



WEEK 4 Day 1

Writing Personal Recount

Deconstruction and Individual Construction: Verbs

Content Objective	I can list verbs that relate to a topic. (W.3.2, W.2.2.a)						
Language Objectives	<p>I can discuss how the verbs in a personal recount relate to the topic and develop the characters. (SL.1.2.a, L.1)</p> <p>I can write verbs in the past tense. (L.1.2.d, L.5)</p>						
Vocabulary	<p>action verb: a verb that express action</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>saying verb: a verb used to show that a character is speaking, and how the character is speaking</p> <p>sensing verb: a verb that show what characters are thinking or feeling</p> <p>tense: the form of a verb that specifies time</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>variety: many different</p>						
Materials and Preparation	<ul style="list-style-type: none"> personal recount mentor text images: language Personal Recount anchor chart, from Week 1, Day 2 Under the Stages section of the chart, write Language. Glue on the language images. <i>A Letter to My Teacher</i>, Deborah Hopkinson Personal Recount Verbs Cards, cut apart chart paper <p>Prepare the following Personal Recount Verbs chart.</p> <table border="1"> <thead> <tr> <th colspan="2">Personal Recount Verbs</th></tr> </thead> <tbody> <tr> <td><u>A Letter to My Teacher</u></td><td>experience at school</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	Personal Recount Verbs		<u>A Letter to My Teacher</u>	experience at school		
Personal Recount Verbs							
<u>A Letter to My Teacher</u>	experience at school						

	<div></div> <ul style="list-style-type: none"> • sticky notes, one for each child • writing tools
Opening 1 minute	<p><i>We have been learning a lot about personal recounts. Last week we learned about phrases of time, one language feature writers use. Today we are going to learn about another language feature of personal recount: verbs. Verbs are words that show the thoughts, feelings, and actions of characters.</i></p>
Deconstruction 15 minutes	<p><i>One purpose of personal recounts is to entertain readers. We learned that writers can do this by developing their events—adding more detail about what happened in each event.</i></p> <p><i>Another way writers can do this is by including a variety, or many different kinds, of verbs. The verbs in personal recounts give the reader more information about the topic and the characters.</i></p> <p><i>I collected some verbs from A Letter to My Teacher and put them here, on these cards. We are going to think about how the verbs relate to the topic and characters of the story.</i></p> <p>Hold up the “marched” card.</p> <p><i>This verb is “marched.” How does “marched” relate to the topic of A Letter to My Teacher, or give information about its characters?</i></p> <p><i>“Marched” is an action verb; it shows an action that happened in the story. There are different ways the student could have gotten to school. She could have walked or danced, but instead she marched. Using this particular verb gives us more information about her as a character.</i></p> <p><i>In pairs you will read and discuss other verbs from the text. Some are action verbs, like “marched.” Some are saying verbs, which the author uses to show that a character is speaking and how they are speaking. There is one sensing verb, which shows how the character is thinking or feeling.</i></p> <p><i>With your partner, read the verb. Then explain what this verb tells you, the reader, about the topic and characters of the story.</i></p> <p>Hold up and read each verb card before distributing them to pairs. For the following cards, clarify who did the action.</p> <p>grinned: teacher</p> <p>hollered: student</p>

	<p>curled: class asked: teacher explained: student</p> <p>As children discuss the verbs, circulate to support their conversations.</p> <p>Bring the class back together. Have pairs share their verbs and explain how they relate to the topic and characters in the book.</p> <p>Show the Verbs chart. <i>Here we are going to start a collection of verbs that will help us as we write. I'll add these cards to the A Letter to My Teacher side of the chart.</i></p>
<p>Individual Construction 13 minutes</p>	<p><i>The other side of the chart says "experience at school." We are going to collect some verbs here related to this topic, because the personal recounts you are writing are about an experience you had at school. One verb I think is important is "practiced." I'm going to write that on our chart. I said "practiced," instead of "practice," because personal recounts are written in the past tense—they use verbs that show that the actions already happened.</i></p> <p>Think, Pair, Share. <i>What are some other things you have done at school?</i></p> <p>After children share their ideas, send them with writing tools and sticky notes to write one verb related to school experiences.</p> <p>After writing their verbs, have children attach their sticky notes to the chart. Then facilitate a class discussion about the collected verbs. Work together as a class to edit any verbs that need to be changed to the past tense.</p> <p><i>We thought of a lot of great verbs! As we continue to think about experiences at school, we might find more verbs to add to our chart!</i></p>
<p>Closing 1 minute</p>	<p>Show the Personal Recount anchor chart. <i>Today we learned that the verbs in personal recounts are written in the past tense and that they relate to the topic and characters. Tomorrow you will continue working on writing your personal recounts.</i></p> <p>Note: Leave the Verbs chart posted and continue to add related verbs from other texts.</p>
<p>Standards</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. W.2.2.a With guidance and support from adults and peers, focus on a topic</p>

