Read Aloud A Mentor Personal Narrative 2

1. Focus

Introduce the Mentor Personal Narrative

Say: Today I’m going to read you a personal narrative by Olivia Vega who lives in Kansas.

Display the photo of the writer on page 4 of My Best Moments and point out Kansas on a map of the U.S. You can also display the personal narrative on the interactive whiteboard resources.

Say: The title of Olivia Vega’s personal narrative is “My Brown-Eyed Babe.” What does that title make you think of? What do you predict this narrative might be about? Allow students to share their predictions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to access the narrative, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Personal Narrative

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a personal narrative:

1. Personal narratives often include dialogue that brings the event to life.
2. The author of a personal narrative shares his or her thoughts and feelings.

Page 7, after the first paragraph. Say: I really understand how the author feels about the puppy. She shares her feelings and thoughts about this little animal when she says, “I knew she was going to be my dog” and calls her “my brown-eyed babe.” I can tell she’s already fallen in love with this puppy. I wonder what will happen next?

Page 8, after the first paragraph. Say: I notice how the author has used dialogue to dramatize the problem in this personal narrative. Her mother does not want her to have the puppy, but she has her heart set on it. She lets the characters speak for themselves, and that really helps me experience what she went through. I’m going to keep reading to find out what happens.

Page 8, after the fifth paragraph. Say: I feel relieved. I was feeling so bad for the author. What I really like here is how she used dialogue to show—rather than tell—me how she convinced her mom to let her keep the puppy.
Author’s Thoughts and Feelings
Page 9, end of narrative. Say: I really feel as if I know Olivia Vega now that I have read her narrative. There were moments in her narrative when she felt very sad—for example, when she thought she couldn’t keep the puppy. And there were times when she felt loving and happy. I can tell from the thoughts and feelings that she shared, that she is a very caring girl who has a special place in her heart for animals.

2. Rehearse

Respond Orally to the Mentor Personal Narrative

After reading, invite students to share their personal reactions to the text by asking questions such as:

• Did you like this personal narrative? Why or why not?
• Do you feel that you know the writer a little better now? In what ways?
• What did you see in your mind as you listened to the narrative?
• Think of how the author felt when her mother almost made her give away Maya. Have you ever felt that way about losing something or someone?

If necessary, model the following sentence frames to support ELs and struggling students:

• I liked this narrative because ______.
• I visualized ______.
• This narrative reminded me of ______.

Bring students together and invite partners to share their examples and ideas about the author’s purpose. Record students’ ideas on chart paper. Discuss the different ideas that come out of the share, and point out that many purposes may be valid. Say: You thought about Olivia Vega’s purpose for writing. What other reasons might a writer have for writing a personal narrative?

3. Independent Writing and Conferring

Say: As you work on your own personal narratives, keep in mind what your purpose is for writing. This will help you stay focused in your work. Also use our anchor chart to help you use the features of the genre effectively.

Invite students to write about an event in their life that the read aloud reminded them of.

4. Share

Bring students together. Invite 2 or 3 students to read aloud the personal connection they made to the mentor text.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to and read the title of the narrative “My Brown-Eyed Babe.” Point to a student in the class who has brown eyes. Say: [Student’s Name] has brown eyes. [Student’s Name] is brown-eyed.”

Point to the word babe. Say: This word means “baby.” A babe is a baby.

Beginning and Intermediate
Say: This personal narrative is about a girl and her new puppy. The puppy is the brown-eyed babe.

Intermediate and Advanced
Ask: Who has a puppy or a dog? What do you know about puppies? What are they like? Encourage a conversation to build vocabulary and background information.

All Levels
Use the images provided on the interactive whiteboard resources to front-load key vocabulary and concepts for the read-aloud.