

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 6

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Language (25 min.)			
Independent and Small-Group Reading	Small Group	15 min.	<input type="checkbox"/> Reader
Vocabulary Presentations	Whole Group	10 min.	<input type="checkbox"/> Board; large paper
			<input type="checkbox"/> Colored chalk or markers
			<input type="checkbox"/> Activity Page 6.1
Reading (15 min.)			
Character Traits in "The Farm"	Whole Group/ Small Group	15 min.	<input type="checkbox"/> Activity Page 6.2
Language (25 min.)			
Punctuating Dialogue	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 6.3, 6.4
Dialogue Telephone Game	Small Group	15 min.	<input type="checkbox"/> Dialogue Starter Pages in Teacher Resources
			<input type="checkbox"/> Projection 6.1
Writing (25 min.)			
Write Dialogue for Food Narrative	Independent	10 min.	<input type="checkbox"/> Activity Pages 6.5, 6.6
Write Food Narrative	Independent	15 min.	

Lesson 6

Common Core Standards: **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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.

L.4.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Objective: I can determine the meaning of domain-specific and academic vocabulary.

I can describe the character traits and support their descriptions with quotes from the text.

I can punctuate dialogue.

I can write a narrative that includes dialogue.

Language

(25min total.)

Common Core Standards: L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective: I can determine the meaning of domain-specific and academic vocabulary.

Independent & Small-Group Reading (15 min.)

- We will break up into groups of three.
 - I will give your group a vocabulary word.
 - Write that word on the top of Activity Page 6.1
 - Also write the part of speech and definition after you've determined it.
 - Now, read "The Farm" (pgs. 16-19) alone and then read it in your groups, taking turns reading.

Activity Page 6.1

After you have read “The Farm,” work in your groups to prepare a presentation that shows the definition of your vocabulary word.

Groups that are assigned verbs should prepare a movement demonstration of their vocabulary word. Groups that are assigned a noun should draw a picture of their word on the board or a large piece of paper.

You will present your movement or drawing to the class. As each group presents, write your guesses on Activity Page 6.1.

The background features a stylized landscape with rolling hills. The top half of the image is dominated by light blue and white wavy bands, suggesting a sky or distant mountains. The bottom half shows green hills in various shades of green, with some darker green areas on the right side. The overall style is soft and illustrative.

Let's share out!

Tell me what you think these words mean.

Let's Review them all...

VOCABULARY

Core Vocabulary

pores, n. small openings

scored, v. cut a line on the surface, often in preparation of cutting through

forget-me-nots, n. small blue flowers

plow, v. break up earth in preparation for planting

plunge, v. jump or dive energetically

striding, v. walking with long steps

chuckled, v. laughed quietly

lugged, v. carried heavy thing with great effort

Check for Understanding

Why were the noun groups asked to draw their word?

Why were the verb groups asked to prepare a movement?

Reading

15 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 describe the character traits and support their descriptions with quotes from the text.

Character Traits in “The Farm” 15 min.

1. Can you define character traits?
2. Can you define cause and effect?
3. Now, complete Activity Page 6.2 with your group.

Activity Page 6.2

Character Traits

As a group, reread the excerpt from *A Girl from Yamhill* and complete the following exercises.

Let's Share.

Character	Character Traits	Support from the Text
Father		
Mother		
Narrator/Beverly		

In this excerpt from *A Girl from Yamhill*, the narrator tries to walk around the world. If that is an effect, what is the cause? In other words, what made her decide to walk around the world?

Check for Understanding

- Describe character traits and instances of cause and effect in well-known fairy tales.

Language: Dialogue

25 min. total

L.4.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

Objective: *I can punctuate dialogue.*

Punctuating Dialogue

10 min

Today, you will have a chance to write some dialogue for your food narratives.

But first, we will review some basic rules of capitalization, punctuation, and paragraphs for dialogue.

What is Dialogue?

➤ Projection 6.1

Examples of Dialogue in "The Farm"

- "Did you know that the world is round, like an orange?" he asked.
- "It is," said Father.
- "Just where in Sam Hill do you think you're going?" he demanded.
- "If you start here and traveled in a straight line," said Father, "you would travel back to where you started."

1. Which part of the first quote from the text is dialogue?
2. How do we know that?
3. The part of the sentence that is not in quotation marks is known as the "tag."
4. What are the four tags in the projection?
5. What information do we find in the tag?

Activity Page 6.3 – Five Easy Rules

Dialogue Punctuation: Five Easy Rules

1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

Example:

"It is," said Father.

Father said, "It is."

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

Example:

"It is," said Father.

Father said, "It is."

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

Example:

"Just where do you think you're going?" Father demanded.

Father demanded, "Just where do you think you're going?"

Rules for Dialogue

4. When the tag follows the dialogue, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

Correct: "It is," said Father.

Incorrect: "It is." said father.

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Viola jealously stared at Ollie's pudding. She had not had pudding in weeks.

"Give me a taste," she said.

"I paid for this. Go buy your own," Ollie answered.

Pleeease," Viola begged. Ollie did not answer for a few seconds. He looked back and forth between his pudding and Viola.

"Fine," Ollie gave in, handing Viola the pudding. "You can have one bite, but that's it."

Activity Page 6.4 .

- Complete Activity Page 6.4 on your own.
- When complete, read AR or write sentences with each vocabulary word we discussed today.

Activity Page 6.4 – Let's Review the Answers!

1. I understand you are very upset said the mayor
2. Wait for me Emma called
3. Geraldine opened the door and asked May I come in
4. Please stop staring at me said Pierre

Check for Understanding

I will speak a sentence and then quote myself in writing here on the board.

Now you do the same, but quote yourself in writing.

Dialogue Telephone Game

15 min.

I will break you into groups of 5.

Your group will each receive a dialogue starter page.

It contains two characters and one line of dialogue.

- 1. Read the character list and first line of dialogue.**
- 2. Write the second line of dialogue.**
- 3. Now, pass the paper to the right.**
- 4. Write the next line of dialogue.**
- 5. Continue until complete.**
- 6. Choose one to share with the class.**

Writing

25 min. total

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Objective: I can write a narrative that includes dialogue.

Write Dialogue for Food Narrative 10 min.

Now, you are going to write dialogue to include in your food narrative.

What are some times in which people may have spoken during your experience?

Complete Activity Page 6.5.

Speech and Dialogue

Including speech and dialogue in a personal narrative is a great way to show character traits.

Write two lines of speech that relate to your food memory:

1.

2.

Write Dialogue for Food Narrative 15 min.

Now you have brainstormed events over several days. It's time to write a complete food narrative. It should be two paragraphs. Let's look at Activity Page 6.6 for

Food Narrative

Look back at Activity Page 5.3 where you outlined the events of the food experience you will write about. Choose one of the events as the main event and then follow the outline below.

Paragraph 1

Insert dialogue!

1. Topic sentence to introduce the memory
2. Events and supporting details leading up to the main event

Paragraph 2

1. Main event
2. Final events and supporting details
3. Concluding sentence explaining why you remember this experience

Reflection

- *What did you learn today?*