

3rd Grade Lesson Plan Sample



Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The lesson plans members get are fully editable, given in a PowerPoint format.
- Our members also have access to all of the student pages in digital form.
- We provide training to our members on how to use these lessons, so anything you don't understand about the process will be easy to understand after our *Getting Started* and *Master the Mini-Lesson* training.

Have questions? We'd love to answer them! Just send an email to April@simplifywriting.com.

Find out how to join
and simplify your
writing block!



Personal Narrative

Week 2

Lesson 1	Elements of Personal Narrative
Lesson 2	Brainstorming Topic Ideas
Lesson 3	Beginning, Middle, and End Planning: Sketch It Out
Lesson 4	Beginning, Middle, and End Planning: Quick Notes & Transition Words
Lesson 5	Using Descriptive Words

Using Mentor Text

The mentor text on the following page is for the rest of the personal narrative unit. In each lesson, students will take a look at a piece of the mentor text. Use this piece to model what you want your students to do in their writing.

For more information, watch the *Master the Mini-Lesson* training at:

<https://simplifywriting.com/training/>



Personal Narrative Mentor Text

Last Year's Talent Show

I was so excited and nervous I could barely contain myself. Standing behind the curtain at the talent show, I clutched my guitar close to my chest. It felt like there were hundreds of butterflies flapping their wings in my stomach. "Take a deep breath," Mrs. Jenkins said. "You're next!" Following Mrs. Jenkin's advice, I took a few deep breaths and my hands stopped shaking, but they were still sweaty.

When I stepped out on stage, I immediately froze. "There are so many people," I thought. The thunderous sound of the audience clapping brought me back to my senses. My name had been announced and now I had to perform.

I sat on the stool, adjusted the microphone with a creak, and began strumming the guitar. I could tell I had started out so fast because of my nerves. "Slow down and stay calm," I said to myself. I finally got into the rhythm and gained confidence as I played.

When I was done, I took a bow as the audience burst into applause again. In the dim light, I could barely make out my mom and sister in the audience. "Way to go, James!" I heard my sister yell. It was then that I remembered to smile.

As I walked off stage, I thought, "I could do that again sometime."

Week 2: Lesson 1

Personal Narrative | 3rd Grade

Purpose: I can identify the key elements of a personal narrative.

- Standard(s):
CCSS.ELA-LITERACY.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.3.4
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Closure)

Materials

Print

- Teacher models (pg. 6)
- Student pages (pg. 7)

Digital

- Student Pages

Learning Goal

Students will be able to identify the elements of a personal narrative and apply those elements to their writing.

Success Criteria

- Criteria 1- Students are able to identify narrative elements in a text including believability, event sequence, thoughts and feelings, dialogue, and setting description.
- Criteria 2- Students are able to identify elements in a text.

Mini-Lesson Steps (15 min.):

1. Describe and discuss the elements of a personal narrative.
2. Read through the Mentor Text and identify the personal elements.
3. Discuss those elements with your students and model how students will color code elements from the graphic organizer on pg. 7.
4. Answer any clarification questions.

Student Page (30 min):

- Students will read through the story Trampoline Park and identify personal narrative elements using the color coding key on their graphic organizer.
- If time allows, students can collaborate, share, and give feedback of their explanations of the elements found within the text.

Closure (5-7 min.):

- Use this time to review the text Trampoline Park while using the teachers model example to compare and contrast the students findings.

Week 2: Lesson 1

Personal Narrative | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

"Today we will be discussing the elements of a personal narrative and identifying them within a text. The elements that we will be focusing on today are as follows: believability, event sequence, thoughts and feelings, dialogue, and setting description."

"We will begin with reading our mentor text, *Last Year's Talent Show*." **(Read the text aloud to students and have it displayed, so they are able to follow along. Dissect the text according to the elements that you will be focusing on today.)**

Questions/Prompts:

- Explain to me why this story is believable.
 - Identify the beginning, middle, and end of the story.
 - Can anyone give me an example of thoughts and feelings being described within the text?
 - Can anyone give me an example of dialogue within the text?
 - Can anyone give me an example of setting and description within the text?
- (Use the same color coding key on the mentor text to model for students. Identify the elements on their graphic organizer on pg. 7. Answer any clarifying questions students may have.)**

Student Portion:

"You will now read through the text *Trampoline Park* and identify the elements using the coloring coding key. You will explain and provide examples of the elements using textual evidence." **(Answer any clarifying questions. Provide time for students to collaborate and share feedback of their findings.)**

Closing:

(Take this time to hear student findings and questions through the graphic organizer and identify the personal elements within the text. Answer any clarifying questions students may have.)

