

Personal Narrative: Independent Lesson 2

Objectives

- Understand the personal narrative genre
- Choose a topic for your narrative

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Picture Book: *Pinkalicious and the Pink Drink* by Victoria Kann
- “Personal Narrative”
- “Personal Narrative Sample”

Introduce It

1. Introduce the Genre Charts and Six Traits Charts.
 - a. Define **genre** for the students. *Possible answer: A genre is a type of writing.* Tell students that there are many genres or types of writing. Some stories are true stories about you, while other stories are make-believe. On the board, define **personal narrative**: *A true story about you.* Show students the personal narrative genre chart.
 - b. Genre Chart: Explain to the students that each bullet/color represents one part of the whole narrative. By the time students finish their narratives, it will include every part. Reassure students that we will only focus on one bullet at a time! Remind students that each color on the genre chart corresponds to a color on the Six Traits Charts. Review the genre chart for personal narrative with the students. Tell the students that today we will focus on **one clear topic**.
2. Independent Writing
 - a. Tell students: *We are going to start a writing workshop. You will write a true story about yourself. We have already practiced writing a personal narrative as a whole class, and with you telling me your story and me writing it down. Now, you will write a personal narrative on your own. We will write our narrative one step at a time using the Genre Chart.*

Identify It

Genre Chart

3. Point to **has one clear topic**. Today we are going to choose a topic for a personal narrative, or a true story about you.

Six Traits Charts

4. On the **Idea** chart, identify one clear topic. Ask students: *Why is one clear topic on the Idea chart?* Possible answer: *You should only write about one idea or topic so you don't confuse the reader.*

Teach It

5. Review the definition of **personal narrative**: *A true story about you.*
6. Define **one clear topic**: *an event that you describe for the reader.* Review one clear topic with students. Ask students: *How many topics will you write about for your personal narrative?* Possible answer: *We will only write about one topic.* Ask students: *If I was writing about my family, would I tell you what I did during the first day of school?* Discuss that telling about your first day of school when you are writing about your family would not show one clear topic.

Personal Narrative

- **Has one clear topic**
- **Writes events in the order they happened**
- **Uses sensory details**
- **Uses complete sentences**
- **Pictures match details**

7. Read the story *Pinkalicious and the Pink Drink* by Victoria Kann to show students an example of a personal narrative. This book is a good example of a personal narrative because it is told in first-person. Remind students that a personal narrative is a true story about you. Ask students: *Could this be a true story?* Possible answer: *Yes, a girl could describe the time she had a lemonade stand.* Discuss the topic the author chose for the personal narrative.

Model It

8. Model brainstorming for *one clear topic*. Remind students that they need to think of a true story about themselves. Possible topics might include:
 - a. My first day of school
 - b. A camping trip
 - c. Visiting my grandparents
 - d. A school field trip
9. Place your copy of the “Personal Narrative” in front of the class. Model aloud as you choose a topic and draw a picture to represent the topic (the model paper will focus on *a camping trip*).

Do It

10. Create a topic list on the board with the students. Ask students to give you ideas of events that they can write about. Remind students that they are writing a true story about something that they did or something that happened to them.
11. Distribute the “Personal Narrative.” Tell students: *Take a minute and choose your topic. When you decide what you’d like to write about, draw the picture of the topic you chose.* Show students where to draw their picture (under the title).
12. Redirect students to your “Personal Narrative” and model aloud your choice of title.
13. After a Think-Pair-Share, have a few students share their titles.
14. Have students write their title. Remind them to capitalize.

Share It

15. Have a few students share their drawing and title.

Teacher Reflection

Kindergarten
Narrative Rubric

Name _____



Pictures match details

Uses complete sentences

Uses sensory details

Events in order

Has one topic

SAM

Personal Narrative Brainstorming

- My first day of Kindergarten
- A camping trip
- Going to the beach
- Visiting my family
- A field trip
- My birthday party
- My friend's birthday party
- A sleepover
- Summer vacation
- A trip to Disneyland

SAMPLE

Name _____

Personal Narrative

Title

Topic Sentence

SAMPLE

Detail 1: What happened first?

1.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

Detail 2: What happened second?

2.

Detail 3: What happened last?

