



Unit 1, Lesson 11

Personal Narratives



LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------|-------------|---------|--|
| Reading (35 min.) | | | |
| Review Cause and Effect | Whole Group | 5 min. | <input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 11.1 |
| Partner Read | Partner | 10 min. | |
| Discussion | Whole Group | 10 min. | |
| Close Reading | Independent | 10 min. | |
| Writing (20 min.) | | | |
| Writing with Cause and Effect | Independent | 20 min. | <input type="checkbox"/> Activity Pages 8.4, 11.2 |
| Language (35 min.) | | | |
| Adding Detail with Verbs | Whole Group | 10 min. | <input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 11.3 |
| Vital Verbs | Independent | 25 min. | |

Lesson 11

Common Core Standard: **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely

Objective: I can identify different types of detail and analyze how the text conveys meaning through cause and effect relationships and use of descriptive words.

I can draft the second body paragraph of my personal narrative and include an example of cause and effect.

I can replace nondescript verbs with vital verbs that show detail and action.

VOCABULARY

Core Vocabulary

diagnosed, v. identified an illness

respiratory, adj. related to breathing

excruciating, adj. extremely painful

gunnysack, n. a bag made of rough cloth

Reading

(35min total.)

Common Core Standard: **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Objective: I can identify different types of detail and analyze how the text conveys meaning through cause and effect relationships and use of descriptive words.

Review Cause and Effect (5 min.)

When we read Condoleezza Rice's personal narrative, we learned about cause and effect.

Can you identify which is the cause and which is the effect?

1. The flowers bloomed after all the rain.
2. Junior earned a special treat by cleaning his room without being asked.
3. After Maria stubbed her toe, it ached for several hours.

Review Cause and Effect – Cont

4. The librarian piled the books too high, and they all tumbled down.
5. I have trouble concentrating if I don't eat a good breakfast before school.
6. What was the central cause and effect in Condoleezza Rice's personal narrative?

By describing this cause and effect relationship in her personal narrative, Rice provides extra details about the way she and her father interacted. This helps readers understand these characters better.

Partner Read

10 min.

In writing, cause and effect can be used to show a big character change, the way it did in the Condoleezza Rice story.

It can also be used to help share information or break down puzzles and mysteries. In the reading today it is used in both ways to offer readers extra detail about the events and people described.

Partner Read

Let's go to "Star Patient Surprises Everyone," Part 2 (Reader page 37).

We will read the chapter in pairs. Both students will silently read the conversation between Peg and Dr. Bevis through the phrase "anyone could have polio and not realize it" (Reader page 38).

After both students have read the conversation silently, you will divide up the roles of Dr. Bevis and Peg, and read the conversation aloud up to the same point. As you read, you should try to identify Peg's two main questions for Dr. Bevis.

Discussion

10 min.

1. What words or phrases helped you know how to read with feeling and expression?

2. What are Peg's two questions?

Check for Understanding: What connects these questions?

3. According to Dr. Bevis, what causes helped lead to Peg's improvement?

4. Peg also wonders how she got polio when no one else in her town did. Is Peg getting polio a cause or an effect in her question?

Discussion Cont.

Understanding the causes and effects in a narrative or series of events can help us see the relationship between those events.

This helps readers know more detail about what is happening in the narrative, just as it helped Peg understand what was happening to her.

Close Reading

10 min.

1. Finish reading the selection on your own.
2. When done reading, complete Activity Page 11.1.
3. If your activity page is complete, create 3 cause and effect scenarios. Underline the cause. Circle the effect.

Activity Page 11.1

Diving into Textual Detail

Part 1: Cause and Effect

In *Small Steps* author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.

Part 2: Descriptive Words

The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.

Writing

20 min total

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objective: I can draft the second body paragraph of my personal narrative and include an example of cause and effect.

Writing with Cause and Effect

20 min.

Activity Page 11.2

Writing with Cause and Effect

Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details.

So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.

Writing Prep

1. The cause I will write about today is:
2. The effect of that cause is:

In the space that follows, write a paragraph completing the story of your memory. Include your cause and effect in the paragraph.

1. Let's look at
Activity Page
11.2.

2. Complete on your
own.

3. When done, read
and AR book at
your level.

Check for Understanding

Underline the cause and circle the effect in your paragraph.

Even though we have completed telling the events of your narratives, your essays are not finished yet. In the next lesson, you will work on writing conclusions, and you will also have several sessions to polish and revise your narratives. Before that, though, you will work on improving what you have drafted so far.

Language

35 min total

L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

Objective: I can replace nondescript verbs with vital verbs that show detail and action.

Adding Detail with Verbs

10 min.

When Peg first regained movement, she was very surprised.
She said that when it happened, her “eyes sprang open.”

“My eyes sprang open.”

1. What is the verb in this sentence?
2. What happens in this sentence? What is the author saying she did?
3. What is the difference between saying “my eyes sprang open” and “I opened my eyes”?
4. What does using “sprang” tell us about the narrator’s feelings in the moment?

Adding Detail Cont.

- Verbs that show drama and excitement while helping readers visualize the action or understand more detail about what was really happening are great verbs to include in your writing.
- Sometimes these verbs are called strong verbs or vital verbs.
- The word vital means a few different things, including “lively” and “important.”
- 5. Why would “sprang” be a more vital verb than “opened”?

Check for Understanding

- I would like 5 students to move across the room one at a time. Each of you should do it differently than the previous student.
- As each student moves, I will say, “He/ She moved across the room.” You will name a vital verb that better describes the student’s action.

Vital Verbs

25 min. total

1. Let's all go to Activity Page 11.3.

2. We will read the directions for Part 1 and complete the first sentence together.

3. Finish Part 1.

4. Share your favorite sentences in small groups.

Activity Page 11.3

Vital Verbs

Part 1: Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.

Activity Page 11.3 Part 2

1. Let's look at the directions for part 2.
2. Complete Part 2 on your own.
3. When complete, read an AR book or repeat the exercise with another sentence.

Part 2: Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below, and then rewrite it using a more vital verb.

Old sentence:

New sentence:

If you finish with time remaining, repeat the exercise with another sentence.

Check for Understanding

- Would anyone like to volunteer to share their changes made to your work?
- This kind of small improvement is a key part of revision. In upcoming lessons, you will do more revision and read more about Peg's recovery.

Reflection

- *What did you learn today?*