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (ie : sentence frames) <input type="checkbox"/> Peer Mentor

Elements of Personal Narrative

The Trampoline Park

On Saturday, my mom took my brothers and I to the new trampoline park. We got up really early so that we could get there ahead of the crowds. Before we left, we had pancakes for breakfast. **I was so excited that I barely ate a bite.** **“I can’t wait to try all the ninja stuff I saw in the commercial,”** I said to my brothers.

We were the first ones to arrive at the trampoline park. First, we had to take off our shoes and learn the rules. Next, one of the employees took us into the trampoline room. **It was as big as a gym! After walking up a few steps, we could see that the whole space was covered in many black trampolines outlined in bright yellow strips that looked like caution tape. There were even some ramps that went up on the walls!**

Then mom told us to go ahead and jump. **Some of the best jumping on the trampolines felt like flying.** I almost did a backflip! After an hour of jumping, we had to leave. **“I want to come back next weekend!”** I shouted.

Color-Coding Key	
Yellow	Thoughts and feelings
Purple	dialogue
Blue	Setting description

<ul style="list-style-type: none"> ✓ The author is sharing a true story about something that happened to them. 	<p>Explanation: I see the words “I” and “my” a lot. This is a personal story written by a kid.</p>
<ul style="list-style-type: none"> ✓ The author shares their thoughts and feelings. 	<p>Most of the story includes the author’s thoughts and feelings. I highlighted them in yellow.</p>
<ul style="list-style-type: none"> ✓ Has a beginning, middle, and end 	<p>The author tells the beginning, middle, and end of their trip to the trampoline park in sequential order.</p>
<ul style="list-style-type: none"> ✓ Has dialogue 	<p>There is also dialogue (highlighted in purple).</p>
<ul style="list-style-type: none"> ✓ Has a sequence of events that unfolds using transition words and phrases 	<p>The author uses transition words and phrases that show sequence like first, next, and then.</p>
<ul style="list-style-type: none"> ✓ Has a clear setting that is described in detail 	<p>The author describes the trampoline park. so that I can picture it in my mind (highlighted in blue).</p>

Elements of Personal Narrative

The Trampoline Park

On Saturday, my mom took my brothers and I to the new trampoline park. We got up really early so that we could get there ahead of the crowds. Before we left, we had pancakes for breakfast. I was so excited that I barely ate a bite. "I can't wait to try all the ninja stuff I saw in the commercial," I said to my brothers.

We were the first ones to arrive at the trampoline park. First, we had to take off our shoes and learn the rules. Next, one of the employees took us into the trampoline room. It was as big as a gym! After walking up a few steps, we could see that the whole space was covered in many black trampolines outlined in bright yellow strips that looked like caution tape. There were even some ramps that went up on the walls!

Then mom told us to go ahead and jump. Some of the employees were jumping on the trampolines felt like flying. I almost did a backflip! After an hour of jumping, we had to leave. "I want to come back next weekend!" I shouted.

Color-Coding Key

Yellow = Thoughts and feelings

Purple = dialogue

Blue = Setting description

Explanation

✓ The author is sharing a true story about something that happened to them.

✓ The author shares their thoughts and feelings.

✓ Has a beginning, middle, and end

✓ Has dialogue

✓ Has a sequence of events that unfolds using transition words and phrases

✓ Has a clear setting that is described in detail

Week 2: Lesson 2

Personal Narrative | 3rd Grade

Purpose: I can develop a topic aligned to a prompt.

- Standard(s): CCSS.ELA-LITERACY.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials

Print

- Teacher model (pg. 10)
- Student page (pg. 11)

Digital

- Student Pages

Learning Goal

Students will be able to brainstorm topics associated to their life experiences.

Success Criteria

- Criteria 1-Students will be able to brainstorm several topics that align with a prompt.
- Criteria 2-Students choose one topic from their brainstorming session for their personal narrative.

