1. Focus

Introduce the Mentor Personal Narrative

Say: As we become personal narrative writers, we can learn a lot about the genre by reading or listening to personal narratives other authors have written. Today I’m going to read you a short personal narrative that was written by a boy named Kunal Rai, who lives in Texas. As we read his narrative, we’re going to pay attention to some key features of his personal narrative. You will be using these features in your narratives, too.

Display the photo of the writer on page 5 of My Best Moment and find Texas on the map. You can also display the personal narrative on the interactive whiteboard resources.

Say: The title of Kunal Rai’s personal narrative is “The Catch.” I wonder why his narrative is called that. What does that title make you think of? Allow students to share their predictions or “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 describe a specific event in the author’s life.
2. The author provides specific details about the time, place, and people important in the narrative.

Details About Time and Place

Bottom of page 16. Say: I’ve only read one paragraph, but already I know a lot of details about this narrative. I know it takes place on a chilly night in a baseball stadium in October 2007. The author has already put me into the setting. Now I’ll read on to find out what is going to happen.

Details About People

Bottom of page 17. Say: The author has introduced two characters important in his narrative. Jack is the Mountain Cats’ fiercest hitter, and Tyler is the Raptors’ pitcher. I wonder whether Jack will get a hit. I wonder what this has to do with the narrator. This standoff between the two characters must affect him in some way, but how?
Specific Event in the Author’s Life
Page 19, after the second paragraph. Say: Wow! I can feel the team’s excitement. Now I completely understand why Kunal Rai wrote about this event. He was the hero of the moment! If he hadn’t made that catch, they would have lost the semifinal. The author had to set the scene and describe the matchup between Jack and Tyler in order for me to see how important that catch really was. Now let’s read to the end.

Specific Event in the Author’s Life
Page 20, at the end. Say: I like how the author shared his own thoughts and feelings about this important event in his life. He could have ended his narrative after the big event, but he went on and told us what this event meant to him personally. I think that was a good decision. It makes me appreciate the drama of the event even more. And I feel as if I got to know the author better.

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 Catch”?
• Think of how the author felt about making the catch. Have you ever felt that way about something you did?

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 ______.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to the baseball player on page 17. Say: This boy plays baseball. (Point to the boy’s mitt.) Say: Look at the mitt. This boy has a mitt. This boy can make a catch with his mitt.

Beginning and Intermediate
Say: This personal narrative is about a baseball game. This personal narrative is about an important game.

Intermediate and Advanced
Draw a baseball diamond on chart paper or the whiteboard. Draw stick figures at first, second, third, home plate, and the pitcher’s mound. Say: Tell me what you know about baseball. Where is the pitcher? Where is the batter? What is an umpire? What is a home run? Encourage a background-building discussion about the game.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: baseball/el beisbol, championship/el campeonato.

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

3. Independent Writing and Conferring

Say: Remember that when you write a personal narrative, you are introducing yourself to your readers, your audience, through an important event in your life. You’ll want to include the details—time, place, and people—important in your the event. You also want to let your audience know why the event is important to you.

Ask student to write a paragraph describing what they visualized as they listened to the read aloud. Encourage them to use descriptive language to help their readers see what they see in their minds.

4. Share

Bring students together. Invite 2 or 3 students to read aloud the images they visualized.