

Personal Narrative

Standards:

- 4.4.4. B. #1- Identify common animals found on PA farms.
- 1.4.3. A. – Write narrative pieces (e.g., stories, poems, plays).
- 1.5.3. B. #1- Gather and organize information.
- 1.5.3. B. #2- Write a series of related sentences or paragraphs with one central idea.
- 1.5.3. F. - Edit writing using the conventions of language.

Materials:

- Paper
- Pencil

Objective:

After a field trip to a local dairy farm, students will be able to write a personal narrative about the trip.

Anticipatory Set:

In theme three of our reading series, students are required to write a personal narrative. We will first read a student writing model in our textbooks to see what a personal narrative looks like.

Procedure:

1. We will read the example personal narrative in the textbook. We will discuss *voice* in a piece of writing; when a piece of writing has *voice* it has personality. We will also discuss what a personal narrative is and what makes a good personal narrative.
2. I will write my rough draft about an experience that I have had with the children; the experience may include a different field trip or an exciting assembly. The students and I will work together to come up with a good opening sentence.
3. The children and I will edit my rough draft.
4. Finally, I will make a final copy and hang on the board for all the children to refer to when they write their own personal narrative.
5. Pass out paper and allow students time to begin writing their rough draft about the field trip to the farm.
6. The next day they will meet with a peer. The peer's job is to proofread the personal narrative. Students will meet with me if necessary.
7. Finally students will publish their personal narrative.

Follow-up Activities/Extension Activities:

Students can make a drawing to go with their personal narrative. You could also take everyone's personal narrative and bind them together to make a class book.