

# WRITING A PERSONAL NARRATIVE ESSAY

6.5.2019

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

4

## Overview

This lesson plan covers teaching content for;

1. Learning to write a personal narrative essay
2. Learn to incorporate dialogue into personal narrative essay

## Objectives

Students should be able to;

- Write narratives to develop real or imagined experiences or events using effective technique, and descriptive details.
- Think of small ideas to use for writing personal narratives.
- Students will be able to incorporate dialogue into their personal narratives.

## Assessment Activity

- Ask students to turn and tell one another about personal narratives and the difference between watermelon and seed ideas.
- Walk around and listen to their conversations, then call on two students to

## Activity Starter/Instruction

1. Explain the meaning of non-fiction/information texts.
2. Explain its their similarities and differences
3. Give examples on their similarities and differences
4. Lead a brief discussion with students on why it is important to read and comprehend non-fiction/informational text.
5. Tell students that it is not only important to read informational text from textbooks, but also from their peers.
6. Explain to the students they will be reading and analyzing a non-fictional essay.

## Guided Practice

### Day 2/ Lesson 2: 20mins

1. Say, "Let's make a watermelon and seed T-chart together."
2. Draw a T-chart on the board.
3. Label the columns with a picture of a watermelon and a picture of a seed.

## Teacher Guide

### Day 1/ Lesson 1: 15mins

1. Teacher will introduce students to Personal Narrative
2. Explain that today, the students are going to write personal narratives, which are true stories that happened in their lives.
3. Explain that personal narratives can be very interesting to write and read when they are about a small, specific moment that has happened in someone's life. In a short story, the speaker can include how she was feeling, what she was thinking, and what she saw.
4. Compare a personal narrative to a watermelon
5. The big event is a watermelon slice, and the details are seeds. Ideas about small moments can be called seed ideas.
6. To confirm that students understand, ask, "What is a personal narrative?"

## Materials Required

- Pieces of paper and pencils
- Highlighters
- Danny and the Dinosaur by Syd Hoff
- Three-Column Graphic Organizer (label column with Beginning, Middle, and End)
- A story map, one completed example and one blank
- Crayons
- Popsicle sticks

## Additional Resources

- <https://www.education.com/lesson-plans/narrative-writing/>
- <https://www.education.com/lesson-plan/exploring-the-narrative/>
- <https://www.teacher.org/lesson-plan/writing-narratives/>
- <https://www.brighthubeducation.com/middle-school-english-lessons/35236-teaching-students-to-write-narrative-essays/>
- <https://www.education.com/lesson-plan/narrative-prewriting-activities/>

## Additional Notes

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- share their responses with the rest of the class.
  - Assess students based on their discussions.
  - Walk around the classroom and conduct mini conferences with students as they work to incorporate dialogue successfully into their work.
  - Conduct a quick punctuation check to see if students know how to add the correct punctuation.
  - Write the following sentence on the board: Trevor told his friend You are my best friend. Have students write it down on a sticky note and add the correct punctuation.

#### Summary

1. Tell students that creating stories can be a fun experience, since it helps them remember events from their own lives.
2. Ask students, "Why is it important to pick a small or seed moment in order to write a personal narrative?"
3. Remind the class that our writing should include dialogue because it provides a lot of

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4. Say, "What are some watermelon ideas you can think of? As in, what are big moments that have happened in your life?"
  5. Ask, "What is a small moment that happened within that big moment?"
  6. Record the students' big and small moments on the T-chart.
  7. Collect at least 3-4 ideas from students.

#### Teacher Guide

##### Day 3/ Lesson 3: 25 Mins

1. Teacher will tell student they are about to learn incorporating dialogues to personal narratives.
2. Teacher should explain what dialogues are.
3. Tell the class that you are going to tell them two quick stories.
4. Explain that they are going to vote about which story was better.
5. Share one story without dialogue and one with dialogue to show how adding dialogue to stories can be more entertaining.
  - Story 1: I was walking through the grocery store one day with my mom. She saw a cart coming straight toward me, but I didn't see it. I ran right into the cart and landed in a heap on the floor. It was such a disaster.
  - Story 2: I was walking through the grocery store one day with my mom. All of a sudden, she yelled out, "Watch out for that cart!" I was starting to turn around to see what she was talking about, but the cart was coming too quickly. I yelled out, "Oh no! Stop!" as the

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#### Guided Practice

##### Day 4/ Lesson 4: 15 Mins

1. Tell the class that you wrote out your personal narrative, but you forgot to include dialogue.
2. Ask them to help you add dialogue throughout the story.
3. Use an example narrative.
4. Call on students to help add dialogue to this story in order to let the readers know what the author was thinking, feeling, and to better capture the audience.
5. Have the class think about what dialogue they could add that would really show the characters' reactions to the events.
6. Ask questions such as, "Where could I add dialogue to let readers know how I was feeling? Where could I add dialogue to let readers understand what I was thinking?"

information to the readers. It is a powerful way to convey characters' feelings, thoughts, reactions, and actions.	car came crashing into me. As I landed in a heap on the floor I screamed, "Ouch, watch out next time!" It was such a disaster.	
4. When doing the review make sure you erase the lesson on the board.	<ol style="list-style-type: none"> <li>6. Point out that it also helps the listener better understand the characters' thoughts and emotions.</li> <li>7. Ask the students to vote about which story they thought was better.</li> <li>8. Have them show a one on their fingers if they thought story one was better and a two if they thought story two was better.</li> <li>9. Ask the students, "Why was story two better?"</li> <li>10. Explain to the class that the second story was much better because the dialogue that was added helped you imagine the story as if you had been there</li> <li>11. Tell them it helped you understand what the characters were feeling, and captured your attention more because of the added details the dialogue provided.</li> <li>12. Tell them that is why it's so important to add dialogue when writing personal narratives.</li> <li>13. Check for understanding by having the students turn and tell their neighbor why dialogue is important in a narrative.</li> <li>14. Explain that when adding dialogue, it is important to add the correct punctuation.</li> <li>15. Go over the punctuation rules for dialogue: <ul style="list-style-type: none"> <li>• Right before dialogue is added, you need a comma.</li> </ul> </li> </ol>	

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- Next, capitalize the first letter of the quote.
  - Then, add quotation marks at the beginning of what the character or narrator is saying.
  - Lastly, add an end punctuation mark, like a period, question mark, or exclamation point, and end quotation marks.

16. Display a simple sentence written on the board that includes dialogue that shows an example of the correct punctuation. (e.g., Sarah said, "Pass me the football!").
  17. Engage the class in discussion by asking, "Does this sentence use the correct punctuation? Why or why not?"
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