

Lesson Plan Title: Writing a Personal Narrative

Developed by: Martha Dobson

Discipline / Subject: Writing

Topic: Writing a personal narrative

Grade Level: 3-Secondary

Resources / References / Materials Teacher Needs: the book Big-Enough Anna by Pam Flowers

Lesson Summary

Students in grades 3 through high school can apply the theme of Big-Enough Anna to their own experiences, writing a personal narrative appropriate for their writing level. After reading Big-Enough Anna, students apply the main character's challenge to their own lives, generating memories or experiences doing something that others thought they could not do. Students write a personal narrative about this experience. This lesson should last over a week's time as students generate their ideas, plan their writing, draft and edit, and produce a final copy.

Standard's Addressed: (Local, State, or National) National

NL-ENG.K-12.4 **COMMUNICATION SKILLS**

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

NL-ENG.K-12.5 **COMMUNICATION STRATEGIES**

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

Alaska State Standards

A student should be able to speak and write well for a variety of purposes and audiences.

- 1) apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- 2) in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
- 5) revise, edit, and publish the student's own writing as appropriate

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The learner will apply the theme of “being big enough to do big jobs, or challenging tasks” to their own lives. 2. The learner will generate a listing of personal experiences in completing challenging tasks. 3. The learner will plan, write, revise, edit and produce a personal narrative appropriate to their writing level. 	<p>Assessment:</p> <p>Method of assessment for learning A rubric for scoring a personal narrative. See document below.</p>
<p>Procedural Activities</p> <ol style="list-style-type: none"> 1. Read or reread <u>Big-Enough Anna</u>. Point out that the reader/listener experiences the dog’s challenge and the intensity of the moment as if they were actually there in the experience. Discuss the theme of accomplishing challenging tasks even when others think you can’t. Students participate in this discussion by relating personal experiences in accomplishing challenging tasks. 2. Students brainstorm on paper a list of their personal experiences in accomplishing a challenging task, something that was hard for them to do or that others thought they couldn’t do. 3. Students select the experience they want to write a personal narrative about and generate details to include in the narrative to bring it to life. 4. Students write a rough draft, use peer and teacher editing to revise it, and produce a final copy. 	
<p>Materials Students Need: access to the book <u>Big-Enough Anna</u>; paper, pencil, folder or notebook to keep their work in as this process will take place over a week’s time or more.</p>	
<p>Technology Utilized to Enhance Learning: create the personal narrative in Word and format it correctly.</p>	
<p>Other Information</p> <p>Publish a classroom book of the narratives called <u>I Knew I Could!</u></p>	
<p>Modifications for special learners/ Enrichment Opportunities</p> <p>Provide an example of a personal narrative relating accomplishing a challenging task for learners to follow; challenge learners to write so the reader feels he or she is there experiencing their story; discuss in class the kinds of details that add depth to a narrative.</p>	

Rubric for the Personal Narrative

**No errors in mechanics
(spelling/punctuation/capitalization) 20 points**

1-3 errors in mechanics 10 points

More than 3 errors in mechanics 5 points

Sentences are varied 20 points

About half the sentences are varied 10 points

Sentences aren't varied much 5 points

No run-on or stringy sentences 20 points

1 -3 run-on or stringy sentences 10 points

More than 3 run-on or stringy sentences 5 points

I feel like I'm right there with you! 20 points

I kind of feel like I'm with you! 10 points

I'm not really sure I'm there at all! 5 points

I can read your writing with no problem. 20 points

I'm having some trouble reading your writing. 10 points

I really can't read this easily. 5 points

(If it's produced in Word)

No formatting errors 20 points

I see some formatting errors 10 points

Oops! Too many formatting errors! 5 points

Notes: