Prewrite a Personal Narrative

1. Focus (15 MINUTES)

Refer to the Personal Narratives anchor chart created in the previous week and review it with students.

Create a copy of BLM 1 on chart paper or using the interactive whiteboard resources. **Say:** Today I will use this graphic organizer again to help me prewrite, or plan, a new personal narrative.

Display page 5 of *Personal Narratives* using the big book or the interactive whiteboard resources. Refer to the Sample Problems web on page 5. **Say:** Today I choose to write about a time when I got lost. My friend Rico and I went to the mall with our dads. I’ll sketch us with our dads in the “Beginning” box. Rico and I saw a really cool toy shop and we ran over to have a look. Suddenly we couldn’t see our dads anywhere. I’ll sketch me and Rico standing by the toy shop looking lost in the “Middle” box. A police officer helped us find our dads. I’ll sketch that in the last box. I’ll show our dads hugging me and Rico and the police officer watching with a smile on her face.

Model checking that you have all the features of a personal narrative. **Ask:** What do I need to do now that I’ve finished sketching? (Allow responses.) That’s right. I need to check that I have included all the features of a personal narrative in my sketches. I have included the characters: Rico, me, our dads, and the police officer. I show the setting, which is the mall. Which picture shows the problem? (Allow responses.) The “Middle” box shows the problem and the “End” box shows how the police officer helped us find our dads.

Objectives

**Oral Language and Grammar**
- Share a personal experience.
- Use complete sentences.
- Use common nouns, adjectives, and personal pronouns.

**Reflecting Reading in Writing**
- Understand that a personal narrative has a beginning, a middle, and an end.
- Analyze features of a personal narrative.

**Writing**
- Draw a beginning/middle/end graphic organizer.

Materials

- Mentor big book: *Personal Narratives*
- Personal Narratives anchor chart (from Week 9)
- Prepared graphic organizer (BLM 1; see Focus)
- Personal Narratives graphic organizer (BLM 1)
- Chart paper and markers
- Interactive whiteboard resources
Point to the first bullet on the Personal Narratives anchor chart. **Say:** Remember that personal narratives are about real events in our lives. If you are ready to begin a new personal narrative today, you may want to write about a time that you got lost. If you haven’t been lost, think of another problem you can write about. You will tell your story to your partner and then create a beginning, middle, and end graphic organizer and draw your sketches.

**NOTE:** Save the graphic organizer to use again next week.

**2. Rehearse (5 minutes)**

Ask students to turn to their partners. **Say:** Tell your partner what you will be working on today. If you are beginning a new narrative, think about a problem you have had. Tell the beginning, middle, and end of your story. Then see if your partner can name the characters, setting, problem, and resolution. Move among the pairs of students to monitor and support their efforts.

**3. Independent Writing and Conferring (20 minutes)**

Distribute students’ writing folders. Give a copy of BLM 1 to each student who will be prewriting a new personal narrative. **Say:** Draw and/or write what happened at the beginning of your story in the first box. Draw and/or write what happened in the middle of your story in the middle box. Draw and/or write what happened at the end of your story in the last box.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. As students finish, ask them to check to make sure they have included all the parts of a personal narrative. **Say:** Point to the characters in your drawing. Point to the setting. Point to the problem. Point to the resolution.

**4. Share (5 minutes)**

Invite two or three students to share their completed graphic organizers. Point out and celebrate examples of characters, settings, problems, and resolutions.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will close my eyes and visualize what happened.
- I will think about how I felt.

**Directive and Corrective Feedback**
- Tell me about the problem. Who was there? Where were you? What was the resolution?
- Tell me how you felt when this happened. Now draw it.

**Self-Monitoring and Reflection**
- Does your graphic organizer show what happened at the beginning, middle, and end?
- You drew your problem. What do you plan to draw for the resolution?

**Validating and Confirming**
- You have a beginning, a middle, and an end!
- You showed your characters and setting!
- You showed a problem and resolution!
- Your drawings show what happened. That will help you when you’re ready to write.

**Teacher Tip**
Continue to reinforce the concepts of character, setting, problem, and resolution by asking students to name these elements in fiction read-alouds. Remind students that authors make up these elements in stories, while in a personal narrative these elements are real.