Read About Personal Narratives

1. Focus (15 minutes)

Reread pages 8–11 of Personal Narratives using the big book or interactive whiteboard resources. Discuss the features of a personal narrative, including the characters, setting, problem, and resolution.

Turn to page 12. Ask: What do you see happening in the photograph? (Allow responses.) The title of this personal narrative is “The Day We Moved.” Has anyone ever had to move to a different house or town? Tell us what it was like. (Allow responses.) What do you think might be a problem that the writer of this personal narrative has? Allow responses.

Read aloud pages 12–15 in a fluent, expressive voice as you point to each word. Ask students to follow along as you read. Say: As you listen to me read this personal narrative, see if you can find a problem that the writer had.

After you read pages 12–15 aloud, discuss the following questions with students:
• Who are the characters in this personal narrative?
• What are the settings?
• What is the problem?
• What is the resolution?

Say: We learned that personal narratives have a problem and a resolution. The writer’s problem in this personal narrative was that he was sad to have to say good-bye to his friends. But then he met his new neighbor, Sam. That was the resolution to his problem.

Put the big book aside. Say: Because we’re still learning about personal narratives, we’re not quite ready to write our own personal narratives. Today we’ll keep writing in our journals.

Based on your evaluation of last week’s journal writing assessment, emphasize a skill or strategy students still need to practice. Say: 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!

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Use complete sentences.
• Use common nouns, adjectives, and personal pronouns.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Analyze features of a personal narrative.
• Visualize and ask questions.

Writing
• Draw and write a journal entry.

Materials
• Mentor big book: Personal Narratives
• Journals anchor chart (from Week 7)
• Interactive whiteboard resources
2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of 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:

- I remember when ______.
- When I was ______, I ______.
- I 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)

Invite two or three students to share their drawings and written messages. Point out and celebrate examples of developing skills. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I remember when ______.
- One time ______.
- I will use pronouns in my writing.

**Directive and Corrective Feedback**
- You could use a describing word here. Tell me how you felt.
- Look at your picture. What words could you use to tell about it?

**Self-Monitoring and Reflection**
- What describing words did you use? Could you add another describing word?
- What do complete sentences need? Check that you have written complete sentences.
- What words were difficult? What did you do to write them?
- What pronoun could you use here?

**Validating and Confirming**
- You made your writing sound like talking! Good job!
- Strong writers use describing words to help their readers visualize the message. That’s what you did!
- You went back and fixed your writing. Strong writers do that!

**Teacher Tip**
Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.