Mini-Lesson Steps (15 min.):

- Describe and discuss what a topic is in a personal narrative.
- Reference the mentor text, Last Year's Rent Show, and discuss the topic with students.
- Discuss the importance of choosing a topic that will be easy to write about.
- Model how to brainstorm multiple topics using the teacher model (pg. 10).
- Answer any clarifying questions.

Student Page (15-20 min.):

- Students will use the student graphic organizer to brainstorm topics based off one of the prompts. Students will choose one topic to write about for their personal narrative.

Closure (5-7 min.):

- Review the students' chosen topics and assess if it aligns with the journal prompt.

Week 2: Lesson 2

Personal Narrative | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

"Today we will choose our topic for our personal narrative. We have read two texts so far, *Last Year's Talent Show* and *The Trampoline Park*." ***(Explain what a topic is, and take this time to discuss the topics of these texts. Explain how the writer stays on topic throughout the text by providing descriptive details.)***

"You will be using a graphic organizer to help you brainstorm your topic for your narrative." ***(Choose the prompt you want the students to use and discuss your expectations. Use the teacher model to show students how they can brainstorm several topics for one prompt. Answer any clarifying questions students may have.)***

Student Portion:

"Now you will use your graphic organizer (pg.11) to brainstorm topics that align with the chosen prompt. After you brainstorm several topics you will choose one topic that you think will be easy for you to write about." ***(Answer any clarifying questions.)***

Closure:

"I would like to hear some of the topics you chose. Before you share your topic, make sure it aligns with the prompt." ***(Use this time to make sure students have chosen topics that align with the prompt.)***

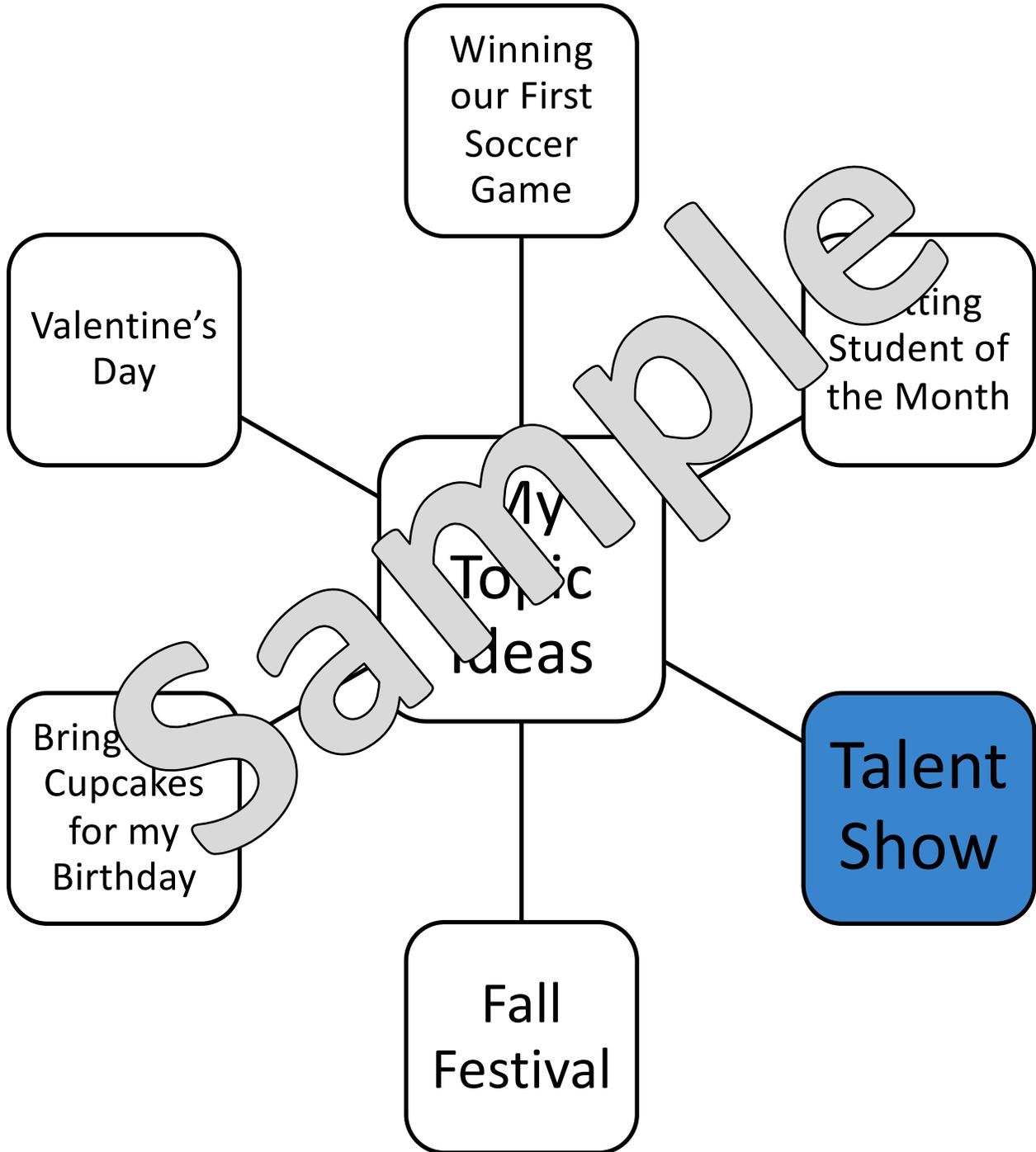
Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (ie : sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming Topic Ideas: Personal Narrative

