Read Aloud a Mentor Personal Narrative 2

**1. Focus**

**Introduce the Mentor Personal Narrative**

**Say:** The personal narrative I’m going to read aloud today is written by a boy named Peter Veljovic who lives in a borough of New York City called the Bronx.

**Say:** The title of Peter Veljovic’s personal narrative is “Montenegro.” Montenegro is the name of a country in Europe. The title doesn’t give us any more information, though. What does this title make you wonder about this personal narrative? Allow students to share their “I wonder” questions.

If your class includes English Learners or other students who would benefit from vocabulary and oral language development to comprehend 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 include the author’s thoughts and feelings.
2. Personal narratives may be a few paragraphs or a few pages.

**Author’s Thoughts and Feelings**

Page 14, after first paragraph. **Say:** I like the way the author compares his feelings about Montenegro three years ago and this past summer because that gets me ready to hear about why he feels differently. He tells his thoughts about the reasons his feelings changed—he understood more about his family’s roots and heritage and connected with his family. This makes me interested in hearing about how this trip might have taught the author something.

Page 14, after third paragraph. **Say:** The author shares his thoughts that the family house is a “special place” and his father was “proud and happy” to show him all the work he did on the house. This helps me see what was important to him during the trip. Then, when he shares his feelings about the made-up volleyball game he played with his dad and sister, I really begin to understand this person and his happiness at being with his family.

Page 15, after fourth paragraph. **Say:** When the author shares his thoughts and feelings about his relatives dying before he was born and his obvious joy at being able to spend time with his father, he shows me that he cares about family. Showing me how he feels and thinks, instead of just telling me, helps me really understand the effect this trip had on him.

**Objectives**

In this mini-lesson, students will:

- Listen to an interactive personal narrative read aloud to learn that a personal narrative may be a few paragraphs or a few pages and includes the author’s thoughts and feelings.
- Share personal responses to the personal narrative.

**Preparation**

**Materials Needed**

- Mentor text: “Montenegro” from *A Trip to Remember*
- A map of New York City
- A map of Montenegro
- Chart paper and markers
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, you may wish to find some images to share with your English learners.
Make the Mentor Text Comprehensible for ELs

**Beginning**
Point to Montenegro on a map. Say: This is Montenegro. (Show students the photograph of the author and his family on page 15. Point to the author.) This is the author. He wrote the story. (Name the members of the family.) Father, mother, sister.

**Beginning and Intermediate**
Say: This personal narrative is about a trip to Montenegro. A boy goes to Montenegro. The boy learns about his family.

**Intermediate and Advanced**
Show students a map of New York City. Explain that the author lives in New York City. Tell students that the author traveled to the country where his family came from. Show students a map of Montenegro. Encourage a conversation to build vocabulary and background information about a family’s culture and heritage.

My family is from _______.
My grandfather/grandmother _______.
My dad _______.

**All Levels**
If you have students whose first language is Spanish, share these English/Spanish cognates: culture/la cultura; family/la familia; special/especial; vacation/las vacaciones.

Use the interactive whiteboard resources or images you have found to front-load key vocabulary and concepts for the read-aloud.

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May Be Only a Few Paragraphs

After reading page 15. Say: Personal narratives can be several pages, but they can also be shorter than that. In only eight paragraphs, the author shares his thoughts and feelings during a trip with his family. Perhaps, if he had included more descriptive details about the place and the activities he and his family did, the author would have extended his narrative to a few pages. I appreciate that in just a few paragraphs the author lets me understand his feelings and see how this trip to Montenegro helped him understand the importance of family.

**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:

- Have you ever had a similar experience when taking a trip? How was it similar? How was it different?
- Would you want to read more personal narratives by this author? Why or why not?
- Do you like this personal narrative? Why or why not?

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

- This experience is like _______.
- I would/would not want to read more personal narratives by this author because _______.
- I like this narrative because _______.

**3. Independent Writing and Conferring**

Say: Remember that when you write a personal narrative, you share an experience that is important to you. Today we learned how you can share that experience through your thoughts and feelings in just a few paragraphs.

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

**4. Share**

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