1. Focus  (15 MINUTES)

Refer to the Personal Narratives anchor chart you have posted in your classroom and review it with students. Say: We’ve been learning how to write personal narratives. We made this anchor chart to help us remember what personal narratives are and what we need to include in our narratives. Today I will refer to the anchor chart when I write a new personal narrative.

Display a copy of BLM 1 on chart paper or using the interactive whiteboard resources. 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 want to write a personal narrative about an experience I had when a friend and I found some money. My friend Asa and I were walking to school when we saw a ten-dollar bill on the sidewalk. We didn’t know whose money it was. This is the problem in my narrative, and it will be my sketch for the “Beginning” box. Asa and I took the money to the principal. I will sketch this in the “Middle” box. The principal knew that another girl named Lori had lost her money, and she got it back. That’s my resolution. I’ll draw that in the “End” box. You may also wish to jot your ideas in writing in each box.

Model checking that you have all the features of a personal narrative. Say: Help me check whether I’ve included all the features on my graphic organizer. What features am I checking for? Allow responses. Then ask volunteers to come up and point to places in the sketches that show these features.

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)
• Personal Narratives graphic organizer (BLM 1)
• Chart paper and markers
• Interactive whiteboard resources
NOTE: Save your graphic organizer to use again in the next lesson.

Refer back to the Personal Narratives anchor chart and point to the first bullet. **Say:** Remember that personal narratives are about real events in our lives. If you are ready to begin a new personal narrative today, you might want to write about a time that you found something. You can write about any event in your life that has a problem and a resolution.

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 planning a new personal 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 and give a copy of BLM 1 to each student who will be prewriting a personal narrative. **Say:** Draw what happened at the beginning of your story in the first box. Draw what happened in the middle of your story in the middle box. Draw 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 drawings. 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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will close my eyes and visualize what happened.
- I will draw what happened at the beginning, middle, and end.

**Directive and Corrective Feedback**
- Tell me about the beginning of your narrative. What could you write?
- What happens next in your narrative?

**Self-Monitoring and Reflection**
- Tell me about your drawing. What part of the story is this?
- Make sure your drawings show what happened at the beginning, middle, and end. Did you leave anything out?
- Does your last drawing show how your problem was solved?

**Validating and Confirming**
- I liked the way you took the time to visualize your experience.
- 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.