

# Personal Narrative Time Management

## WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • learn the components of a personal narrative.	Students will: • learn how to gather information for a personal narrative.	Students will: • practice gathering information for their own personal narratives.	Students will: • learn how to make a Sequence Chain to organize their notes.	Students will: • practice organizing their own notes into a Sequence Chain.
<b>Activities</b>				
<ul style="list-style-type: none"> <li>• Discuss the elements and traits of a personal narrative. (Student pages 8–11).</li> <li>• Use the rubric to study the model (Student pages 12–15).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Prewriting: Gather Information</b> (Student page 16).</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm ideas, and choose a personal experience to share.</li> <li>• Gather information by jotting down notes about the experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Prewriting: Organize Ideas</b> (Student page 17).</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the notes made about a personal experience.</li> <li>• Choose notes about events.</li> <li>• Make a Sequence Chain to organize the notes.</li> </ul>

## WEEK 2

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • learn how to use first person point of view to connect with an audience.	Students will: • practice writing their own drafts.	Students will: • learn how adding details can make their writing more interesting.	Students will: • practice adding interesting details to their drafts.	Students will: • learn how to use specific words to make their stories clear.
<b>Activities</b>				
<ul style="list-style-type: none"> <li>• Read and discuss <b>Drafting: Write a Draft</b> (Student page 18).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a Sequence Chain to write a draft.</li> <li>• Use the first person point of view to write.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Revising: Extend Writing</b> (Student page 20).</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to help choose interesting details to add to drafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Revising: Clarify Writing</b> (Student page 21).</li> </ul>

## WEEK 3

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Objectives</b>				
Students will: • practice using clear and specific words in their writing.	Students will: • learn how using a mix of sentences can help their writing flow.	Students will: • learn how to fix sentence fragments.	Students will: • practice editing their drafts for spelling, capitalization, punctuation, and sentence fragments.	Students will: • learn different ways to publish their personal narratives.
<b>Activities</b>				
<ul style="list-style-type: none"> <li>• Reread drafts, looking for sections that aren't clear.</li> <li>• Insert clear and specific words to make writing clearer.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Editing: Check Sentences</b> (Student page 22).</li> <li>• Make sure drafts have a mix of simple and compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Editing: Proofread Writing</b> (Student page 23).</li> <li>• For more practice with sentence fragments, complete Student pages 24–25.</li> </ul>	<ul style="list-style-type: none"> <li>• Fix any spelling, capitalization, or punctuation errors.</li> <li>• Fix any sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss <b>Publishing: Share Writing</b> (Student page 26).</li> </ul>

\* To complete the chapter in fewer days, teach the learning objectives and activities for two days in one day.

This planning chart, correlated to your state's writing standards, is available on-line at <http://www.zaner-bloser.com/sfw>.

Writing a Personal Narrative

**Prewriting** Gather Information

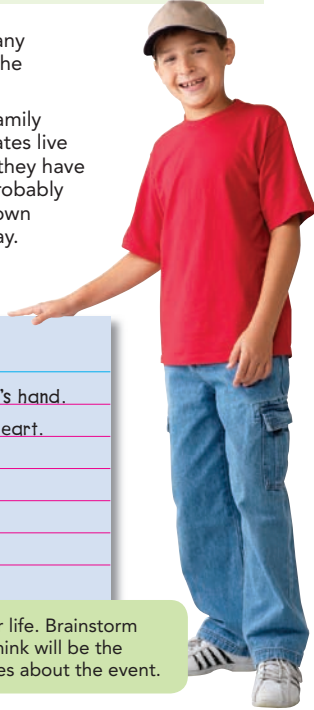


The story focuses on one interesting event.

**Writing Strategy** Make notes about an interesting personal experience.

My teacher said we could write about any experience that we think the rest of the class will find interesting.

I think I'll write about the day the Saddok family moved in next door to us. Many of my classmates live in big apartment buildings like mine. I'm sure they have neighbors from other countries, too. They'll probably be interested in my experience. First, I'll jot down some notes on what I remember about that day.



My Notes

- ✓ Mrs. Saddok did not want to shake Dad's hand.
- ✓ Mr. Saddok put his right hand over his heart.
- ✓ No one said anything.
- ✓ We helped pick up everything.
- ✓ It all started with a big noise.

**Practice!**

Think about interesting events in your life. Brainstorm some ideas and pick one event you think will be the most interesting. Jot down some notes about the event.

**Prewriting** Organize Ideas



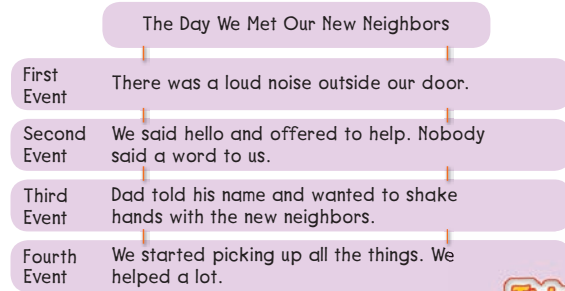
Events follow each other in order.

**Writing Strategy** Make a Sequence Chain to organize my notes.

The rubric says the events in my story need to follow each other in order. I'll use a graphic organizer to put my notes in order. I've used graphic organizers before, and I think a Sequence Chain would be the best one for ordering my notes this time. A Sequence Chain helps me to place the events first, second, third, and so on.

**Writer's Term**  
**Sequence Chain**  
 A Sequence Chain organizes events in the order in which they happen.

**Sequence Chain**



**Practice!**

Look at the notes you took. Choose notes that tell about the events. Make a Sequence Chain to organize the events.

**Think About It**  
 Look at my notes and my Sequence Chain. Will they help me write a good story?

**Prewriting**

(Student pages 16–17)

Ask if any of the students live in an apartment building. Has anyone had new neighbors move in lately? If so, students might write about that experience, just as Jack plans to do.

Ask students if they think Jack will use all of these notes in his personal narrative. Point out that he is likely to remember more details about this experience as he starts to write.

Point out that writing can be organized in many ways, and one way is putting the events in the order they happened. A Sequence Chain can help writers put events in order.

**More Practice!**

For more practice with these writing strategies, you may wish to have students use pages 8–9 of the Strategy Practice Book. See the appendix for annotated Strategy Practice Book pages.

**Differentiating Instruction**

**Enrichment** Challenge students to choose a familiar story, such as "Goldilocks and the Three Bears," and retell it as a personal narrative. They might use the point of view of Goldilocks or one of the bears. Discuss how the story changes depending on the character's viewpoint.

**Support** To help students understand point of view, retell all or part of the personal experience you just shared, but this time use third person: "Then he drove his car...." As an alternative, describe one event in your narrative in third person, and have students repeat it in first person.

**WORK with a PARTNER**

Have students choose a personal experience to share. Then ask them to gather information by jotting down their own notes about it, just like Jack. Have students read their notes to a writing partner.