Objectives

In this mini-lesson, students will:

• Identify one aspect of voice as making a connection to the audience by including personal feelings and emotions.
• Learn how to include voice by adding personal feelings and emotions.
• Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advance Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (from “Nazaih Arrives”) onto chart paper prior to the mini-lesson.

1. Focus

Explain Voicing Personal Feelings to Connect with Your Audience

Say: When I write a personal narrative, I want to make a connection with my audience. I want my readers to feel what I feel, wonder what I wonder, even hope what I hope. To do this, I have to be willing to share my feelings and emotions. This isn’t always easy because my feelings are mine and no one else’s. I have to decide which feelings I’m willing to share and which feelings I’d rather keep to myself. Today I’m going to show you how to include this type of voice in your personal narrative so that you can make a connection to your readers.

Model How Writers Voice Personal Feelings to Connect with Their Audience

Display the modeling text on chart paper or using the interactive whiteboard resources.

Modeling Text

I felt a little left out because everyone else in the room got to hold him.

Afterward, everyone started to leave the stadium. Making the catch for my team was one of the most phenomenal experiences of my life. As I was going home, I wondered if I would be able to catch the ball like that again. There wasn’t much else I could do but keep practicing and hope for another chance.

Say: In this first sentence, the author says that she was feeling a little left out. This phrase shows that the author was hurting inside just a little. We all know what this emotion feels like. No one wants to feel left out. On the other hand, you don’t want others to think you are complaining. The author takes a risk and puts her emotions on paper. She’s not worried what others will think about her. I’m going to underline that phrase and label it “author’s personal feelings.”

Now read the second passage and ask students to listen for the author’s personal feelings.

Say: In this passage, the author has something joyous to talk about but then adds a wonder that everyone can relate to. She says, “I wondered if I would be able to catch a ball like that again.” That sounds like she’s a little afraid. What
if it never happens again? Maybe she says to himself, “What if a ball comes my way again and I drop it?” Again, the author puts his emotions on paper. She takes the risk. Admitting and sharing our concerns and fears in writing is a good thing because everyone has these emotions. I’m going to underline those sentences and label them “author’s personal feelings.” Underline and label the identified sentences.

2. Rehearse

Practice Writing Personal Emotions and Feelings

Write the practice text on chart paper or the whiteboard.

My family got in the car and headed out for Disney World.

Ask students to work with a partner to add voice to this sentence. Remind students to add sentences that show their feelings, wonders, or hopes. Each pair should write down their sentences and be prepared to read them to the class and explain how they made a connection to their readers through their personal emotions and feelings.

Share Practice Sentences

Bring students together and invite pairs to read aloud their sentences and explain how they made a connection with their audience. Have pairs identify their personal emotions and feelings. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

3. Independent Writing and Conferring

Say: We just learned that adding your feelings, wonders, and hopes to personal narratives is one way to make connections with your audience. Remember, a good personal narrative has a strong voice that readers can connect to. As you write your personal narrative, remember to include your emotions and feelings.

Ask students to identify a section of their personal narrative where they can strengthen the writer’s voice by sharing personal feelings. During conferences, reinforce students’ use of voice and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite 2 or 3 students to read aloud a section of their personal narrative in which they improved the writer’s voice by sharing feelings or emotions.

Strategies to Support ELs

Beginning

Model how you talk about your feelings using simple sentences and picture support. For example, say: This morning I ate a bagel. I love bagels. I felt happy while I ate my bagel. Invite students to draw a picture of themselves and to tell you how they feel in the drawing using the sentence frame: “I feel ______.”

Intermediate and Advanced

Invite students to draw a picture of themselves and tell you how they feel in the drawing using sentence frames such as: “I felt ______ when ______.”

Encourage students to write their sentences.

Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: emotions/las emociones.