Unit 1,Lesson 2

Personal Narratives

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (25 min.)			
"A Good Lie" Class Discussion	Whole Group	10 min.	❑ Reader ❑ Activity Page 2.1
"A Good Lie" Independent Reading	Independent	15 min.	
Reading (20 min.)			
Class Discussion	Whole Group	10 min.	❑ Reader ❑ Activity Page 2.2
Chart of Lily's Traits	Independent	10 min.	
Speaking and Listening (25 min.)			
Identify Character Traits	Small Group	25 min.	❑ Activity Page 2.3
Writing (20 min.)			
"A Good Friend" Paragraph	Independent	20 min.	❑ Activity Page 2.4

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.

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.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Objective: I can describe the main argument in "A Good Lie."

I can cite evidence from the text to describe character traits.

I can identify my peers' opinions and the evidence that supports them.

I can write an opinion paragraph describing what makes a good friend.

Reading   (25min total.)

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 describe the main argument in "A Good Lie."

Core Vocabulary

illegal, adj. against the law

confiscated, v. taken away

beneficiary, n. person who receives a benefit or advantage

paralyzed, adj. unable to move

sin, n. violation of a moral principle

Literary Vocabulary

character trait, n. an adjective that describes a character

"A Good Lie" Class Discussion   (10 min.)

- Turn to page 2 in your Reader.

- Read the first paragraph silently.

Activity Page 2.1

We will do questions 1–3 together — If I write, you write.

1. What is the narrator's main point in the first paragraph of "A Good Lie"? You may use your own words to describe the main point, or you may locate the topic sentence in the paragraph that describes the main idea.

Activity Page 2.1

2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the main idea.

Activity Page 2.1

3. Based on the first paragraph, and particularly that the narrator says, "some lies are gifts," what do you think the rest of the essay's main point will be?

Read the rest of "A Good Lie" and complete questions 4 and 5 on your own. (15 min.)

Let's Review the Answers!
Students share out

4. Now that you have read the whole essay, what do you think is the narrator's main point in "A Good Lie"?

5. What words, phrases, or examples from the text helped you answer question 4? Remember, these phrases and examples are the evidence that supports the main idea.

Check for Understanding

- Retell "A Good Lie" in your own words.

Reading: Character Traits   20 min total

- **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 cite evidence from the text to describe character traits.

Class Discussion   (10 min.)

Let's describe Lily. I'll write your answers here for us.

What part of speech are words we use to describe things?

Adjectives

- Adjectives that are used to describe someone's personality are called "character traits."

- Can you give me some examples?

Let's talk about traits

How did we come up with Lily's character traits? The author didn't write "Lily is kind." What evidence supports that trait?

Let's find one piece of evidence for each of the traits we listed.

Traits – Sandy

- How would you describe Sandy? What character trait does she have?

- What evidence can we use to prove it?

What is the difference?

- There are two types of evidence for Sandy being mean and Lily being kind.

The text says, "Sandy, the meanest girl in class."

Lily doesn't want her friend to feel bad, so she pretends to wet the bed too.

One is showing and one is telling!

Practice – Show & Tell

- Let's find some **telling** evidence that Lily is strong.

- Now, let's find some **showing** evidence that Lily is strong.

Who is a more important character in this essay, Lily or Sandy?

- Share out.

- Why do you feel the way you do?

Check for Understanding

1. Think of your favorite movie. Now, describe the traits from the characters in the movie. Provide evidence to prove those traits.

Speaking and Listening 25min.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Objective: I can identify my peers' opinions and the evidence that supports them.

Activity Page 2.3

We will divide up into groups of 3.

-You will share true stories about a time when someone was a good friend to you. Take a few minutes to think of a story.

Let's read the rules for group discussions and instructions for this activity. (next slide)

Activity Page 2.3

Rules

- One student speaks at a time.

- Allow everyone a chance to share their opinions.

- Be respectful of others' opinions.

- Stay on task.

Take turns sharing a story about a time when someone else was a good friend to you, including what happened and how you felt. While one group member talks, the other group members should record character traits the friend showed and a description of how the speaker felt.

The first two lines have been filled out as an example, as if the narrator of "A Good Lie" had told her story to your group. Repeat until each group member has had a chance to share a story.

Activity Page 2.3

Trait	Evidence	Makes Friends Feel
brave	Tells other girls she wet the bed.	safe
funny	Laughs and makes a silly face.	happy

- As students discuss, circulate and comment on both the stories and their listening and turn-taking.

Check for Understanding

Describe how your group followed (or did not follow) the rules of the group discussion.

Writing – Character Traits   20min.

- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Objective: I can write an opinion paragraph describing what makes a good friend.

Writing – Character Traits

- Take 5 minutes to add two more traits you think are important in a good friend to the chart in Activity Page 2. 3.

- Include examples from your lives.

- After, go through your chart and put a star next to the trait you think is most important.

Activity Page 2.4

"A Good Friend" Paragraph

What makes a great friend?

You have selected the most important character trait in a good friend. Now write a paragraph explaining why you chose it. Provide a real-life example of friends showing this trait. Explain how having a friend with this trait makes you feel and why you think it is the most important trait. Remember the sections of a good paragraph from Activity Page 1.1.

Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a good friend.

2. Supporting sentences that describe examples of friends showing this trait.

3. A concluding sentence summing up why you think it is the most important character trait for a good friend.

Check for Understanding

- What trait did you choose?

- How is the importance of that trait shown in your narrative?

- Let's record these traits on an anchor chart for later!

Reflection

- **What did you learn today?**