

Lesson Skill: Narrative writing

Strand Writing

SOL 3.9

4.7

5.7

Materials

- Read-aloud text
- Personal narrative organizer (available on the Internet)
- Excerpts from text on index cards (for each student)
- Sample narrative
- Short list of personal narrative ideas
- Chart paper and markers
- Enlarged personal narrative graphic organizer

Lesson

1. Display the following characteristics of a personal narrative: about yourself, written in story format, and often chronological in order. Read a sample narrative to the class. Ask students to name a few of the interesting parts, and write them on a chart or board.
2. Ask students to imagine they are going to share an experience of their own with someone who did not participate in that experience. Have volunteers share their stories.
3. Ask the following questions:
 - Who is the story about?
 - How did you know what to tell first? Next? After that? Last?
 - What words indicate who was telling the story?
 - What kinds of words make your story more interesting? (Action verbs? Interesting nouns? Not too many adjectives?)
4. Explain to students that when they share a story about something that has happened to them, they are telling a personal narrative. Hand out the excerpts on index cards from the selected read-aloud or sample narrative. Have students read their excerpt and organize the text by posting the cards on the board, designated area, or electronic display. Point out that a story has a beginning (introduction), middle (body), and an end (conclusion). After students arrange their text, read them aloud. Ask students to identify the events and details in the story. Have students label the introduction, body, and conclusion.
5. Provide students with a copy of the sample narrative. Reread the selection in the correct order (introduction, body, and conclusion). Have students use information from the interactive activity to complete a personal narrative graphic organizer.
6. As a group, select a class experience to write about. Have students work in small groups to gather information about the chosen topic. Ask volunteers to share and record the information on chart paper.

7. Introduce a personal narrative graphic organizer. Explain that a graphic organizer is designed to help organize thoughts and information into logical order. Model how to transfer ideas from the brainstorming activity to the graphic organizer. Prompt students to use transition words to signal the sequence of events. Model writing the draft from the personal narrative organizer using the ideas from the chart paper, the colored markers, and chart paper.
8. Have students return to small groups to begin constructing sentences using the information on the graphic organizer. Give each student three sheets of chart paper labeled Introduction, Body, and Conclusion and an orange, green, and red marker (ORANGE—Introduction, GREEN—Body, and RED—Conclusion). Instruct students to work together to write an introduction, body, and conclusion using the ideas from the class graphic organizer. Have volunteers from each group share.

Strategies for Differentiation

- Have any materials that are read to students available in hard copy, either individual copies or displayed on a board.
- To reinforce chronological order, give students an example of a personal narrative where the events are not in order.
- Give an example of a personal narrative with a piece of irrelevant information so that students can see that it does not belong. Explain that just because the story is about a specific person, it does not mean every piece of information fits.
- Provide a list of transition words, such as *finally*, *lastly*, *therefore*, *however* (search for others to add to list).
- Consider making a board game using transition words. Students could draw a word, use it in a sentence, and move around the board.