



# CKLA- Grade 4

Unit 1 Lesson 1  
Personal Narratives  
Introduction to Personal Narratives

# LESSON 1

Introduction to Personal Narratives

<<time>>

# I can...

- **write** a paragraph about a memory of school. [W.4.3]
- **define** personal narrative. [SL.4.1]
- **infer** information from six-word memories. [RI.4.1]
- **write** six-word memories based on their paragraphs. [W.4.9]

Writing

# Brainstorm Memories

## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

In this unit we will read **true stories** written by the people who experienced them! These authors use writing to share their most interesting, important, exciting, or fun memories.

You will will also write true stories about things you've experienced.

Today we are going to start by writing a paragraph about a memory you have about school!

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

As a teacher I am always interested in learning more about you. **So think of me as your audience** . A few volunteers will be asked to share their paragraph with the class.



### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Activity Page 1.1



1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

---

---

---

---

You will have 5 minutes to complete.



## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



# Writing

## Parts of a Paragraph

### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



## READ WITH ME



### 2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

### 3. Write a paragraph that includes:

- A. Topic Sentence: Start with a sentence introducing the memory.
- B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.
- C. Concluding Sentence: End your paragraph by explaining why the memory is important.

*Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.*

## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

**First** - Writers include a topic sentence to introduce the main idea of the the paragraph. It tells the reader what the paragraph is about.

**Next** - Writers include three to five sentences with supporting details and facts about the paragraph. It is important that the details match the topic.

**Finally** - Writers end the paragraph with a concluding sentence. The concluding sentence wraps up the idea.

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

Before you begin we are going to practice finding the three parts of the paragraph together.

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

Kelly Rufo

8/11/22



## The First Day of Fourth Grade

The first day of fourth grade is a day that we will remember for a long time. We arrived in the classroom to find all our names on our desks and personal welcome notes from Mrs. Beadle. Some of us were already friends but there were some new students too. We played a few games so that everybody got to know one another. Mrs. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us were nervous about starting fourth grade, but by the end of the day we were all excited!

- ❑ **Topic Sentence:** Start with a sentence introducing the memory.
- ❑ **Supporting Sentences:** Describe what happened, how you felt, how people reacted, and any other interesting details you remember.
- ❑ **Concluding Sentence:** End your paragraph by explaining why the memory is important.

### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

Writing

# Writing a Memory Paragraph

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

Here is an idea to get you thinking...

The craziest thing that ever happened to me at school was when ...

First, ...

Then, ...

Finally, ...

I felt \_\_\_ when this happened...

**It's your turn.....Do your best!**

You will have 10 minutes to complete  
Activity 1.1 item 3



04:14

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

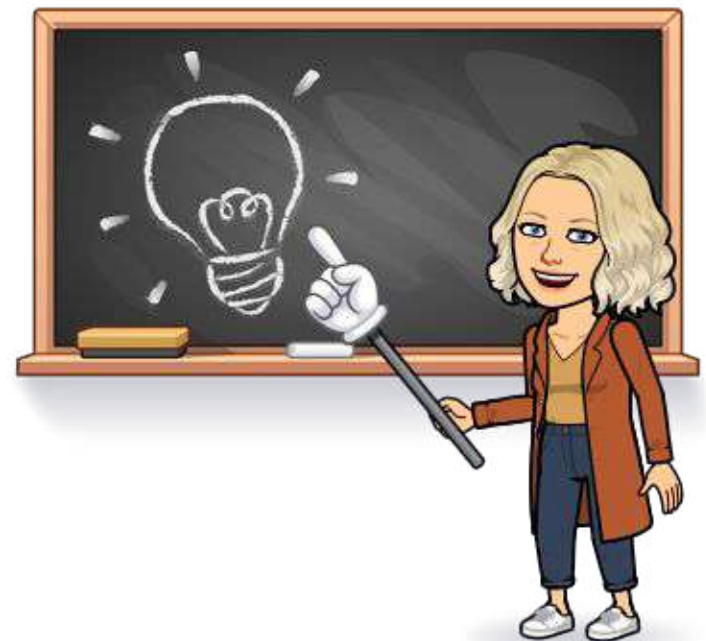
Reading (20)

Writing (20)

Who wants to share your personal narrative?

What these paragraphs have in common and how they differ?

Let's write your answers on the board.



**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)





Now let's identify the parts of your paragraph.

In DIFFERENT colors, underline/highlight your  
introductory sentence, supporting sentences,  
and concluding sentence.

