

A stylized, layered landscape illustration. The foreground features rolling green hills with dark brown soil patches. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the sky above the tree. The background consists of light blue and white wavy bands representing the sky.

Unit 1, Lesson 12

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Reading for Details	Independent	15 min.	<input type="checkbox"/> Activity Pages 12.1, 12.2 <input type="checkbox"/> Reader <input type="checkbox"/> Examples of Good Details poster or chart
Examples of Good Details	Whole Group	10 min.	
Close Reading	Whole Group	25 min.	
Writing (40 min.)			
Revising Details	Independent	40 min.	<input type="checkbox"/> Activity Page 12.3 <input type="checkbox"/> Colored pencils

Lesson 12

Common Core Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Objective: I can identify textual details and use them to read the text closely.

I can revise my personal narrative draft to incorporate good and varied details.

VOCABULARY

Core Vocabulary

O.T., n. stands for occupational therapy, which consists of exercises and projects used to help patients recover skills for daily life

melody, n. a tune

adept, adj. very skilled

flawlessly, adv. perfectly, without imperfections

gazed, v. looked at closely

Reading

(50min total.)

Common Core Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective: I can identify textual details and use them to read the text closely.

Reading for Details

(15 min.)

1. Let's go to our reader and independently read "The Great Accordion Concert" from the beginning to "... nothing to change my mind" (Reader pages 41–42).
2. Why does Peg need to learn to play the accordion?
3. Check for Understanding: Can you identify the cause-and-effect relationship in this passage?

Reading for Details Cont.

Raise your hand if you:

- have ever played an accordion
- have ever heard or seen an accordion being played
- have never played or seen an accordion

Even if you have never seen an accordion, you could probably understand Peg's experience from the details she includes in her narrative.

Activity Page 12.1

1. Let's read the directions.
2. Complete this page on your own.
3. When complete, write a story with a cause and effect relationship. Tell me what is the cause and what is the effect.

Activity Page 12.1

All About Accordions

When you write a personal narrative, you cannot assume that your readers have had the same experiences as you. In fact, sometimes the most interesting stories to read were written by people who have had very different experiences from those of their readers.

Good writers often describe their experiences so well that readers can understand and visualize what is happening even if they have not experienced something like it themselves.

Reread the passage on Reader pages 41–42 in which Peg describes learning to play the accordion. In the space that follows, write down all the textual details you can find that relate to the accordion or how to play it.

Share out!

- *Let's share details about accordions you identified in the text.*

Examples of Good Details

Good writers often incorporate lots of different kinds of details in their writing. •

Let's classify details about the accordion.

Type of Detail	Detail

Sensory Details

Sight



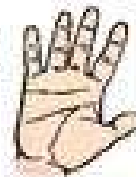
The socks were on the floor.
The muddy socks were piled on top of the rug.

Sound



The plane flew over.
The buzzing sound filled the air.

Touch



The mud was gross.
The mud felt slimy and cold between my toes.

Taste



The pizza was yucky.
The pizza tasted like cardboard.

Smell



Her perfume smelled good.
Her perfume smelled like flowers and vanilla.

Close Reading

25 min.

1. Read the rest (pages 42-45) on your own.
2. When done reading, write 5 sentences, each sentence should have details using one of the 5 senses.

Discussion

1. Does Peg's mother think Peg will like playing the accordion? Give a reason from the text to support your answer.
2. Why does Peg think the accordion will be different from the piano?
3. Why does Peg's father think she will learn the accordion quickly?
4. Peg has many reasons to try playing the accordion. What finally causes her to start playing it?
5. Literal. What is the effect of Peg's accordion playing?

Activity Page 12.2

1. Let's look at activity page 12.2.
2. Complete Part 1 on your own.
3. When complete, read an AR book.

Activity Page 12.2

Identifying Good Details

Remember that good writers use many different kinds of detail to help readers understand and visualize the events described in the text. Use this activity to record some of the details Kehret uses in her work.

Part 1: You have already noted some of the text's details about accordions. Use the chart below to record at least two different kinds of details that describe something other than the accordion.

Let's Share out!

Type of Detail	Detail

Part 2

1. Now, you will read “Good-bye, Silver; Hello, Sticks” (Reader page 46).
2. Then, complete Part 2.
3. Discussion Questions:
 - D. How did Peg expect to feel when she got to stop using the wheelchair?
 - E. How did Peg actually feel when she told Silver goodbye? Name the word or phrase in the text that helps you know this.
 - C. What “fine times” did Peg have with Silver?
 - D. How has Peg’s perspective on life changed through her time in the wheelchair?

Writing

40 min total

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

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Objective: *I can revise my personal narrative draft to incorporate good and varied details.*

Revising Details

40 min.

- 1. Let's look at Activity Page 12.3.
- 2. Complete this activity on your own. Look back at your personal narrative you've written.
- 3. When complete, read an AR book at your level.

Activity Page 12.3

Detail Drill

Now that you have practiced identifying good, varied details, use that skill to improve your own personal narrative writing.

Follow these steps to add to or improve your details.

- 1. Begin by rereading your narrative. As you read, underline each event from your personal narrative planner (Activity Page 8.4) in a different color.
- 2. Read your draft a second time. This time, use the same colors to circle the details describing each event.
- 3. Use the text you underlined and circled to complete the following chart. Don't worry about empty boxes. You will work on those in the next part of this activity.

Type of Detail	Event 1:	Event 2:	Event 3:	Event 4:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said—dialogue				

Reflection

- *What did you learn today?*

This is not the last chance that you will have to revise your writing, so you should continue to think about ways to make your details memorable and effective.