

WEEK 7 Day 4

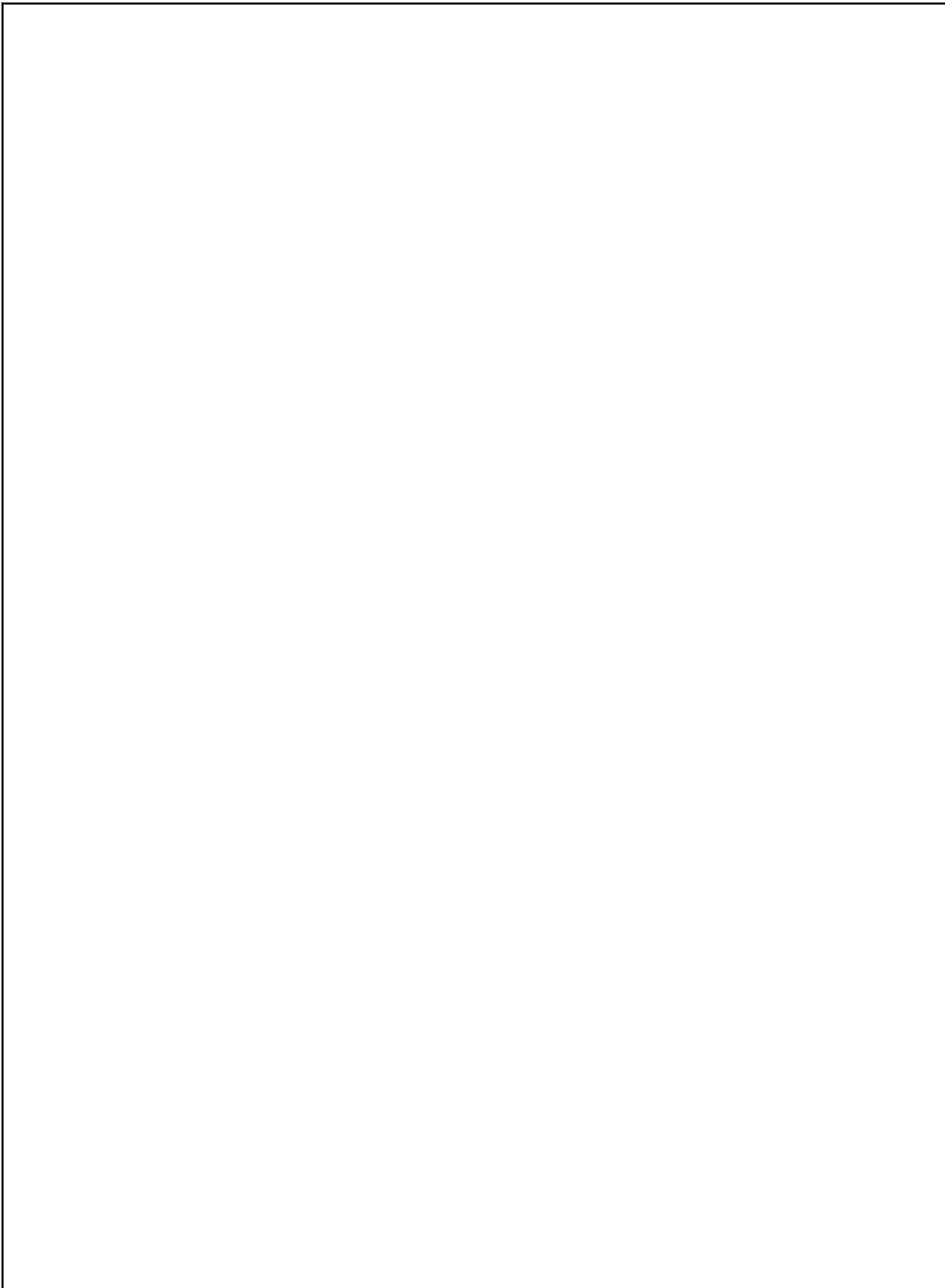
Writing Personal Recount
Deconstruction and Revision: Phrases of Time