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Speaking & Listening



## Defining Personal Narratives

### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

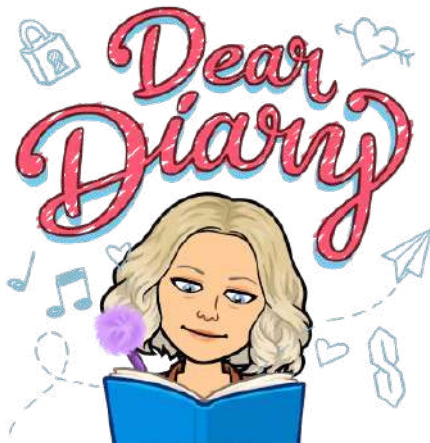
Reading (20)

Writing (20)

# Personal Narrative

What do you think of  
when you hear the word  
**personal**?

**ME**



How about when you  
hear the word **narrative**?

**Agenda** <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

How might you combine these ideas to define personal narrative?

Is a personal narrative true?

Let's get a bit more specific....

A personal narrative is a \_\_\_\_\_ story told in \_\_\_\_\_

How does this definition of a personal narrative look?

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

A **personal narrative** is a piece of nonfiction writing told in the first person by someone who was involved in the events being described.

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Vocabulary:

- **fiction**, *n.* a made-up story
- **nonfiction**, *n.* a true story
- **first person**, *adj.* told from the narrator's perspective; "I" is the narrator

## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# fiction

*noun*

A made up story

The story about the  
dragon was  
**fiction.**



**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

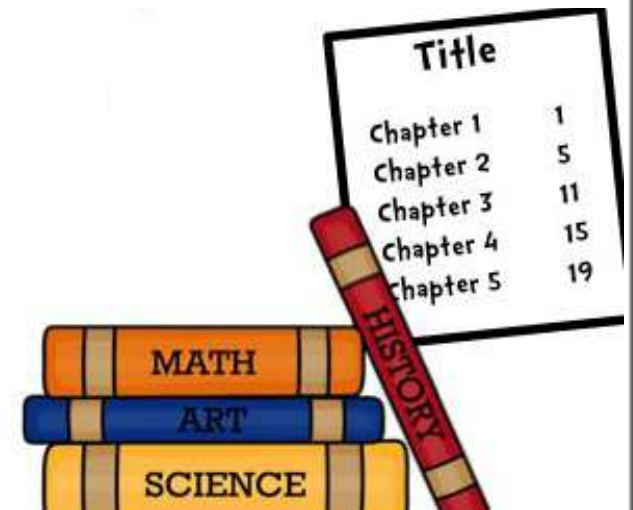
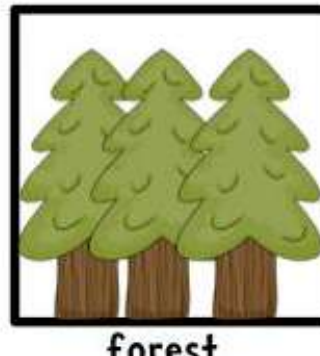


# nonfiction

*noun*

A true story

The story about the boy who saved the puppy was a **nonfiction** story.



## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# First person

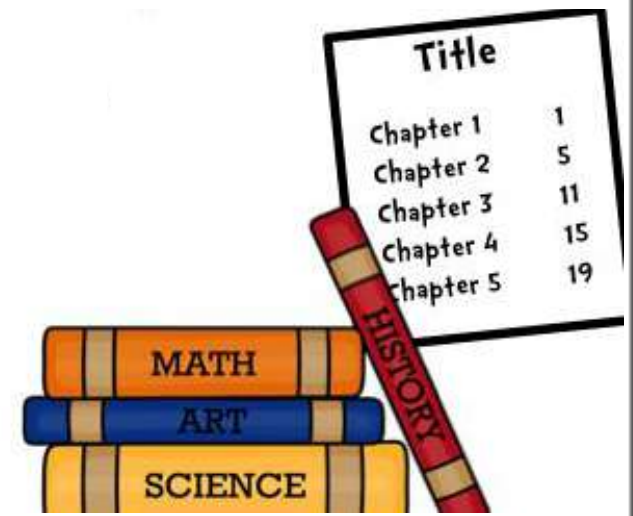
*noun*

told from the narrator's perspective; "I" is the narrator

An autobiography is a story written in the **first person**.



forest



Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

copy the definition of personal narrative  
at the top of **Activity Page 1.2.**



A **personal narrative** is a piece  
of nonfiction writing told in the  
first person by someone who  
was involved in the events  
being described.

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

Lets move to the second part of **Activity Page 1.2** and list the characteristics of a personal narrative.