Prompt: What was your favorite memory from last school year? Tell your story and how the memory made you feel.

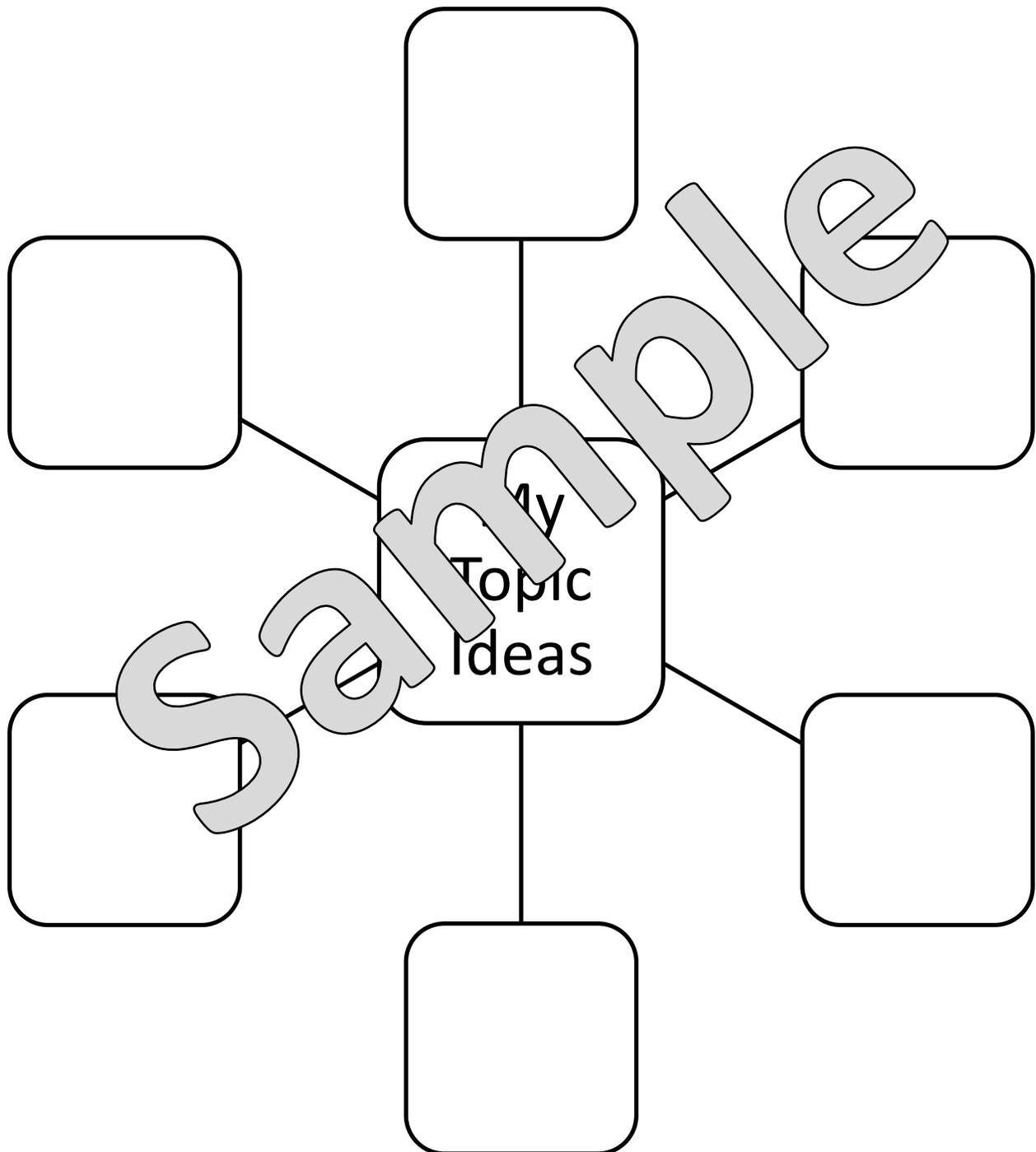
Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.



