

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 5

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Guided Reading Questions	Whole Group	20 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 5.1, 4.2
Comprehension Questions	Independent	15 min.	
Speaking and Listening (35 min.)			
Organize Events for Food Narrative	Independent	15 min.	<input type="checkbox"/> Activity Page 5.2
Share Food Narrative Events	Partner	20 min.	
Writing (20 min.)			
Outline Events	Independent	20 min.	<input type="checkbox"/> Activity Page 5.3

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.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Objective: I can describe the events of "How to Eat a Guava."

I can present a memory to a partner.

I can outline a sequence of events.

VOCABULARY

Core Vocabulary

grimace, n. facial expression that indicates pain or distaste

castor oil, n. a kind of vegetable oil

fragrant, adj. having a strong, often pleasant, smell

tempting, adj. appealing, attractive

Reading

(35min 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 describe the events of “How to Eat a Guava.”

Guided Reading Questions

(20 min.)

Yesterday, you listened to the beginning and end of “How to Eat a Guava.”

We will now read the whole essay, looking at each paragraph carefully to see what the narrator is saying and how she is saying it.

I would like a volunteer to read the first paragraph of “How to Eat a Guava” aloud while the class follows along in the Reader.

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.

What happens in the first paragraph?

“How to Eat a Guava”

Pages 12-13

Someone else will read the 2nd paragraph.

A ripe guava is yellow, although some varieties have a pink tinge. The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the crevices between your teeth.

1. What happens in the second paragraph?
2. Is the guava the narrator describes in this paragraph the guava in her hand or another guava? How do you know?
3. Is the guava at the Shop & Save the first guava the narrator has ever seen? How do you know?

Page 13 – Volunteer Read Aloud

When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick edible skin without hitting the center. It takes experience to do this, as it's quite tricky to determine how far beyond the skin the seeds begin.

1. *What happens in the third paragraph?*
2. *Based on what she says, do you think the narrator is experienced at eating guavas? Why?*

4th paragraph – someone read for me!

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches laden with green 78 Unit 1 then yellow fruit that seem to ripen overnight. These guavas are large and juicy, almost seedless, their roundness enticing you to have one more, just one more, because next year the rains may not come.

1. What happens in the fourth paragraph?

2. Is a rainy year a good year for guavas? How do you know?

Next 3 paragraphs, I will read

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.

A green guava is sour and hard. You bite into it at its widest point, because it's easier to grasp with your teeth. You hear the skin, meat, and seeds crunching inside your head, while the inside of your mouth explodes in little spurts of sour.

You grimace, your eyes water, and your cheeks disappear as your lips purse into a tight O. But you have another and then another, enjoying the crunchy sounds, the acid taste, the gritty texture of the unripe center. At night, your mother makes you drink castor oil, which she says tastes better than a green guava. That's when you know for sure that you're a child and she has stopped being one.

Questions follow...

Discussion Questions

1. What happens in this section?
2. Does the author like eating green guavas?
3. What other words does the author use to describe eating a green guava? Is it surprising that she likes eating it?
4. Does the author think castor oil tastes good?
5. Does the mother agree with her?

Read the next paragraph silently.

I had my last guava the day we left Puerto Rico. It was large and juicy, almost red in the center, and so fragrant that I didn't want to eat it because I would lose the smell. All the way to the airport I scratched at it with my teeth, making little dents in the skin, chewing small pieces with my front teeth, so that I could feel the texture against my tongue, the tiny pink pellets of sweet.

- 1. Where does this paragraph take place?*
- 2. Does it take place in the past, present, or future?*

Now, read the last two paragraphs in pairs.

Comprehension Questions

15 min.

Complete Activity Page 5.1.

1st

Reading Comprehension

Answer the following questions about "How to Eat a Guava." Refer back to the text and include evidence for your answer.

2nd

Return to Activity Page 4.2 to complete the "smell" row in the sensory details chart.

Check for Understanding

- Where did the author encounter guavas as a child?
- Where did the author encounter guavas as an adult?

Speaking and Listening

35 min.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objective: I can present a memory to a partner.

Organize Events for Food Narrative – 15 min

Yesterday, you used sensory details to describe a food and brainstormed food experiences to write about.

Today, we will write about that food experience.

Let's look at Activity Page 5.2. Complete parts A and B on your own.

Parts C and D – Partner Work

Each person takes a turn being a speaker and a listener

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to write down the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	I would like to know more about

Part D

D. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner's feedback here:

Details my listening partner liked	My listening partner wants to know more about

Check for Understanding

- Explain why you liked the details you chose in Section C of that activity.



Writing

20 min. total

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

Objective: I can outline a sequence of events.

Outline Events – Activity Page 5.3

20 min.

- Tomorrow, you will complete a longer piece of writing about the food experience you just described to your partner.
- Let's look at Activity Page 5.3. Let's read the directions.
- Complete on your own. Tomorrow, you will write the detailed memory.

Planning

Revise and organize your list of events from Activity Page 5.2. Use the sensory details on Activity Page 4.3 to help you with the details column.

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Check for Understanding

Do your events include the details your partners wanted to hear more about?

Why or why not?

Reflection

- What did you learn today?

Remember that tomorrow you will actually write a narrative.