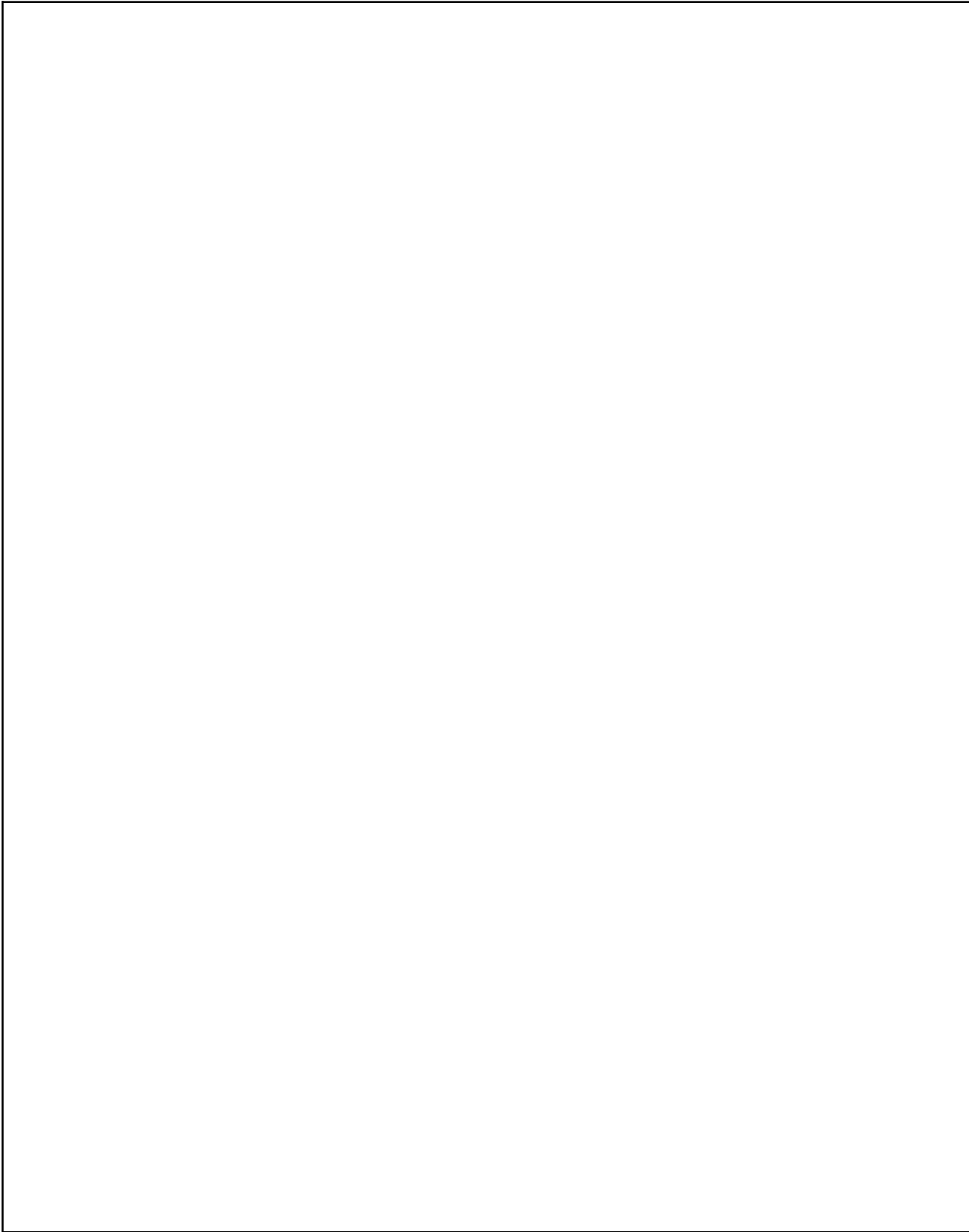
Deconstruction, Joint Construction, and Individual Construction:
Sequence of Events

Content Objective	I can write the sequence of events of a personal recount. (W.3.2, W.2)
Language Objective	I can recount the events of <i>Come On, Rain!</i> in order. (SL.1.2, R.5.2.a)
Vocabulary	<p>major events: the most important events</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>sequence: in a particular order</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Personal Recount anchor chart images: sequence of events ● Personal Recount anchor chart, from Day 2 ● <i>Come On, Rain!</i>, Karen Hesse ● <i>Come On, Rain!</i> chart, from Day 4 ● <i>Come On, Rain!</i> sequence of events strips, cut apart ● tape or glue, for attaching images to charts ● jointly constructed personal recount, from Day 3 ● drawing and writing tools ● children's writing notebooks ● personal Recount Observation Tools, from Day 3 <p>For the beginning (Deconstruction) portion of this lesson, have children sit around the perimeter of the meeting area.</p>
Opening 1 minute	<p>Refer to the <i>Come On, Rain!</i> chart.</p> <p><i>We know that Come On, Rain! is a personal recount. In our last lesson we learned that personal recounts begin with an orientation</i></p>

	<p><i>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 stage, or part, of a personal recount.</i></p>
<p>Deconstruction 9 minutes</p>	<p>Refer to the Sequence of Events portion of the chart. <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 sequence of events. Here is where we will record them on our chart.</i></p> <p>Show the <i>Mango, Abuela, and Me</i> sequence of events sheets. <i>Here I have pictures and words that show the major events—the most important events—from Mango, Abuela, and Me. Let’s work together to put them in sequence, or in order, on our chart.</i></p> <p>Hold up each sheet individually. Show the picture and read the words.</p> <p>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.</p> <p>Refer to the Personal Recount anchor chart. Add the sequence of events anchor chart image to the chart, below orientation.</p>
<p>Joint Construction 9 minutes</p>	<p><i>Let’s go back to our class’s personal recount and begin adding words to our sequence of events. First let’s look at our sketches and retell the events. Then we’ll write the words.</i></p> <p>Show each sketch and retell the story together. Then use shared writing to write the words for several of the events.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will go back to your personal recounts and add to your sequence of events. If you have not written words yet, you will add sentences. If you have not illustrated yet, you will add illustrations. Just like we did as a class, review your work so far and tell your personal recount. Then go back to add to each event.</i></p> <p>Distribute children’s notebooks, and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p> <p>Note: Children who have already completed illustrations and words for their sequence of events can write new personal recounts. Guide them to leave a blank page for adding a conclusion next week. Remind children to first tell their personal recounts and to include the orientation and sequence of events.</p>

Closing 1 minute	<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>
Standards	<p>R.5.2.a: Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<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 take notes on the Personal Recount Observation Tool.</p> <p>Do children include all events, in sequence?</p> <p>How much do children write about each event? Do they develop the events?</p>

Notes



Writing U1 W2 D5