Brainstorming Topic Ideas: Personal Narrative

Prompt: What was your favorite memory from last school year? Tell your story and how the memory made you feel.

Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.



Week 2: Lesson 3

Personal Narrative | 3rd Grade

Purpose: **I can create a narrative with event sequences that unfold naturally.**

- Standard(s): CCSS.ELA-LITERACY.W.3.3.A
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Materials

Print

- Teacher model (pg. 14)
- Student page (pg. 15)

Digital

- Student Pages

Learning Goal

Students will write a narrative that has a clear beginning, middle, and end.

Success Criteria

- Student is able to use a graphic organizer to organize a beginning, middle, and end of a narrative.

Mini-Lesson Steps (15 min.):

- Discuss what sequence of events are in a story.
- Reference the mentor text, *Last Year's Talent Show*, and discuss the sequence of events within the text.
- Model your beginning, middle, and end sketching using the provided teacher model (pg.16)
- Answer any clarifying questions.

Student Portion (15 min.):

- Students write the student graphic organizer (pg.15) to outline a sequence related to the topic (related to the prompt).
- When all done, students can collaborate with one another and provide feedback on each other's sketches.

Closure (5-7 min.):

- Allow students an opportunity to share their sketches and provide feedback.

Week 2: Lesson 3

Personal Narrative | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

"Today we will discuss the sequence of events of the story, which is the beginning, middle and end of a story. Referencing our mentor text, *Last Year's Talent Show*, can you identify the sequence of events in the text." ***(Take this time to discuss the sequence of events from the text and explain the importance of telling a story in sequential order. Answer any clarifying questions.)***

"We are going to use a graphic organizer to sketch, or draw pictures, to depict the beginning, middle, and end of our narrative. The sketches will align to a chosen topic from our prompt." ***(Use the teacher model to show students how to properly sketch out their sequence of events. Answer any clarifying questions.)***

Student Portion

"You will now sketch out your sequence of events using the student graphic organizer." ***(Answer any clarifying questions. If time allows, allow students to share their sketches with one another and provide feedback on each other's work.)***

Closure

"Now that you have completed your sketches, I would like to see and hear about what you have come up with." ***(You may have time to hear and see everyone's sketches, but use your feedback as a tool for self-assessment and reflection for your students.)***

Questions

- Do your sketches align to your topic?
- Are your sketches in sequential order?

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (ie : sentence frames) <input type="checkbox"/> Peer Mentor

Planning: Beginning, Middle, and End Sketches

**Prompt: What was your favorite memory from last school year?
Tell your story and how the memory made you feel.**

Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.

↑ Draw quick sketches of the beginning, middle, and end of the memory.

The comic strip is divided into four horizontal panels. The first panel is labeled 'Beginning' and shows a stick figure holding a guitar. The second panel is labeled 'Middle' and shows the stick figure playing the guitar while a group of four smaller stick figures watches. The third panel is empty. The fourth panel is labeled 'End' and shows the stick figure playing the guitar with a speech bubble that says 'Way to go James!' and a small drawing of a guitar.

Planning: Beginning, Middle, and End Sketches

**Prompt: What was your favorite memory from last school year?
Tell your story and how the memory made you feel.**

Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.

