

## 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	orie phra phra purp sequ	major events: the most important events orientation: in a personal recount, the text that introduces the story phrase: a group of words phrase of time: a group of words that indicates when something happened purpose: the reason for doing or creating something sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing						
Materials and Preparation		<ul> <li>A Letter to My Teacher sequence of events strips         Cut the strips apart and attach them to the chart, as below.</li> <li>chart paper, 2 pieces         Prepare the following charts.</li> </ul>						
		A Letter to My Teacher						
		Orientation:						
		<b>Who</b> student teacher	When second grade	Where school	What school was difficult for the student			
	Chart continues on next page.							

## **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.



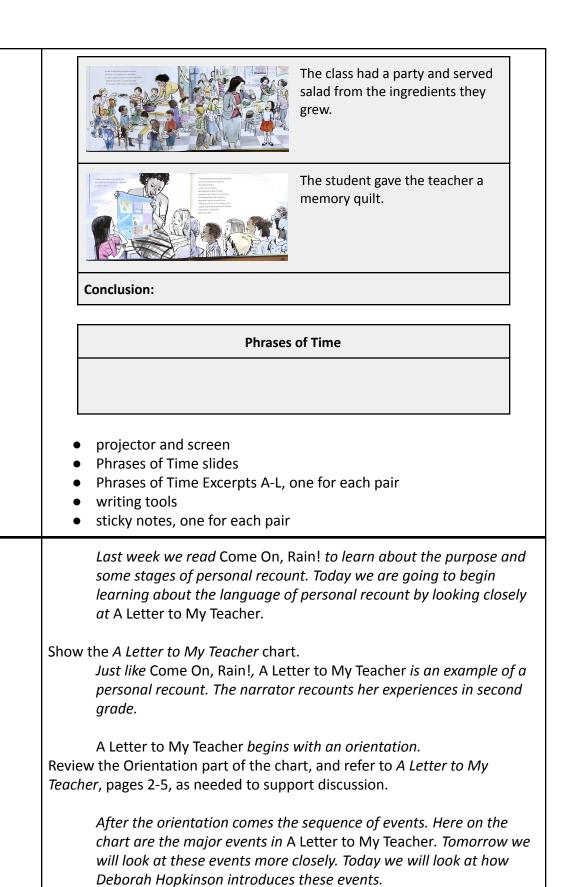
The teacher encouraged the student as she learned to read.



The class took a field trip to an old house.



The class planted a garden.



**Opening** 5 minutes

Deconstruction

10 minutes

of time. Writers use these phrases to show the reader when

In personal recounts writers introduce new events by using **phrases** 

	something happened.					
slide 1	Read the first two paragraphs on the page. Then refer back to the beginning of the second paragraph.  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.  Record the phrase of time in the chart. (See the example below.)  As I continue reading, listen for phrases of time. Raise your hand if you hear one.  Read the last paragraph. Harvest children's ideas, and add the phrase of time to the chart.					
slide 2	Repeat the process of reading and recording the phrases.					
	Phrases of Time					
	Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring					
	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.					
<b>Deconstruction</b> 10 minutes	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.					
<b>Closing</b> 5 minutes	Bring children back together, and review the collected phrases of time. See the following example (completed with children's sticky notes).					
	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					

	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  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.  Note: Leave the Phrases of Time chart posted and available to add to as		
Standards	w.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 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).		
Ongoing assessment	As children work, circulate to support them to identify the phrases of time.  Note discussions they are having.  Do children notice that these phrases introduce new events?		

Notes		