

WEEK 5 Day 4

**Writing Personal Recount**  
 Deconstruction, Joint Construction, and Individual Construction: Orientation

<b>Content Objective</b>	I can write the orientation of a personal recount. (W.3.1.b, Standard W.2)
<b>Language Objective</b>	I can ask and answer questions about the orientation of <i>Mango, Abuela, and Me</i> . (SL.2.1.a)
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>document:</b> to record, sometimes by writing</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>entertain:</b> to interest someone</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● markers</li> <li>● Personal Recount anchor chart images: orientation</li> <li>● Personal Recount anchor chart, from Day 2</li> <li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● chart paper</li> </ul> <p>Prepare the following <i>Mango, Abuela, and Me</i> chart.</p> <p>Note: On Day 5, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 5).</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Mango, Abuela, and Me</i></td> </tr> <tr> <td colspan="4"><b>Orientation:</b></td> </tr> <tr> <td style="width: 25%;"><b>Who</b></td> <td style="width: 25%;"><b>When</b></td> <td style="width: 25%;"><b>Where</b></td> <td style="width: 25%;"><b>What</b></td> </tr> <tr> <td colspan="4"><b>Sequence of Events:</b></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4"><b>Conclusion:</b></td> </tr> </table> <ul style="list-style-type: none"> <li>● jointly constructed personal recount, from Day 3</li> <li>● sheet of drawing and writing paper, for writing the orientation</li> <li>● drawing and writing tools</li> <li>● drawing and writing paper</li> </ul> <p>Different styles of loose paper should be available to children (they will be stapled later). All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children.</p> <ul style="list-style-type: none"> <li>● children’s writing folders</li> <li>● personal Recount Observation Tools, from Day 3</li> </ul>	<i>Mango, Abuela, and Me</i>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>	<b>Sequence of Events:</b>																								<b>Conclusion:</b>			
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<p><b>Opening</b> 1 minute</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the <b>stages</b>, or parts, of personal recounts, using Mango, Abuela, and Me as an example.</i></p>																																								
<p><b>Deconstruction</b> 9 minutes</p>	<p><i>The beginning of a personal recount is called an <b>orientation</b>. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p>																																								

	<p>Point to the Orientation section of the <i>Mango, Abuela, and Me</i> chart. Read the first page of the book. Ask children who the story is about and fill in that portion of the chart [Mami, Papi, Mia, and Abuela].</p> <p>Ask children when the story takes place [in winter]. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [in Mia’s family’s home].</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story. The “What” introduced in Mango, Abuela, and Me is that Abuela comes to live with Mia’s family. I’m going to add that to our chart.</i></p> <p>Add the orientation anchor chart image to the Personal Recount anchor chart, below Stages. Note that other stages will be explored on following days.</p>
<p><b>Joint Construction</b> 9 minutes</p>	<p><i>Let’s go back to the personal recount we started together yesterday and write the orientation.</i></p> <p>Share ideas orally, then write the first page of the class’s personal recount, introducing <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it’s your turn to add an orientation to the personal recount you sketched yesterday. Think about how you will introduce your story to your classmates. Who was in your story? Where and when did it happen? How can you introduce what happened? Think, Pair, Share.</i></p> <p>After children tell their orientations, distribute their folders and paper and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow we will learn about another stage, or part, of personal recounts.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or</p>

	information presented orally or through other media.
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>How much support do children need to identify the elements of orientation? What are their confusions?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Which part(s) of the orientation do children include? Do they include the information with illustrations, words, or both? Which part(s) of the orientation do children omit?</p>

