

WEEK 1 Day 4

Writing Personal Recount
 Deconstruction: Verbs
 Individual Construction

Content Objective	I can tell a personal recount with different verbs. (W.3.K.b)						
Language Objectives	I can act out verbs. (L.5.K.d) I can act out different meanings for the same verb. (L.4.K.a)						
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>stages: the parts of a piece of writing</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>action verbs: verbs that express action</p> <p>variety: many different</p>						
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Personal Recount Verbs Cards, cut apart ● chart paper and marker <p>Prepare the following Personal Recount Verbs chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="2">Personal Recount Verbs</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 5px;">barbershop</td> <td style="width: 50%;"></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	Personal Recount Verbs		barbershop			
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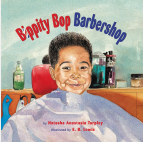


- tape or glue, for attaching the cards to the chart
- Personal Recount anchor chart image: language
Cut out the language image.
- Personal Recount anchor chart, from Unit 1
Add Language, and glue the language image to the chart.

Personal Recount

Purpose: to document a sequence of events and to entertain

Examples:



Stages:



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



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



conclusion: final event, telling why the experience was important, or a feeling

Language:



- drawing and writing books

	<ul style="list-style-type: none"> ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Unit 1, Week 4, Day 4
<p>Opening 1 minute</p>	<p>Gather children together on the perimeter of the rug. <i>We have been looking at the stages, or parts, of personal recounts, and today we are going to begin to think about the language. Verbs are an important part of the language writers use. Verbs are words that show the actions or feelings of the characters.</i></p>
<p>Deconstruction 18 minutes</p>	<p><i>I collected some action verbs from Bippity Bop Barbershop and wrote them here, on these cards. Let's act them out.</i></p> <p>Show the "cut" word card for all to see. <i>This word says "cut." How can you use your body to show the word "cut"?</i></p> <p>Support children in dramatizing the word.</p> <p>Show the "trimmed" word card. <i>This word says "trimmed." What does trimmed mean? How is the same/different from "cut"? How can you use your body to show the word "trimmed"?</i></p> <p>Support the children in describing the similarities and differences between the words and in dramatizing the word.</p> <p>Repeat the process with "shaved."</p> <p>Lay out the following word cards together: cut, trimmed, shaved. <i>What is the same about these words? [they are all verbs; they show actions; they are all actions that a barber does]</i></p> <p><i>When authors write personal recounts, they choose verbs that relate to the topics they are writing about. Natasha Anastasia Tarpley uses these verbs because they are all actions that happen in a barbershop.</i></p> <p><i>Something else she does is use a variety of verbs, which means she uses many different verbs. She doesn't just keep saying "cut, cut, cut," she uses words like "trimmed" and "shaved" to show different types of cuts.</i></p> <p>Show the "picked" word card. <i>This word says "picked." What does "picked" mean?</i></p> <p><i>"Picked" is an exciting word, because it has different meanings! You could say "She picked the orange crayon," meaning she chose that crayon. Let's quickly act that out.</i></p>

	<p><i>Or you could say “He picked an apple,” meaning he took it off a tree. Let’s quickly act that out.</i></p> <p><i>But we know that Natasha Anastasia Tarpley uses verbs that relate to the barbershop. What does “picked” mean at a barbershop?</i></p> <p>Harvest children’s ideas, then show pages 19 and 20 in the book and guide children to dramatize the word.</p> <p>Show the Verbs chart.</p> <p><i>Here we are going to start a collection of verbs that will help us as we write. The first topic on our chart is “barbershop,” because we collected verbs that relate to the barbershop. We have other blank spaces where we can collect verbs about other topics.</i></p> <p><i>It would be very helpful to have illustrations on these cards so that we can all remember what they mean. Who would like to volunteer to illustrate these?</i></p> <p>Choose four children who will illustrate the cards during Individual Construction. When they finish, help them attach the cards to the chart.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now it’s your turn. When you get your drawing and writing book, open to the personal recount you have been working on. Tell your personal recount to your partner, paying careful attention to the verbs you use to show the action.</i></p> <p>Send the children to work. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p>Show the Personal Recount anchor chart.</p> <p><i>I added a new section to our Personal Recount anchor chart.</i></p> <p>Read the Language section of the chart.</p> <p><i>Tomorrow we will continue writing personal recounts.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>L.4.K.a Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<p>Ongoing assessment</p>	<p>Listen and take notes about children’s understanding of verbs.</p> <p>What connections do they make between the verbs?</p> <p>What differences/nuances in meaning do they recognize?</p> <p>As children write, circulate and ask them to tell their stories (not to</p>

	describe their drawings). Use their storytelling and drawing to assess the extent to which children use a variety of verbs that relate to the topic, and take notes on the Personal Recount Observation Tool.
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Writing U2 W1 D4