↑ *Draw quick sketches of the beginning, middle, and end of the memory.*

Beginning

Middle

End

Sample

Week 2: Lesson 4

Personal Narrative | 3rd Grade

Purpose: **I can create a narrative that describes my experience using descriptive details.**

Standard(s):

- CCSS.ELA-LITERACY.W.3.3.B
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-LITERACY.W.3.3.C
Use temporal words and phrases to signal event order.
- CCSS.ELA-LITERACY.W.3.3.D
Provide a sense of closure.

Materials

Print

- Teacher model (pg. 18)
- Student pages (pg. 19)

Digital

- Student Pages

Learning Goal

Students will be able to provide supportive details to describe their experience.

Success Criteria

- Criteria 1-Students include descriptive details including thoughts and feelings, especially to the experience.
- Criteria 2-Students include descriptive details in the narrative.
- Criteria 3-Students are using transitional phrases within their narrative.
- Criteria 4-Students provide a sense of closure in their narrative.

Mini-Lesson Steps (15 min.):

1. Describe and discuss what descriptive details are.
2. Reference the mentor text, *Laurel's Snow*, and discuss the descriptive details in the text.
3. Model your beginning, middle, and end writing using the provided teacher model.
4. Answer any clarifying questions.

Student Portfolios (15-30 min.):

- Students will use the student graphic organizer (pg. 19) to write the beginning, middle, and end of their narrative using descriptive details.

Closure (5-7 min.):

Students will assess their work to make sure they have included descriptive details and transitional phrases.

Week 2: Lesson 4

Personal Narrative | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

"Today we will use words to describe the pictures we sketched in our previous organizer. We will be focusing on using descriptive details and transitional phrases to display your response to your experience." ***(Explain what descriptive details and transitional phrases are. Use your teacher model (pg.18) to explain to students your expectations of what their written narrative should look like. Answer any clarifying questions.)***

Student Portion

"You will use your graphic organizer (pg.19) to write your rough draft of a narrative. Use your previous graphic organizer, your sketches, to assist you with writing out your text. Remember, we are focusing on using descriptive details and transitional phrases." ***(Answer any clarifying questions.)***

Closure

"Now that you have completed your graphic organizer you are going to self assess your work." ***(Ask the following questions below.)***

Questions

- Does your narrative follow a natural sequence of events?
- Are there examples of transitional phrases in your writing?
- Are there examples of descriptive writing in your writing?

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (ie : sentence frames) <input type="checkbox"/> Peer Mentor

Planning: Beginning, Middle, End

Prompt: What was your favorite memory from last school year? Tell your story and how the memory made you feel.

Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.

Use your sketches of the beginning, middle, and end of your memory to write quick notes on what happened in each part.

Beginning

1. I stood behind the curtain waiting for my turn.
2. Mrs. Jenkins told me I was next.

Middle

3. I stepped onto stage and froze. There were so many
- people in the audience! I heard my name & clapping.
4. I sat on the stool, adjusted the microphone, and
- began strumming the guitar. I got into the rhythm.

End

5. When it was done, I took a bow and the audience
- clapped loudly. I could see my mom & sister cheering.
6. I walked off stage, thinking I could do it again.
7. _____

Sample

Planning: Beginning, Middle, End

Prompt: What was your favorite memory from last school year? Tell your story and how the memory made you feel.

Alternate Prompt: Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.

Use your sketches of the beginning, middle, and end of your memory to write quick notes on what happened in each part.

Beginning	1. _____
	2. _____
Middle	3. _____

	4. _____

End	6. _____
	7. _____

Sample

Week 2: Lesson 5

Personal Narrative | 3rd Grade

Purpose: I can use descriptive words to make readers understand how I felt during a past experience.

- Standard(s):
- CCSS.ELA-LITERACY.W.3.3.B
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Materials

Print

- Teacher model (pg. 22)
- Student pages (pg. 23)

Digital

- Student Pages

Learning Goal

- Students will be able to use descriptive words to describe how they felt during a past experience.

Success Criteria

- Criteria 1-Descriptive words are included to convey how the narrator felt during their experience.

Mini-Lesson Steps (15 min.):

- Review what descriptive words are with your students.
- Reference the mentor text *Last Year's Rent* and identify the descriptive details used by the narrator throughout the text. **(Use the teacher model)**
- Answer any clarifying questions.