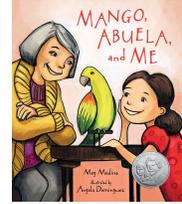
**Notes**

## Personal Recount anchor chart images

stages



**orientation** that introduces who is in the story, when and where it happened, and an introduction to what happened



WEEK 5 Day 5

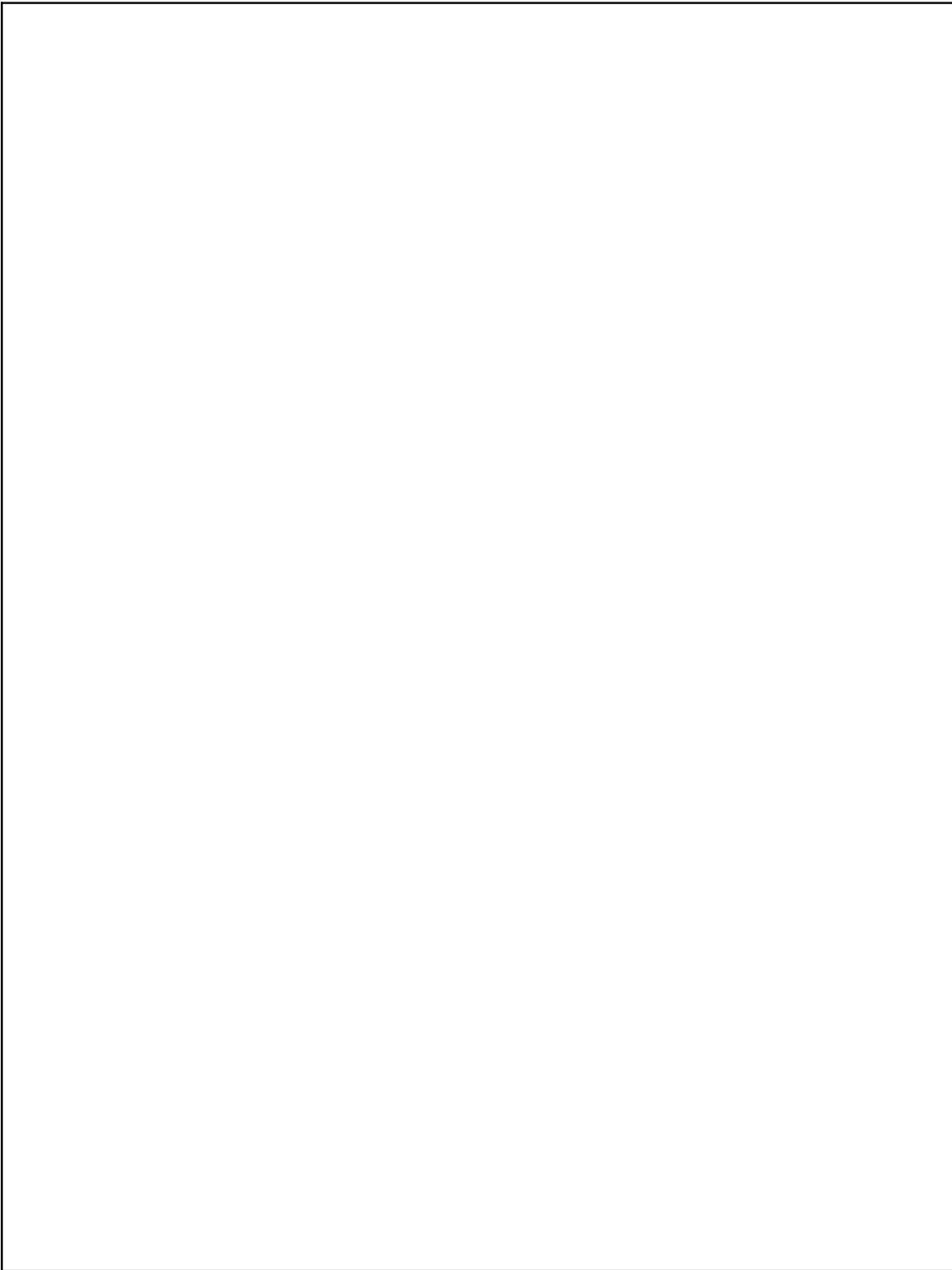
**Writing Personal Recount**  
 Deconstruction, Joint Construction, and Individual Construction:  
 Sequence of Events

<b>Content Objective</b>	I can write the sequence of events of a personal recount. (W.3.1.b, Standard W.2)
<b>Language Objective</b>	I can recount the events of <i>Mango, Abuela, and Me</i> in order. (SL.1.1, R.5.1.a )
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>major events:</b> the most important events</p> <p><b>sequence:</b> in a particular order</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Personal Recount anchor chart images: sequence of events</li> <li>● Personal Recount anchor chart, from Day 2</li> <li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● <i>Mango, Abuela, and Me</i> chart, from Day 4</li> <li>● <i>Mango, Abuela, and Me</i> sequence of events strips, cut apart</li> <li>● tape or glue, for attaching images to charts</li> <li>● jointly constructed personal recount, from Day 3</li> <li>● drawing and writing tools</li> <li>● children’s writing folders</li> <li>● personal Recount Observation Tools, from Day 3</li> </ul>
<b>Opening</b> 1 minute	<p>Refer to the <i>Mango, Abuela, and Me</i> chart.</p> <p><i>We know that Mango, Abuela, and Me is a personal recount. Yesterday we learned that personal recounts begin with an <b>orientation</b> that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look</i></p>