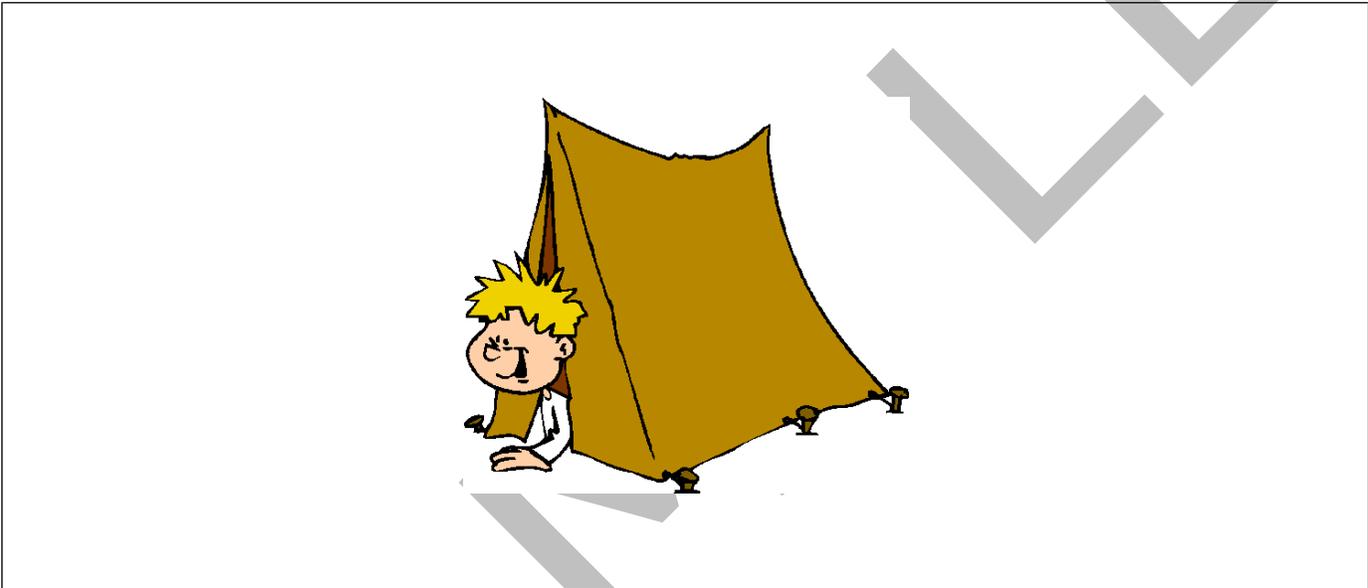
3.

Name _____

Personal Narrative Sample

Title

My Camping Trip



Topic Sentence

Personal Narrative: Independent Lesson 3

Objectives

- Draw events in the order they happened

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Picture Book: *Pinkalicious and the Pink Drink* by Victoria Kann
- “Personal Narrative”
- “Personal Narrative Sample”

Review It

1. Have students get out their “Personal Narrative” and share with a partner their topic.

Identify It

Genre Chart

2. Point to **pictures match details**. Today we will draw the details of our story.

Six Traits Charts

3. Show students *take notes with pictures* under the **Organization** chart. Ask students: *Why is take notes with pictures on the Organization chart?* Possible answer: *Drawing pictures of the details in the story help us plan our writing.*
4. Tell students: *We draw pictures to illustrate the details in our story.* Ask students: *Why is details on the Organization chart?* Possible answer: *Details support the topic sentence.*

Teach It

5. Define **pictures match details**: *The pictures match what happened in the story.*
6. Define **details**: *Details tell what happened in the story.* Tell students: *The pictures that we are going to draw show what happened in the beginning, middle, and end of our story. These pictures are the details for our topic.*
7. Reread *Pinkalicious and the Pink Drink*. After reading the story, ask students: *Do the pictures match the details in the story?* Review a couple of pages with students.
8. Tell students: *When we write our stories, we want to write the events in order. Who can tell me what happened first in the story I just read?* Take a few minutes and have multiple volunteers retell the story. Guide student in retelling the story in order.

Model It

9. Place your “Personal Narrative” in front of the class. Review your topic for students.
10. Tell students that you are going to draw what happened in the beginning, middle, and end of the event. Ask yourself: *What happened first?* Draw what happened first in the first box. Be sure to add some labels to some objects in the pictures. If you choose to use the sample outline instead of creating your own, only show students one picture at a time. Model paper example: *picture of a tent and a campfire.*

Do It

11. Ask students: *What is the first thing that happened in your story?* Have volunteers share responses.
12. Have students draw the first detail in the first box. Walk around the classroom providing feedback. Make sure students stay on topic.

Personal Narrative

- Has one clear topic
- Writes events in the order they happened
- Uses sensory details
- Uses complete sentences
- Pictures match details

Model It

13. Redirect students to your outline. Tell students that you are going to draw what happened next in your story. Ask yourself: *What happened after I put up the tent? I remember we went fishing.* Draw and label what happened next in the second box. If you choose to use the sample outline instead of creating your own, only show students one picture at a time. Model paper example: *picture of a family fishing.*

Do It

14. Ask students: *What is the next thing that happened in your story?* Have volunteers share responses.
15. Have students draw and label the second detail in the second box. Walk around the classroom providing feedback. Make sure students stay on topic.

Model It

16. Redirect students to your outline. Tell students that you are going to draw what happened last in your story. Ask yourself: *What happened towards the end of my camping trip? I remember we saw a bear and two deer.* Draw and label what happened next in the last box. If you choose to use the sample outline instead of creating your own, only show students one picture at a time. Model paper example: *Picture of a bear and deer.*

Do It

17. Ask students: *What is the last thing that happened in your story?* Have volunteers share responses.
18. Have students draw and label the last picture in the third box. Walk around the classroom providing feedback. Make sure students stay on topic.

Share It

19. Review the “Personal Narrative Rubric” with the students. Point to the first scoop that has one clear topic. Point to the scoop that shows pictures match details. Tell students that they are going to make sure their classmates drew pictures about one clear topic and that their pictures match the details in the story.
20. Have volunteers tell the story using their picture outline as a guide. Use the rubric to make sure students have one clear topic and that pictures match the details in the story.

Teacher Reflection

Detail 1: What happened first?

1.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

Detail 2: What happened second?

2.



SAMPLE

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines.

Detail 3: What happened last?

3.



The image block contains three photographs. The first is a close-up of a brown bear's face. The second and third are full-body shots of a deer with large antlers standing in a grassy field. A large, light gray watermark reading 'SAMPLE' is oriented diagonally across the entire page, passing through this image block.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines.