

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

# Unit 1, Lesson 14

*Personal Narratives*



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Speaking and Listening (30 min.)</b>			
Interviewing Peg Kehret	Partner	30 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Speaking and Listening Observational Checklist
<b>Writing (60 min.)</b>			
Composing Titles	Independent	20 min.	<input type="checkbox"/> Activity Pages 14.2, 14.3
Peer Review	Partner	30 min.	
Revision	Independent	10 min.	

## Lesson 14

Common Core Standard: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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 conduct an interview from the perspective of the author and a talk show host.

I can offer peer feedback and use feedback to revise my personal narrative.

# Speaking & Listening

(30 min total.)

Common Core Standard: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Objective: I can conduct an interview from the perspective of the author and a talk show host.



# Interviewing Peg Kehret

(30 min.)

In this lesson, you will imagine what the author of *Small Steps* might say if she were interviewed about her book.

1. Describe what happens in an interview, who usually gets interviewed, and by whom they are interviewed.

# Activity Page 14.1

1. Let's find Activity Page 14.1.
2. Complete the activity to prepare for your interviews.

## Activity Page 14.1

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Pretend that you are Peg Kehret and that you are being interviewed about your book on a morning talk show.

Think about each of the following questions. Knowing what you know about Kehret from her narrative, prepare to answer the questions from her perspective.

When authors go on talk shows, they are often asked to read aloud from their books. For each of your answers, choose a quote from *Small Steps* to support it. That quote can come from any part of the narrative.

# Interviews

1. I will split you up into pairs for this activity.
2. First, one student will play Peg Kehret while the other plays the role of a talk-show host. The host will ask Kehret two questions. You will then switch roles and repeat the process with the remaining two questions.

**Check for Understanding:** I would like some volunteers to come conduct your interviews before the entire class.

Can you suggest other text-based ways that Kehret could use to respond to the same questions?

# Writing

(60 min.)

*W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

*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 offer peer feedback and use feedback to revise my personal narrative.*



# Composing Titles

20 min

1. Can you describe the function of a work's title?
2. Let's find activity page 14.2
3. Complete this page on your own.
4. If you finish early, read an AR book silently.

## Activity Page 14.2

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### What's in a Name?

As you have discussed with your class, titles play an important role in helping readers know what a work might be about or getting readers interested in the work.

Here are some more guidelines for good titles.

### Title Tips

Good titles are:

- short enough to fit on one line.
- descriptive without giving away the whole plot of the work.
- related to the text.
- capitalized properly.

Answer the questions below to think more about good titles and how you might draft a good title for your personal narrative.

# Peer Review

(30 min.)

1. I will divide the class into pairs.
2. Let's review the directions for reading & listening.

## Activity Page 14.3

### A Vision for Revision

In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen his or her writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details.

**Part 1:** Each partner will take a turn being the reader and the listener.

Before you begin, choose two of the revision questions below to ask your partner about your own writing. Circle the questions you choose.

#### Revision Question Bank

- A. Which events were confusing, or unclear?
- B. Which words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. Which character did you want to know more about?

Choose who will be the reader and who will be the listener first, and complete your part of the activity page. Then switch and complete the other part.

# Review Directions

## Part 2: When You Are the Reader

1. Read the introduction to your narrative. Ask your partner what he or she thinks the main topic or idea of your narrative will be, based on what you read. Ask why he or she thinks that. Write your partner's answers here:
2. Ask your partner if there is anything in the introduction he or she wishes to know more about. Write your answer here:
3. Read the next two paragraphs of your narrative aloud. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. Ask your partner the two questions you circled in the Revision Question Bank. Write your partner's answers here:
4. Read your conclusion aloud. Ask your partner if your narrative leaves any questions unanswered. Write your partner's answer here:
5. Finally, share your four ideas for a title and ask your partner to recommend one of them. Write your partner's recommendation here:



# Review Directions

1. Complete the activity with your partner.
2. Be respectful to one another!
3. If you finish early, read an AR book at your level.

## When You Are the Listener

1. Listen to the introduction and think about what main event is being introduced. Answer your partner's questions thoughtfully.
2. Listen to the next two paragraphs. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. As you listen, make note of anything you would like to know more about, or that you find confusing.
3. Listen to the conclusion. Answer your partner's question thoughtfully.
4. Listen to the reader's ideas for a title. Make a recommendation on which title the reader should choose, and give a reason for your choice.

Switch roles and repeat Part 2.

## Part 3: After You Have Been Both the Reader and Listener

Based on your partner's feedback, make a list of three things you might work on in your revision.

These revisions could be something that you will add, remove, or revise. Be specific about the kind of changes you plan to make.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_



# Revision

10 min.

1. Now you will use your completed Vision for Revision (Activity Page 14.3) to revise your personal narratives. •
2. If you have a lot of revisions to make, you may wish to recopy your narratives as you revise.
3. Make your revisions. If you finish early, read your AR book.

# Reflection

- *What did you learn today?*