

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 4

*Personal Narratives*



## LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (30 min.)			
Identify Action	Whole Group	15 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> a guava or tennis ball
Draw a Comic Strip	Independent	15 min.	
Reading (30 min.)			
Introduce Sensory Details	Whole Group	15 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 4.2
Identify Sensory Details	Partner	15 min.	
Writing (30 min.)			
Describe Food	Independent	15 min.	<input type="checkbox"/> Activity Page 4.3
Guess the Food	Small Group	15 min.	

Common Core Standard: **SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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

**Objective:** I can verbally summarize a text.

I can identify sensory details in a text.

I can write a paragraph using sensory details.

## VOCABULARY

### Core Vocabulary

**guava, n.** tropical fruit

**prickly, adj.** pointy

**embedded, adj.** set firmly in

**tinge, n.** a small amount of color

**crevices, n.** narrow spaces

**edible, n.** possible to eat

**laden, adj.** heavily loaded or weighed down

**enticing, adj.** appealing, attractive



# Speaking and Listening (30min total.)

Common Core Standard: **SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

Objective: I can verbally summarize a text.

# Identify Action

(15 min.)

I will need a volunteer to come to the front of the class for an acting exercise.

I will read aloud a few paragraphs from Esmeralda Santiago's "How to Eat a Guava," and the volunteer will act out what is happening in the paragraph as I read.

We will be on Activity Page 4.1. Let's discuss the instructions:

Both the actor and the audience should listen for actions in the paragraph and write those actions in the space provided on Activity Page 4.1.

I will read the first paragraph of "How to Eat a Guava" aloud. Write the actions you heard/saw.

# Excerpt from “How to Eat a Guava”

## Page 12

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

# Discussion Questions

1. Where is the narrator?

2. Why is she there?

3. What verbs/actions did you write down?



*“How to Eat a Guava”, last 2 paragraphs  
As I read, write down the actions you hear.*

Today, I stand before a stack of dark green guavas, each perfectly round and hard, each \$1.59. The one in my hand is tempting. It smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York, and I’m no longer a child.

The guava joins its sisters under the harsh fluorescent lights of the exotic fruit display. I push my cart away, toward the apples and pears of my adulthood, their nearly seedless ripeness predictable and bittersweet.

# Discussion Questions

1. What were the specific actions you wrote down?
2. Where does this story take place?
3. The narrator says the guava “smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York . . .” Based on that text, do you think guavas and mangoes are common in New York? Why?

# Discussion Questions

4. Why does the author have memories about guavas if they aren't common in New York?

5. What words from the text support the idea that the author lived somewhere else as a child?

# Check for Understanding

Let's make a timeline of the author's time in Shop and Save.  
We can work together to fill in the events.

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# Draw a Comic Strip – Activity Page

## 4.1

15 min.

### Activity Page 4.1

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#### Identify and Draw the Action

1. Record the actions from "How to Eat a Guava."
  - 2. Follow the instructions below to draw the narrative as a comic strip.
    - A. Write four sentences describing the action in the narrative. Look at the first paragraph and the last two paragraphs of the narrative in your Reader as a reminder of the action.
    - B. Draw an illustration for each sentence. Remember that in your cartoon you can also draw or write what characters are thinking.
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# Reading Sensory Details

30 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 identify sensory details in a text.

# Sensory Details

Today, we will practice identifying sensory details in reading and using them as support in your writing.

- What word do you see in the word sensory?

# Sensory Details 1

- What are the five senses?
- What do you think we mean by sensory details in a personal narrative?

# Identify Sensory Details

15 min.

- I will assign partners.
- You will work in pairs to read the first 4 paragraphs of “How to Eat a Guava” (pages 12–13).
- Complete Activity Page 4.2
- You won’t be able to complete the “Smell” row until the next lesson.

# Share Out

- Let's discuss what you found!
- I will write the answers on the board.

Sense	Sensory Details
Sight	
Touch	
Taste	
Smell	



# Check for Understanding

Describe sensory details you notice in our classroom.



Writing

30 min. total

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

Objective: I can write a paragraph using sensory details.

# Describe Food

15 min.

- Tomorrow, you will write personal narratives about a memorable eating experience involving a particular food.
- As a class, we will now brainstorm topics for the narratives.
- Although you will be writing about a true experience, your brainstorming ideas do not have to reflect an experience that actually happened to you.
- We will write our ideas on the next slide.

# Brainstorming Sample – as a class

A. Topic:

Food:

B. Topic:

Food:

C. Topic:

Food:

D. Topic:

Food:

# Activity Page 4.3 – Review Instructions

Now, you brainstorm what you will want to write about. Do this activity on your own.

1. Start by brainstorming ideas for topics for the essay you will write in the next lesson. Your ideas may include some of the topics of the class or they may be new ideas. Make sure each topic involves a specific food.

A. Topic:

Food:

B. Topic:

Food:

C. Topic:

Food:

D. Topic:

Food:



# Activity Page 4.3 – Review Instructions

2. Choose sensory details that describe one of the foods you listed above. For sound, you might describe the noise the food makes while it cooks (for example, hot dogs on a grill sizzle; soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch).

Try to come up with more than one detail for some of the senses. For example, in describing what a food looks like, you might describe its size, shape, and color.

Sense	Sensory Details
Sight	
Sound	
Taste	
Smell	
Touch	

# Guess the Food

15 min.

We will divide up into small groups.

Read your sensory details aloud.

After you read, have your peers guess the food you wrote about.

# Check for Understanding

Explain your guesses.

Why did you guess what your classmate described? What sensory details help you?

# Reflection

- *What did you learn today?*