Learn About Personal Narratives

1. Focus (15 minutes)

Display the cover of *Personal Narratives* using the big book or interactive whiteboard resources. Invite students to tell you what they learned yesterday about personal narratives. Use the following questions as needed to generate conversation:

- What is a personal narrative?
- Why do people write personal narratives?
- How is a personal narrative different from a journal entry?

Turn to page 5 and reread the Sample Problems web. **Say:** Turn to your partner and tell about a problem you have had and how you solved it.

Read aloud pages 6–7. Then ask:

- What does the girl write about on both pages?
- Which writing is a journal entry? How do you know?
- Which writing is a personal narrative? How do you know?

**Say:** A journal entry is about people, but it usually doesn’t have a problem. The example on page 6 is a journal entry. The girl is describing her dog. In the second example, the girl tells about a problem she had with her dog. This is a personal narrative. A personal narrative has a problem and a resolution. Remember that a resolution is the way a problem is solved. How was Lucy’s problem with her dog resolved? Allow responses.

Put the big book aside. **Say:** Because we’re just learning about personal narratives, we’ll keep writing in our journals for now.

Based on your evaluation of last week’s journal writing assessment, emphasize a skill or strategy students still need to practice. **Say:** Now you will continue working on your journal entries. **Today I want you to pay special attention to _______.** Provide a quick review using the *Journals* big book or a previously modeled journal page. **Say:** Remember to use our *Journals* anchor chart, too. **I will be here to help you if you need me!**
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an experience to draw and write about in a journal. **Say:** Tell your partner what you plan to draw and write about. Tell what happened, who was there, and how everyone felt. Then act out your idea to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- **One time _____.
- **We felt _____.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. **Say:** Before you write, tell your partner what you need to remember to do today. Support students as they strive to implement the selected skill or strategy. Allow students to get ideas and help from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. Provide the Journals anchor chart for students to refer to as they write.

Ask students to stop five minutes before writing time is over. **Say:** Check your writing to make sure you included _____ (use today’s skill emphasis). Then assist students who need help checking, revising, or editing their writing.

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to talk about what they visualized before they drew their pictures and wrote their messages. Encourage a discussion on how visualizing helps writers write stronger sentences.
- Invite volunteers to read their sentences. Encourage listeners to tell what they liked about the sentences.
- After volunteers read aloud their sentences, ask other students to retell what the messages were about.

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

<table>
<thead>
<tr>
<th>Goal Oriented</th>
<th>Directive and Corrective Feedback</th>
<th>Self-Monitoring and Reflection</th>
<th>Validating and Confirming</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I will close my eyes and think of something that happened to me.</td>
<td>• Tell me about a memory. What happened? Who was there? How did everyone feel?</td>
<td>• What describing word could you use to tell about ______?</td>
<td>• You wrote the word ______! I like the way you worked that out!</td>
</tr>
<tr>
<td>• I will write about how I feel.</td>
<td>• Tell me what you want to say about your experience. Write that.</td>
<td>• Does your sentence include an action? Show me where.</td>
<td>• You wrote a complete sentence. Good job!</td>
</tr>
<tr>
<td>• I will reread to check that I have used uppercase and lowercase letters correctly.</td>
<td>• Do you need an uppercase or lowercase letter here (pointing)?</td>
<td>• What pronoun did you use to tell more about ______?</td>
<td>• You asked yourself questions about your sentence. That’s something strong writers do.</td>
</tr>
</tbody>
</table>

**Teacher Tip**

If you have students who are ready and eager to begin brainstorming and drafting personal narratives rather than continuing to write in their journals, validate their decision to do so. You may wish to refer to the Sample Responsive Conferring Prompts from Week 9 to help you support students’ personal narrative writing.