

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 9

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Review Character Traits	Whole Group	5 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 7.2, 8.4, 9.1
Reading	Independent	15 min.	
Character Traits Organizer	Independent	10 min.	
Speaking and Listening (30 min.)			
Personal Memories	Partner	30 min.	<input type="checkbox"/> Activity Page 9.2
Writing (30 min.)			
Introduction	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.3
Writing an Introduction	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.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Objective: I can infer character traits from actions.

I can listen to a classmate's narratives and provide constructive and specific feedback.

I can draft an introduction to my personal narrative.

VOCABULARY

Core Vocabulary

paralysis, n. being unable to move

phlegm, n. mucus manufactured in the respiratory passages, especially the lungs and the throat

mucus, n. thick, slimy liquid manufactured in the respiratory passages, especially the lungs and the throat

bulbar polio, n. polio that affects the brain

coaxed, v. persuaded, asked nicely

iron lung, n. machine that helps polio patients breathe

nourishment, n. food and other substances that help the body grow, heal, and thrive

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 infer character traits from actions.

Review Character Traits

(5 min.)

1. What is a character trait?
2. What are some of the ways you can identify a character trait when you are reading?
3. How are character traits different from the feelings you found evidence for in the previous lesson?

Reading

15 min

Read “An Oxygen Tent and a Chocolate Milkshake”
(Reader pages 28–31) independently.

As you read, think about what happens in the piece of writing, and what character traits the actions of the characters show.

Discussion Questions

1. What are the events in this chapter?
2. Let's record the events on the class timeline and you should copy them onto Activity Page 7.2.

Activity Page 9.1

10 min

1. Complete the activity page on your own.

2. When you are finished, read an AR book at your level.

Character Traits in "An Oxygen Tent and a Milkshake"

Complete the chart below, describing as many traits as you can for each character.

Character	Trait	Evidence
First Nurse		
Second Nurse		
Mother		
Dad		

Let's Share!

1. I will place you in groups to discuss the page together.
2. Remember our list of good details from yesterday?
1. What kinds of details did the narrator use to show character traits?

Character Traits in "An Oxygen Tent and a Milkshake"

Complete the chart below, describing as many traits as you can for each character.

Character	Trait	Evidence
First Nurse		
Second Nurse		
Mother		
Dad		

Check for Understanding

How do actions show character traits in the fable, “The Tortoise and the Hare?”

Speaking & Listening 30 min total

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Objective: I can listen to a classmate's narratives and provide constructive and specific feedback.

Personal Memories

30 min.

To prepare to write your personal narrative essays, you are going to tell the story of your personal narratives out loud.

I will divide the class into pairs and have partners choose to start as either the speaker or the listener. You will have a chance to be both.

Let's go to Activity Page 9.2, and review the instructions.

Practice – Activity Page 9.2

1. *Let's read the directions.*
2. *Complete with your partner.*
3. *Be respectful of one another!*
4. *If finished, read an AR book.*

Sharing Narratives

In this activity you will prepare to write your personal narrative by telling your personal narrative story to your partner. Use the planning chart you completed on Activity Page 8.4 as guidance to tell the story. You do not need to use the exact words or all of the details you included in the chart, but you should follow the basic events in order.

After you tell your story, you will have the chance to ask your partner questions about what he or she heard, and your partner will have the chance to ask you questions about your narrative.

Check for Understanding

- What questions did you ask about your partners narrative?
- Why did you chose those to ask?

Writing

30 min. total

W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Objective: *I can draft an introduction to my personal narrative.*

Intro

10 min

Today, you will begin to write your personal narratives.

You will do this over the next six lessons, and you will have time to revise at the end.

1. Based on our discussions of a good paragraph, what is a topic sentence?
2. In Lesson 8, you learned that for a longer essay the introduction does the job of a topic sentence and tells the reader what the personal narrative will be about.
3. What might you include in an introduction?

Activity Page 9.3

- 1. Let's read the instructions.
- Complete your introduction.
- If finished, begin to brainstorm for what might come next.

Planning and Introduction

In your introduction you should set up the situation and provide any other information your readers will need, such as who certain characters are (if it won't be explained later in the narrative), anything important that happened before the story took place, and where the story begins. You may also include the first event and supporting details from your planning chart on Activity Page 8.4.

As you write, think about drawing your reader into your story—what details or facts about the situation will make your reader want to read more?

1. Planning

- Where and when does the narrative take place?
- Who was there?
- What were you thinking and feeling?

2. Write your introduction in the space that follows.

Check for Understanding

- Think about a book that you are reading. What information might be included in the first paragraph?

Reflection

- *What did you learn today?*