

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 13

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introducing Conclusions	Whole Group	5 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 7.2 and 13.1
Close Reading	Whole Group	25 min.	
Concluding <i>Small Steps</i>	Independent	15 min.	
Writing (45 min.)			
Planning Conclusions	Independent	20 min.	<input type="checkbox"/> Activity Page 13.2
Drafting Conclusions	Independent	25 min.	

Lesson 13

Common Core Standard: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.

Objective: I can analyze the conclusion of *Small Steps*.

I can compose a conclusion for my personal narrative.

Reading

(45 min total.)

Common Core Standard: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objective: I can analyze the conclusion of **Small Steps**.

Introducing Conclusions

(5 min.)

1. This lesson focuses on the conclusion, or the ending, of a piece of writing.
2. What might an ending or conclusion usually do and what elements might it include?
3. The conclusion is the final impression the essay leaves with the reader, so it is a particularly important section of a piece of writing.

Close Reading

25 min.

In this lesson we will finish reading *Small Steps* and we will write conclusions to your personal narratives.

- Let's read "Back to School," the final passage from *Small Steps* (Reader pages 48–50), independently.

If you finish reading early, read an AR book silently.

Discussion

1. Dorothy's letter to Peg mentions her conflicted feelings about leaving Sheltering Arms. How did Dorothy expect to feel when she left, and how does she actually feel once she has left?
2. Why does Peg think it makes sense that Dorothy wants to return to Sheltering Arms?
3. Kehret uses a strong, vital verb when she writes that the girls were "cocooned in Room 202." What is a cocoon?
4. Based on your answer to the previous question, think about why Kehret might use this word to describe her stay at Sheltering Arms. What does this word suggest is happening to the girls while they are there?
5. How is Peg transformed when she arrives back at school?

Timeline

- *Let's find the timeline on Activity Page 7.2.*
- *Together, let's determine new events to add to the timeline.*
- *For each event, we need to give a reason explaining the event's significance and why it deserves to be marked on the timeline.*

Concluding Small Steps

15 min

1. Let's find activity page 13.1
2. In this activity, we will think about how Kehret concludes her narrative.
3. Complete this page on your own.
4. If you finish early, go back to your personal narrative you've been writing. Read over it and jot down any ideas you have for revisions.

Activity Page 13.1

Concluding Thoughts

Because the *Small Steps* conclusion comes at the end of a long piece of writing, it is several paragraphs long and includes several events, but it is still a final thought about the topic or main idea of the text.

Answer the following questions to think more closely about the conclusion of *Small Steps*. You may consult your Reader as you work.

Check for Understanding

Let's share your main ideas and supports from the chart on Activity Page 13.1.

Main Idea in <i>Small Steps</i>	Support in the Conclusion

Returning to some element from the beginning of the story and noticing the differences is not the only way to write a conclusion, but it is one very good way.

Writing

(45min total)

W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.

Objective: *I can compose a conclusion for my personal narrative.*

Planning Conclusions

20 min.

1. Now, you will finish drafting your personal narratives by writing your own conclusions.
2. Let's go to Activity Page 13.2.
3. Complete Part 1 on your own.
4. When done, choose a partner to review your answers to the final question and to discuss the kind of conclusion you will write.

Activity Page 13.2

Wrapping It Up

As you know from our discussion, because the *Small Steps* conclusion covers a longer piece of writing, it is several paragraphs long and includes several events.

Your conclusion will include only one or two events and will be one paragraph long. If you feel it should be longer, or include more events, discuss these changes with your teacher before you write.

A conclusion helps the reader pull the whole the story together.

Part 1: Prepare to write your conclusion by answering the following questions.

Drafting Conclusions

25 min.

1. Now, you will draft your conclusions under Part 2. •
2. Early finishers: share your drafts with partners.

In the next few lessons you will revise, polish, and share your finished personal narratives. As you go back, you should keep the concluding ideas in mind to make sure that the opening paragraphs of the narrative fit the final thought in the conclusion.

If you do not complete your conclusion in class, you should complete the work for homework.

Reflection

- *What did you learn today?*