Prewrite a Personal Narrative

Objectives

Oral Language and Grammar
• Share a personal experience about being sick.
• 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
• Personal Narratives anchor chart (from Week 8)
• Prepared graphic organizer (BLM 1 from Day 1)
• Personal Narratives graphic organizer (BLM 1)
• Chart paper and markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer you created yesterday on chart paper or using the interactive whiteboard resources. Use it to retell your personal narrative. Then say: I used this graphic organizer to sketch the beginning, middle, and end of my personal narrative. This helps me plan what I want to write. We have learned that a personal narrative has a beginning, a middle, and an end.

Display the Personal Narratives anchor chart. Reread what you’ve written so far with students before adding a new bullet. Say: We need to add the information about personal narratives having a beginning, a middle, and an end to our anchor chart.

Writing My Personal Narrative

• I write about a real event in my life.
• I write about characters, or people.
• I tell the setting, or where the event happens.
• I tell a problem that happens.
• I tell the resolution, or how someone solves the problem.
• I tell a beginning, a middle, and an end.

Personal Narratives Anchor Chart

Say: Today you will retell your own personal narrative and draw its beginning, middle, and end on your graphic organizer.

2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Think about the story you told yesterday about a time you got sick. 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. If you have students who would prefer to write about different real-life problems, validate their decision to do so. Keep in mind that students will be motivated if they feel a strong connection to a topic.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I got sick when ______.
• I felt ______.
• ______ helped me by ______.
3. Independent Writing and Conferring (20 MINUTES)

Distribute students' writing folders and give each student a copy of BLM 1. Students will need to keep their graphic organizers in their writing folders to use in future lessons when they are ready to write. **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 character(s) in your drawing. Point to the setting. Point to the problem. Point to the resolution.

Some students may have difficulty with the prewriting steps. Work with these students to retell a common school/class experience they have had. Help students identify the beginning, middle, and end of the experience.

4. Share (5 MINUTES)

Invite students to display and orally describe the beginning, middle, and end they drew on their graphic organizers. Reinforce the concept that a personal narrative includes real-life characters, a setting or settings, and a problem and resolution.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will visualize where I was when I got sick.
- I remember that ______ was with me when I got sick. He/She is one of the characters.

**Directive and Corrective Feedback**
- Visualize where you were. That is the setting. Visualize the people who were with you. Those are the characters in your personal narrative.
- What happened after you got sick? Where did you go? What did you do? How did you feel?
- Tell me what happened in the end. How did things work out? That is your resolution.

**Self-Monitoring and Reflection**
- Show me where you included the setting on your graphic organizer.
- Who are the characters in your personal narrative?
- Tell me about the problem in your personal narrative. Tell me how it was resolved.
- Did you use any strategies such as visualizing or asking yourself questions? Tell me about that.

**Validating and Confirming**
- You have an interesting problem and resolution for your personal narrative!
- You have a clear beginning, middle, and end for your narrative.
- Your drawings really show what happened to you. Those drawings will help you when you write!

Teacher Tip

Provide pocketed folders for students’ personal narratives. Label the left pocket “Prewriting” and the right pocket “Draft.” Instruct students to keep their graphic organizers in the left pocket.