List three things that make an essay a personal narrative:

1. It must be true/nonfiction.
2. It must be in first person.
3. It must be about an event that involved the narrator

**Agenda <<time>>**

Writing (35)

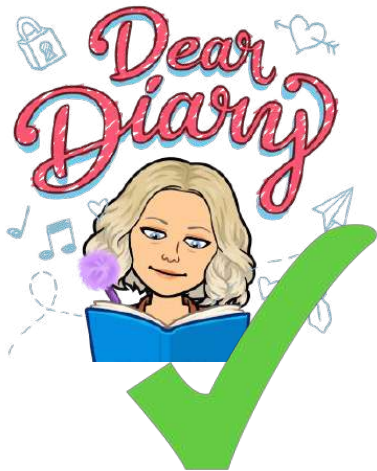
Speaking & Listening (15)

Reading (20)

Writing (20)



Do these other genres of writing meet the definition of personal narratives. *Why or Why not?*



BIOGRAPHY



Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Reading

## Read & Discuss Six-Word Memories

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)





# Activity Page 1.3

## Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six words, narrators must be very careful to pick words that do a lot of work.

*Read the first two memories and discuss them with your class and teacher.*

*Then read the remaining memories. List all the details you can figure out or infer from the six words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.*

### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



- 1. Snow angels, loving family, hot chocolate.**
- 2. Snow falling, teeth chattering, keep warm.**

1. Is the narrator a child or an adult?
2. What do you picture in your mind when you read these memories?
3. What is the same about these memories?
4. How do you know?
5. Do you think the narrators have the same feeling about the winter?

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# 1. Snow angels, loving family, hot chocolate.

I think.....

The narrator is having fun on a winter day.

**IMPORTANT:** Use only inferences you can support with the text.

**CONSIDER:** where and when does story take place?  
How does the narrator feel?.

## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

## 2. Snow falling, teeth chattering, keep warm.

What are your thoughts?

let's  
**DISCUSS**



**The narrator is very cold and is not having fun on a winter day.**

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

When you are writing, you can **show** or **tell**.

**Telling** is saying something directly. ex.

“It was winter.”

**Showing** provides examples, or recreates a scene or setting that provides clues to draw conclusions. ex.

“The icicles hung like crystals from the tree branch.”

Telling may be more direct, but showing is often more interesting and gives more information.

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

### 3. Swallowed tooth. Morning, dollar on stomach

1. Do you think the narrator is showing or telling?
2. What is the narrator's memory? If she wanted to "tell" the memory, how would she do that?
3. What else can you figure out about the narrator from her story?
4. Why do you think the narrator chose to tell that story?

What are your thoughts?

let's  
**DISCUSS**



**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

### 3. Swallowed tooth. Morning, dollar on stomach

The narrator lost a baby tooth and swallowed it, but still got money from the tooth fairy

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

**4. High swings. Chain slacks. Bloodied knees.**

**5. Wheels spin. Pedals slip. Hello gravel.**

1. What happens in both of these stories?
2. How do you know?
3. What is the difference between choosing “bloodied knees” and “hello gravel” to tell us that the narrator fell down?

What are your thoughts?



**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



## **4. High swings. Chain slacks. Bloodied knees.**

The narrator fell off the swings.

## **5. Wheels spin. Pedals slip. Hello gravel.**

The narrator fell off a bike.

1. What happens in both of these stories?
2. How do you know?

### **Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



## **Your turn**

Retell the remainder six-word memories in your own words using complete sentences.

**6. Each year, more pie. Happy holiday.**

**7. Moon, lake, camp friends sharing secrets.**

**8. Award ceremony. Winter boots. Shame. Shame.**

**9. My dog. Tunneling through snow mountains.**

### **Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Writing

## Memory Paragraph Six-Word Memory

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



# Activity Page 1.4

## Writing Six-Word Memories

*Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:*

---

---

---

---

---

### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

# Think

1. What facts, events, and details did you include from your longer paragraph?
2. Why did you choose to include these facts, events, and details?
3. What did you leave out? Why did you choose to leave it out?
4. What do you think a reader will be able to infer from your six-word memory?

## Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)

**Who would like to share their six-word memories and ask the class what they can infer from them?**

**Agenda <<time>>**

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



After reading our six-word memories, you will read the sentences from your paragraphs that the memories were based on.

#### Agenda <<time>>

Writing (35)

Speaking & Listening (15)

Reading (20)

Writing (20)



**I can...**

- **write** a paragraph about a memory of school. [W.4.3]
- **define** personal narrative. [SL.4.1]
- **infer** information from six-word memories. [RI.4.1]
- **write** six-word memories based on their paragraphs. [W.4.9]