

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 8

*Personal Narratives*



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (35 min.)</b>			
Review Vocabulary	Independent	10 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 8.1, 8.2
Describing Feelings and Emotions	Whole Group	25 min.	<input type="checkbox"/> Paper
<b>Reading (25 min.)</b>			
Firsthand and Secondhand Accounts	Whole Group	10 min.	<input type="checkbox"/> Projection 8.1 <input type="checkbox"/> Reader
Using Firsthand and Secondhand Accounts	Independent	15 min.	<input type="checkbox"/> Activity Page 8.3
<b>Writing (30 min.)</b>			
Review Types of Details	Whole Group	10 min.	<input type="checkbox"/> Activity Page 8.4
Link Details to 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.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Objective:** I can identify details that demonstrate the narrator's feelings.

I can compare facts from firsthand and secondhand accounts.

I can plan my personal narrative.

# Reading

(35min 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 identify details that demonstrate the narrator's feelings.



# Review Vocabulary

(10 min.)

- We will continue reading “The Diagnosis” today, but we will practice using vocabulary words first.
- Complete Activity Page 8.1 on your own.
- When complete, read an AR book at your level.

# Describing Feelings and Emotions

25 min

*Let's review the fundamentals of a personal narrative!*

1. What is the definition of personal narrative?
2. What does it mean when we say something is written in the first person?
3. Why does that narrator of a personal narrative often know exactly how the main character feels?

# Discussion Questions

What is the difference between the feelings in these two columns?

<i>Happy</i>	<i>Headache</i>
<i>Angry</i>	<i>Feverish</i>
<i>Excited</i>	<i>Shivering</i>

# Practice

You have two papers, one with an E and one with a P.

I will call out a phrase and you should hold up E if it is an emotional feeling. You should hold up P if it is a physical feeling.

1. The cut on my finger stung.
2. I felt lonely.
3. I was nervous.
4. My back was sore.
5. I was burning up.



# Activity Page 8.2

Let's review the directions.

1. Complete in pairs.
2. When done, read an AR book at your level or make your own list of emotional vs. physical feelings.

## Partner Read

In a personal narrative, the narrator's feelings are important details that make the narrative more interesting and informative.

Reread part 1 and part 2 of "The Diagnosis" aloud with your partner, switching off each paragraph. Pay particular attention to how the narrator describes the way she feels.

In the left-hand column of the chart below, list the narrator's feelings. At least one of these should be physical, and one emotional. Remember: "my head hurt" is physical. "I felt frightened" is emotional.

List your supporting evidence in the right-hand column. Supporting evidence may be a quote from the text or a description of what is happening in the text in your own words. If you use exact words from the text (for example, "I was distracted"), remember to put them in quotation marks.

# Let's share out!

[illegible]

# Reading

25 min total

*RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*

*Objective:* *I can compare facts from firsthand and secondhand accounts.*

# Firsthand, Secondhand Accounts

Read these definitions aloud with me.

10 min.

## FIRSTHAND, SECONDHAND ACCOUNTS (10 MIN.)

- Display Projection 8.1 and have students read the definitions aloud.

### ➤ Projection 8.1

**firsthand account, n.** version of a story or event written or told by a person who actually experienced it

**secondhand account, n.** version of a story or event written or told by a person who did not experience it, but gathered information from books, from people who did experience it, or from other sources

1. Of the two texts you read yesterday, “The Diagnosis” and “Introduction to Polio,” was either one a firsthand account?
2. Was either one a secondhand account?



# Practice - Activity Page 8.3

1. Let's read the directions.
2. Complete on your own.
3. When done, read an AR book at your level.

## Supporting Claims

1. Reread "Introduction to Polio" on Activity Page 7.1 and "The Diagnosis" from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first columns.

Fact about Polio	Support and details in "Introduction to Polio"	Support and details in "The Diagnosis"
One symptom of polio is flu-like symptoms.		
Polio can cause muscle weakness and paralysis.		
Polio is highly contagious, so people with polio must be kept away from those they might infect.		



# Let's Share! – Activity Page 8.3

## Supporting Claims

1. Reread "Introduction to Polio" on Activity Page 7.1 and "The Diagnosis" from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first columns.

Fact about Polio	Support and details in "Introduction to Polio"	Support and details in "The Diagnosis"
One symptom of polio is flu-like symptoms.		
Polio can cause muscle weakness and paralysis.		
Polio is highly contagious, so people with polio must be kept away from those they might infect.		

2. What is different about the way the firsthand account and the secondhand account support the main ideas?

# Using Firsthand/Secondhand Accounts

15 min.

1. If you want to learn more about a topic, the way we are learning about polio, why might you choose a first-person narrative over a secondperson narrative
2. When would you choose a second-person narrative over a firstperson narrative?

As we read further in *Small Steps*, you should track the details the narrator includes, and how they provide different kinds of evidence for facts presented in “Introduction to Polio.”

# Check for Understanding

- Let's discuss any books or articles you may have read. Are they first or second hand accounts? Why?



# Writing

30 min. total

RI.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Objective: I can plan my personal narrative.

# Review Types of Details

10 min

In previous lessons, we learned about many kinds of details.

what sorts of things make a good detail? You tell me and I will put the list on the board.

1.

2.

3.

4.

5.



# Link Details to Events Activity Page 8.4

20 min

- *Let's go copy our list onto our activity page.*

## **Narrative Details**

Remember that your personal narratives are firsthand accounts.

One of the benefits of firsthand accounts are the interesting and colorful personal and emotional details you can provide. Today you will work on organizing those details for your personal narrative essay.

- *We will list some types of descriptive details under #1.*

# Activity Page 8.4

Yesterday, you did a brainstorm process on a memory you want to write a personal narrative about.

On your activity page 7.5, you wrote a list of events for this memory. Today, you will add the details to support those events.

Let's look at the graphic organizer together. (Next slide)

# Activity Page 8.4

First, fill in the top row with the events you listed in Activity Page 7.5. You may revise or combine some events if you wish.

Then work column by column listing the details you could add to each event.

You do not need to fill in every box in every column.

For each event, choose the details and supporting evidence that will best help the reader

Event							
Major characters and the trait(s) displayed							
Physical actions not already listed in the event							
Important objects and details about them							
Other sensory or descriptive details							
Narrator's feelings							
Dialogue or quotes							

## Activity Page 8.4

If you did not have time to complete your chart, complete it for homework.

This chart will help you to create a longer piece of personal narrative writing over the coming lessons.

You should feel free to go back and add information to this chart whenever you wish. The more complete and detailed the chart, the better and easier your writing process will be.

# Check for Understanding

- *Share an example of an event and the details you used to describe it.*



# Reflection

- *What did you learn today?*