	<i>at the next stage, or part, of a personal recount.</i>
<b>Deconstruction</b> 9 minutes	<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 <b>sequence of events</b>. 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 <b>major events</b>—the most important events—from Mango, Abuela, and Me. Let’s work together to put them in <b>sequence</b>, 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 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>Add the sequence of events anchor chart image to the chart, below orientation.</p>
<b>Joint Construction</b> 9 minutes	<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>
<b>Individual Construction</b> 10 minutes	<p><i>Now you will go back to your personal recount and add words to your sequence of events. Just like we did as a class, review your sketches and tell your personal recount. Then go back to the first event and write the words to tell what happened.</i></p> <p>Distribute children’s folders and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<b>Closing</b> 1 minute	<i>Today we learned about the sequence of events and continued working on our own personal recounts. Next we will learn about other parts of personal recounts.</i>
<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p>

	<p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the whole group discussion.</p> <p>Are children able to recount and order the major events of <i>Mango, Abuela, and Me</i>? 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? How much do children write about each event? Do they develop the events?</p>

**Notes**



Writing U1 W5 D5

## Personal Recount anchor chart images

stages



**sequence of events:** all the events of the story,  
in order

Writing U1 W5 D5

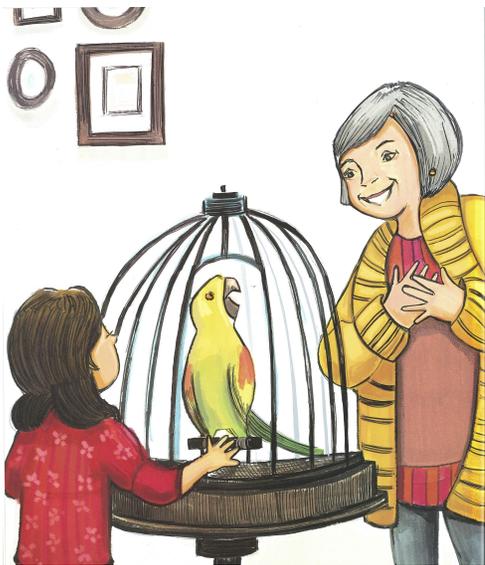
Mango, Abuela, and Me sequence of events



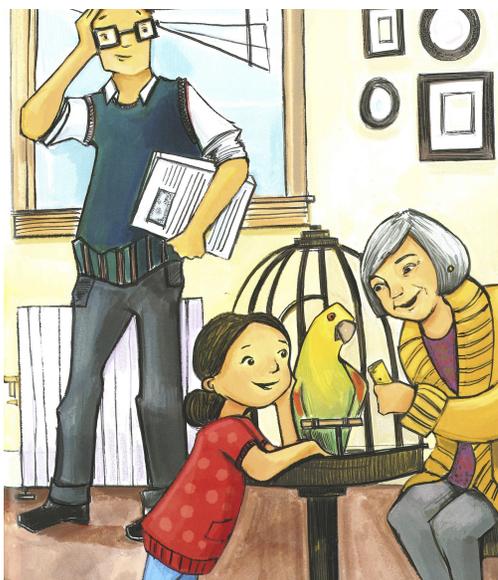
Abuela and Mia could not read a book together.



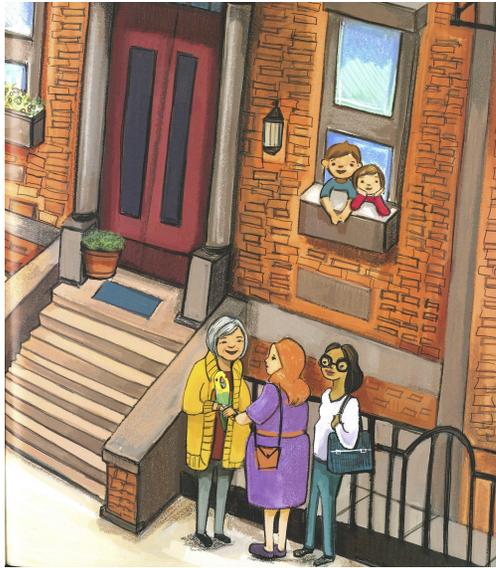
Mia and Abuela taught each other words in English and Spanish.



Mami and Mia bought  
Mango for Abuela.



Abuela, Mango, and Mia  
practiced words in  
English and Spanish.



Abuela started talking to the neighbors in English.



Abuela read Mia her favorite book.