

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 7

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Review Vocabulary	Partner	10 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 7.1
Read "Introduction to Polio"	Independent	20 min.	
Reading (25 min.)			
Partner Work on Timelines	Partner	20 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> Large paper for timeline
Class Timeline	Whole Group	5 min.	
Writing (35 min.)			
Introduce Transition Words	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 7.3, 7.4, 7.5
Brainstorm Narrative Topics	Independent	5 min.	
Transition Words in List of Events	Independent	20 min.	

Common Core Standard: 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.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

W.4.3c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.

Objective: I can refer to a text in explaining what the text says.

I can describe the chronology of a personal narrative.

I can use transition words in planning a chronological narrative.

VOCABULARY

Core Vocabulary

virus, n. a tiny creature that infects a living organism with a disease

contagious, adj. capable of being passed from one person to another

vaccine, n. medicine given to prevent catching a disease

crippled, adj. disabled, unable to walk normally

Homecoming, n. fall celebration at many American high schools and colleges

float, n. a decorated sculpture or scene in a parade

buckled, v. bent or collapsed

limp, adj. wilted, not firm

woozy, adj. dizzy, weak

spasm, n. violent muscle contraction

spinal tap, n. a medical test taking fluid from around the spinal cord

diagnosis, n. specific disease or other cause of an illness

contaminate, v. to infect

glisten, v. to shine

isolation ward, n. section of a hospital where infectious patients stay

Literary Vocabulary

chronological, adj. organized in order of time, the order in which something happened

Reading

(30min total.)

Common Core Standard: 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 refer to a text in explaining what the text says.

Introduction to Polio

(20 min.)

- For the rest of this unit, we will read excerpts from Peg Kehret's personal narrative *Small Steps: The Year I Got Polio*.
- The book is about Kehret's battle with and recovery from a disease called polio.
- To prepare for reading the narrative, we will read an introductory article about polio.
- Let's find Activity Page 7.1. We will read the directions and you will complete the work independently. Remember, read the questions prior to reading "Introduction to Polio."

Activity Page 7.1

1. Complete activity Page 7.1 on your own.
2. When complete, find important dates about polio and write them in order.

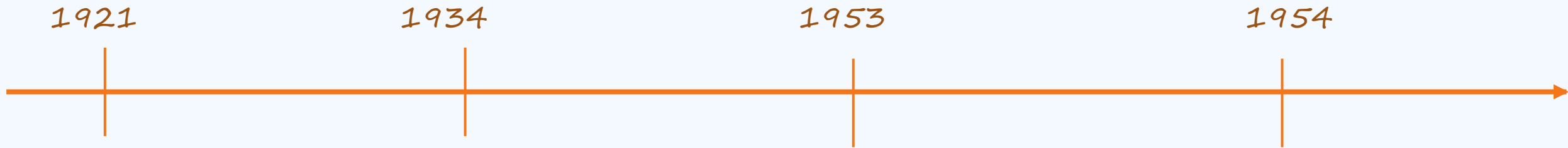
Let's share out!

Let's discuss the answers.

1. What is polio?
2. What are the symptoms of polio?
3. What is the most important year in the history of polio?
Why do you think it is the most important?
4. How did communities try to prevent polio epidemics before the vaccine was developed?
5. Why did Dr. Salk and Dr. Sabin share their research?
6. Are you at risk for polio?

Check for Understanding

Let's Label the Timeline



Reading

25 min total

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Objective: *I can describe the chronology of a personal narrative.*

Partner Work – Timelines

20 min.

Small Steps is a personal narrative that is organized mostly chronologically.

That means it is told in the order in which it happened.

Let's go to Activity Page 7.2 and review the instructions.

The Diagnosis Timeline

As you read *Small Steps*, record events on the timeline below. If there is a clue in the text about when it takes place, record that word as well.

Some time-related information may cover the entire story. If so, write it in the space above the timeline.

We have marked space on the timeline indicating where chapters begin and end. The chapters are also structured in chronological order.

We will read together and find events together.

Let's make our own timeline.

The Diagnosis (Part 1)

Now you will read “The Diagnosis Part 2”
in pairs and find events together.

Place your findings on the Activity Page.

Next, we will go back to our class timeline and add to it.

Check for Understanding

- *Let's discuss cause and effect with respect to the events on our timeline.*
- *What do you notice?*

Writing

35 min. total

W.4.3c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.

Objective: *I can use transition words in planning a chronological narrative.*

Introduce Transition Words

10 min

Activity Page 7.3

Transition Words

Transition words and phrases are words and phrases you use in writing to connect one idea to the next.

In a personal narrative, the ideas that are connected might be events or moments. For example, in *Small Steps* phrases like “two days earlier” and “three days later” are transition phrases that help the story move smoothly from event to event.

Sometimes transition words or phrases relate to time (e.g., *the next day*, *afterwards*).

Activity Page 7.3

- *Complete Item 1 on your own.*

1. Reread the following paragraph from "A Good Lie" and underline what you think are the transitional words and phrases. Look for words that create a sequence, or connect the ideas in sentence to the previous sentence.

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"It was a great party! Because it was almost Halloween, we told ghost stories in the dark, with flashlights. We ate candy and popcorn as we watched a spooky movie. At last, we fell asleep. Then, in the middle of the night I woke up, paralyzed with shame and fear. Horror of horrors—I had wet the bed!"

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Activity Page 7.3

Item 2 – Using what you underlined, let's make a transition word bank. (If I write, you write.)

[illegible]

Check for Understanding

- Describe your day so far using several transitional words or phrases.

Brainstorm Narrative Topics

5 min.

You will now work on writing a personal narrative from a memory.

1. What have the personal narratives we've read so far been about?
2. What are other topics or types of memories that would make a good personal narrative?

Complete Activity Page 7.4 on your own.

Brainstorm three possible memories to write about for your personal narrative, and some of the events and details you would include. Remember that it must be a true story that happened to you.



Which memory is the most interesting to you? Which includes the most details? Circle the one you will write about.

Transition Words in List of Events 20 min.

- Do you remember the three major parts of a paragraph?
- I will write what you remember...

Projection 7.1

Main idea/topic sentence	Introduce situation in memory/first paragraph
Supporting sentences	Events and details in supporting paragraph (or paragraphs)
Concluding sentence	Connect your memory to the present with a concluding paragraph explaining why your memory is important to you.

Practice – “A Good Lie”

- As a class, let's list the events.

You Do...

- When complete, read AR or list character traits from people in your story. Provide evidence for the traits.

2. Now make a list of events for the memory you chose to write about on Activity Page 7.4. Describe each event in one complete sentence and use a transitional word in each sentence. You will have time in future classes to add more sentences and details to describe your event. Try to include at least five events, but feel free to write as many as you can.

A.

B.

C.

D.

E.

F.

G.

H.

Reflection

- What did you learn today?
- You will continue to add events to the Small Steps timeline as we read further into Peg's story.
- You will also take your own list of events and develop them into longer personal narrative essays in the next few days.