



WEEK 3 Day 2

Writing Personal Recount

Deconstruction: Development of Events

Content Objective	I can identify sub-events. (W.3.2)
Language Objective	I can discuss how sub-events make major events more entertaining. (SL.1.2)
Vocabulary	<p>develop: to add more; to elaborate; to stretch out</p> <p>document: to record, sometimes by writing</p> <p>entertain: to interest someone</p> <p>genre: a type of writing</p> <p>major events: the most important events</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>purpose: the reason for doing or creating something</p> <p>sub-events: the smaller events and details that tell more about the major events</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>A Letter to My Teacher</i>, Deborah Hopkinson • writing tools • Development of Events, Packet A, one copy for the class • Development of Events, Packets B-J, one copy for each pair of children <p>If there are more than nine pairs of children, have more than one pair work on the longer passages (Packets E, F, and G).</p> <ul style="list-style-type: none"> • <i>A Letter to My Teacher</i> chart, from Day 1
Opening 5 minutes	<p><i>When we started learning about personal recount, we learned that the purpose of the genre is to document a sequence of events and to entertain.</i></p> <p><i>Yesterday we learned that writers introduce new events using phrases of time. Today we are going to continue to talk about the sequence of events.</i></p> <p>Show the <i>A Letter to My Teacher</i> chart.</p>

	<p>The events on this chart are the major events of the story. These are the most important events.</p> <p>Read the events.</p> <p>Right now, these events do not sound very interesting. One way that an author makes a personal recount more entertaining is to develop these events.</p>					
<p>Deconstruction 8 minutes</p> <p>pages 2-3</p>	<p>Introduce Development of Events Packet A.</p> <p>This is a tool that we will use to understand how Deborah Hopkinson develops—or adds more to—the events. There is one page for each major event in the story. You’ll see the title of the book here [point to it on a sheet], and the major event here. This part of the sheet says Sub-Events. That means the other events and details the author includes to tell more about what happened and to make the story entertaining.</p> <p>As a class we are going to look at the first major event, which is “The student marched to school on the first day.”</p> <p>Read “I was the one who marched...” to the end of that page. Have children turn and talk to discuss what other details the author includes. Harvest ideas from the children and fill them in on the Development of Events sheet. See the following example.</p> <table><tr><td>Development of Events</td></tr><tr><td>Title: <u>A Letter to My Teacher</u></td></tr><tr><td>Major Event: The student marched to school on the first day.</td></tr><tr><td>Sub-Events: She marched through every puddle.</td></tr><tr><td>She wore a bright yellow coat and a dark, stormy frown.</td></tr></table>	Development of Events	Title: <u>A Letter to My Teacher</u>	Major Event: The student marched to school on the first day.	Sub-Events: She marched through every puddle.	She wore a bright yellow coat and a dark, stormy frown.
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Major Event: The student marched to school on the first day.						
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She wore a bright yellow coat and a dark, stormy frown.						
<p>Deconstruction 12 minutes</p>	<p>Now you will work in pairs to do the same thing for other major events from A Letter to My Teacher. Each pair will work on a different major event.</p> <p>You and your partner will read the major event on your sheet and then reread the pages of the book where the event happened. As you read, find the other events Deborah Hopkinson includes to develop the main event. Write these in the Sub-Events section of your sheet.</p> <p>As children work, circulate to support them. Choose one pair’s work to</p>					

	highlight in the closing. This work may serve as a model or be used to give feedback.
Closing 5 minutes	Have one pair of children share their work by reading the major event they explored, as well as the sub-events. As a class, discuss how the sub-events make the major event more entertaining.
Standards	W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. 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.
Ongoing assessment	During the concluding discussion, note the extent to which children are able to articulate how sub-events make major events more interesting. When analyzing the children's Development of Events sheets, consider the following: What do they include as sub-events? Do they choose a few related events, or do they list everything else on the page with the major event?

Notes
