



WEEK 3 Day 1

Writing Personal Recount

Deconstruction: Phrases of Time

Content Objective	I can discuss how phrases of time signal order in a personal recount. (W.3.2)																
Language Objective	I can collect phrases of time from a text. (L.1.2.b, L.6.2.a)																
Vocabulary	<p>major events: the most important events</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>phrase: a group of words</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>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">● <i>A Letter to My Teacher</i> sequence of events strips Cut the strips apart and attach them to the chart, as below.● chart paper, 2 pieces Prepare the following charts. <table><tr><th colspan="4"><u>A Letter to My Teacher</u></th></tr><tr><td colspan="4">Orientation:</td></tr><tr><td>Who student teacher</td><td>When second grade</td><td>Where school</td><td>What school was difficult for the student</td></tr><tr><td colspan="4"></td></tr></table> <p><i>Chart continues on next page.</i></p>	<u>A Letter to My Teacher</u>				Orientation:				Who student teacher	When second grade	Where school	What school was difficult for the student				
<u>A Letter to My Teacher</u>																	
Orientation:																	
Who student teacher	When second grade	Where school	What school was difficult for the student														

Sequence of Events:



The student marched to school on the first day.



The student and teacher met.



The teacher introduced the class to their second grade work.



The class visited the creek behind the school.



The student took the pet mouse home over vacation.



The teacher encouraged the student as she learned to read.



The class took a field trip to an old house.



The class planted a garden.

	<div data-bbox="516 113 922 302"> </div> <p>The class had a party and served salad from the ingredients they grew.</p> <div data-bbox="516 340 922 520"> </div> <p>The student gave the teacher a memory quilt.</p> <p>Conclusion:</p> <div data-bbox="500 642 1360 823"> <p style="text-align: center;">Phrases of Time</p> </div> <ul style="list-style-type: none"> ● projector and screen ● Phrases of Time slides ● Phrases of Time Excerpts A-L, one for each pair ● writing tools ● sticky notes, one for each pair
<p>Opening 5 minutes</p>	<p><i>Last week we read Come On, Rain! to learn about the purpose and some stages of personal recount. Today we are going to begin learning about the language of personal recount by looking closely at A Letter to My Teacher.</i></p> <p>Show the <i>A Letter to My Teacher</i> chart.</p> <p><i>Just like Come On, Rain!, A Letter to My Teacher is an example of a personal recount. The narrator recounts her experiences in second grade.</i></p> <p><i>A Letter to My Teacher begins with an orientation.</i></p> <p>Review the Orientation part of the chart, and refer to <i>A Letter to My Teacher</i>, pages 2-5, as needed to support discussion.</p> <p><i>After the orientation comes the sequence of events. Here on the chart are the major events in A Letter to My Teacher. Tomorrow we will look at these events more closely. Today we will look at how Deborah Hopkinson introduces these events.</i></p>
<p>Deconstruction 10 minutes</p>	<p><i>In personal recounts writers introduce new events by using phrases of time. Writers use these phrases to show the reader when</i></p>

	<p>something happened.</p>		
slide 1	<p>Read the first two paragraphs on the page. Then refer back to the beginning of the second paragraph.</p> <p><i>At the beginning of this paragraph, I heard a phrase of time. Deborah Hopkinsin writes “Once, right before my turn...” That tells us when this next event happened.</i></p> <p>Record the phrase of time in the chart. (See the example below.)</p> <p><i>As I continue reading, listen for phrases of time. Raise your hand if you hear one.</i></p> <p>Read the last paragraph. Harvest children’s ideas, and add the phrase of time to the chart.</p>		
slide 2	<p>Repeat the process of reading and recording the phrases.</p> <table><tr><th>Phrases of Time</th></tr><tr><td>Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring</td></tr></table> <p><i>Deborah Hopkinson uses phrases of time to tell the reader when different parts of her story happened. 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></p>	Phrases of Time	Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring
Phrases of Time			
Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring			
Deconstruction 10 minutes	<p>Provide pairs of children with one Phrases of Time excerpt and one sticky note. Have children work in pairs to read the passage and record the phrase of time on a sticky note. When they finish, have each pair place their sticky note on the Phrases of Time chart.</p>		
Closing 5 minutes	<p>Bring children back together, and review the collected phrases of time. See the following example (completed with children’s sticky notes).</p> <table><tr><th>Phrases of Time</th></tr><tr><td>Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring After taking attendance</td></tr></table>	Phrases of Time	Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring After taking attendance
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	<div> <p>The next week When you weren't watching All fall But while I was busy One day when we were cleaning their cage When winter came One day In March When I slipped away to look for hidden treasure in the root cellar On the Friday before summer vacation For a long time now</p> </div> <p><i>Deborah Hopkinson uses many different phrases to tell us when the parts of her story happened. We will keep this list of phrases of time to help us in our own writing, and we can collect more as we read other texts.</i></p> <p>Note: Leave the Phrases of Time chart posted and available to add to as other texts are read.</p>
Standards	<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>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.6.2.a: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
Ongoing assessment	<p>As children work, circulate to support them to identify the phrases of time. Note discussions they are having.</p> <p>Do children notice that these phrases introduce new events?</p>

Notes
