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 girl named Katie Urban, who lives on a farm in Kansas.

Read aloud the title of the selection on page 14 of the mentor text. You may also wish to display the text using the interactive whiteboard resources.

Say: Katie Urban’s personal narrative is titled “Rodeo Clown.” What does that title make you wonder about? What do you think this personal narrative will be about? Allow students to share their predictions and “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 three key features of a personal narrative:

1. Personal narratives include the author’s thoughts and feelings.
2. Personal narratives may include dialogue.
3. Personal narratives may be a few paragraphs or a few pages.

Includes Author’s Thoughts and Feelings

After reading page 14. Say: I like the way the author lets me know what she is thinking and feeling when her brother is being chased by the cow. She writes, “To me, he looked like a clown at a rodeo. He looked like the clown who tries to get the animals’ attention. Dad and I watched helplessly.” I not only imagine what he looked like, but I put myself in the author’s place and understand her helpless feeling.

May Include Dialogue

Page 15, after sixth paragraph. Say: The author includes a lot of dialogue, or what the characters say. The dialogue shows me more about the characters, and it adds interest to the story. From what her brother says, I learn that he is a daredevil, because he thinks it was fun and he’s just happy that he didn’t lose his hat. And the dialogue makes me hear what happened, rather than just being told what happened, so it feels very real to me.

Includes Author’s Thoughts and Feelings

After reading page 15. Say: When the author writes, “But I will never forget the day my brother turned into a rodeo clown,” she lets me know exactly why she
wrote this personal narrative. She may not expect everyone to understand what it’s like to watch someone getting tossed into the air by a cow, but she shows us what it is like to have a silly brother.

May Be Just a Few Paragraphs
After reading page 15. Say: The author tells her personal narrative in just a few paragraphs, but I still feel as if I know the whole story. She uses many details in describing the event, but it all happens very quickly. The short length of the narrative seems to show that.

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:
• Think about how helpless the author felt. Have you ever felt that way? When?
• Would you want to read more personal narratives by this author? Why or why not?
• Did you like this personal narrative? Why or why not?

If necessary, model the following sentence frames to support ELs and struggling students:
• I have felt helpless when ______.
• I would/would not want to read more because ______.
• I liked/did not like this narrative because ______.

3. Independent Writing and Conferring

Say: Remember that a personal narrative can tell about a memorable misadventure. Today we learned how you can share a memorable misadventure by writing just a few paragraphs that include your thoughts and feelings and dialogue.

During independent writing time, encourage students to jot down notes about what they thought and felt during their memorable misadventures.

4. Share

Bring students together. Invite volunteers to share their thoughts and feelings about their memorable misadventures.

Make the Mentor Text Comprehensible for ELs

Beginning
Either using the interactive whiteboard resources or images you have gathered, display photographs of a farm with cows and a rodeo clown. Point to the farm photograph. Say: This is a farm. These are cows. (Point to the photograph of the rodeo clown.) This is a rodeo clown. The animals chase him. Use gestures as needed to communicate the role of the rodeo clown.

Beginning and Intermediate
Say: This personal narrative is about a boy and a cow. The cow runs after the boy.

Intermediate and Advanced
Ask: Who has been to a farm? What can you tell us about cows? Who has been to a rodeo? What do you know about rodeo clowns? Encourage a conversation to build vocabulary and background information.

All Levels
If you have students whose first language is Spanish, share this English/Spanish cognate: **rodeo/el rodeo**.

Use the interactive whiteboard resources to find images to front-load key vocabulary and concepts for the read-aloud.