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| Content Objective | I can revise my personal recount to include phrases of time. (W.3.1.b, W.2.1.a) |
| Language Objective | I can introduce events using phrases of time. (L.1.1.d, L.5.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) |
| Vocabulary | adverb: a word or phrase used to describe a verb phrase of time: a group of words that indicates when something happened |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● Flag the following pages: 2, 3, 8, 13 ● Personal Recount Phrases of Time Cards, cut apart ● glue stick or tape ● chart paper <p>Write the title Phrases of Time at the top of the paper.</p> <ul style="list-style-type: none"> ● jointly constructed personal recount, from Week 5, Day 3 ● Personal Recount anchor chart, from Week 5, Day 2 ● Personal Recount anchor chart images: phrases of time |
| Opening 1 minute | <i>When you learned about procedures, you learned about adverbs, words and phrases that describe how and where to complete each of the steps. Today we will talk about a different type of adverbs, called phrases of time. These phrases of time describe when something happened.</i> |
| Deconstruction 12 minutes | <p><i>Today we are going to re-read some pages from Mango, Abuela, and Me to hunt for the phrases Meg Medina uses to tell us, the readers, when something happened.</i></p> <p>Read the first sentence on page 2.</p> <p><i>I heard a phrase here that tells me when this happened—in winter. This is a phrase of time that describes when Abuela comes to live with Mia and her parents. I’m going to add this to our Phrases of</i></p> |

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| | <p><i>Time chart.</i></p> <p>Attach the corresponding card to the chart.</p> <p>Read the last sentence on page 3. <i>What phrase of time does Meg Medina use here?</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p>Read the first sentence on page 8. <i>What phrase of time does Meg Medina use here?</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p>Read the first sentence on page 13. <i>What phrases of time does Meg Medina use here? She uses two!</i></p> <p>Harvest the children’s ideas; then attach the corresponding card to the chart.</p> <p><i>Here are other phrases of time Meg Medina uses later in the book.</i></p> <p>Read the rest of the cards and attach them to the chart.</p> <p><i>Meg Medina uses these phrases to tell us when different parts of her story happened. If she had just written “then” and “next” throughout the story, we would not have a good sense of when each event in the story happened.</i></p> |
| <p>Joint Construction 8 minutes</p> | <p>Show the class personal recount. <i>Let’s review our class personal recount to see how we introduced events.</i></p> <p>Read the beginning of each event. Together with the children, revise to begin each event with a phrase of time.</p> |
| <p>Individual Construction 8 minutes</p> | <p><i>Now it’s your turn. Read your personal recount. Review how you introduced each event. If you did not use phrases of time, revise your writing to begin each event with a phrase of time.</i></p> <p>Send children with writing tools and folders. As children work, circulate to support them.</p> |
| <p>Closing 1 minute</p> | <p>Show the Personal Recount anchor chart. <i>Today we learned that writers use phrases of time to show when events happened.</i></p> <p>Add the phrases of time card to the chart.</p> <p><i>Tomorrow you will provide feedback to each other, to make your</i></p> |

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| | <i>writing even better!</i> |
| Standards | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> |
| Ongoing assessment | <p>Reflect on the class discussion.</p> <p style="padding-left: 40px;">Do children identify the phrases of time?</p> <p style="padding-left: 40px;">Do they understand how phrases of time function in personal recounts?</p> <p>After the lesson, review the children’s personal recounts.</p> <p style="padding-left: 40px;">Do children add phrases of time to introduce events?</p> |

Notes



Personal Recount Phrases of Time Cards



in winter



just before we turn out the light



the rest of the winter



after school the
next day,
while Abuela
and I are
making meat
pies for our
snack



the next day



when we bring him home



before long



until my eyes grow heavy

Personal Recount anchor chart images

language



when we bring him home

phrases of time: adverbs that describe when