Student Portion (15-30 min.):

- Students will use their sketch planning page from Week 1 to help them complete the graphic organizer (pg. 7).
- Students will put their sketch planning page to the left of their graphic organizer (pg.7) and brainstorm descriptive words and phrases that can be used to describe each paragraph of their personal narrative. They will describe sights, sounds, and feelings during their experience.

Closure (5-7 min.):

- Students will assess their work to make sure they have used descriptive words in their personal narrative.

Week 2: Lesson 5

Personal Narrative | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

Mini Lesson

"Today we are going to discuss the importance of using descriptive words within your personal narrative. **(Discuss what descriptive words are if students need clarification.)**

" I am going to use my planning page from our mentor text, *Last Year's Talent Show*, to identify the descriptive words used in the beginning, middle, and ending paragraphs. **(Have students provide feedback and complete this graphic organizer as a class.)**

Student Portion

- "You will now use your sketch planning page from Week 1 to complete your graphic organizer. (pg. 7)." **(Students will put their sketch planning page to the left of the graphic organizer (pg. 7) and brainstorm descriptive words and phrases that can be used to describe each part of their personal narrative. They will describe sights, sounds, and feelings during their experience. Answer any clarifying questions.)**

Closure

"Take this time to assess your work and make sure you have completed your graphic organizer and used descriptive words to describe how you felt during your experience."

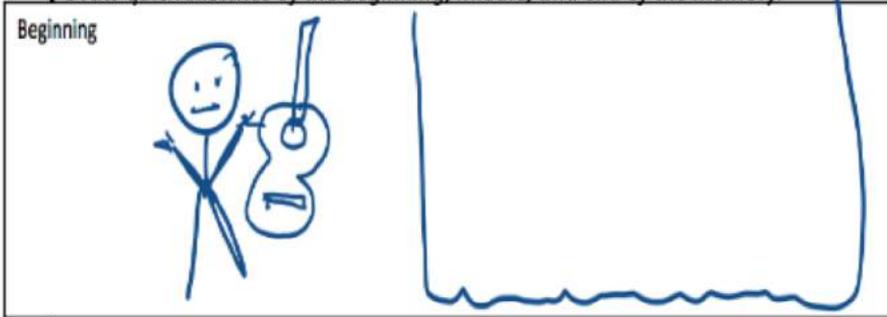
Sample

Check or highlight any modifications you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (ie : sentence frames) <input type="checkbox"/> Peer Mentor

Using Descriptive Words

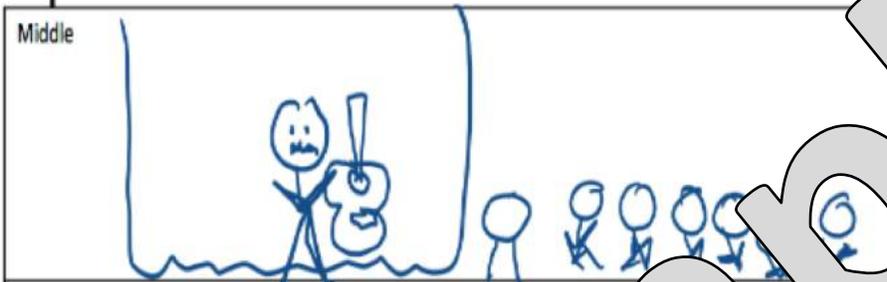
Brainstorm descriptive words and phrases that you can use to describe each part of your personal narrative. Describe sights, sounds, and feelings.

↑ Draw quick sketches of the beginning, middle, and end of the memory.

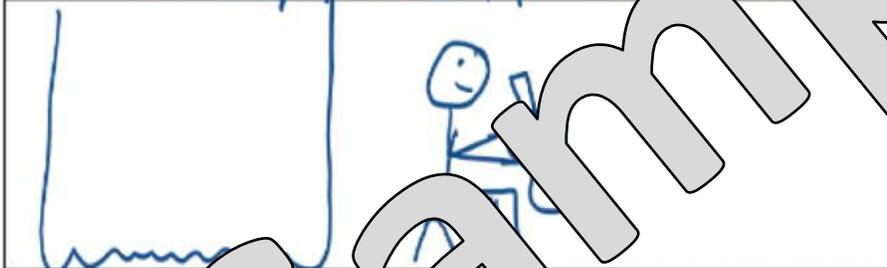


excited & nervous

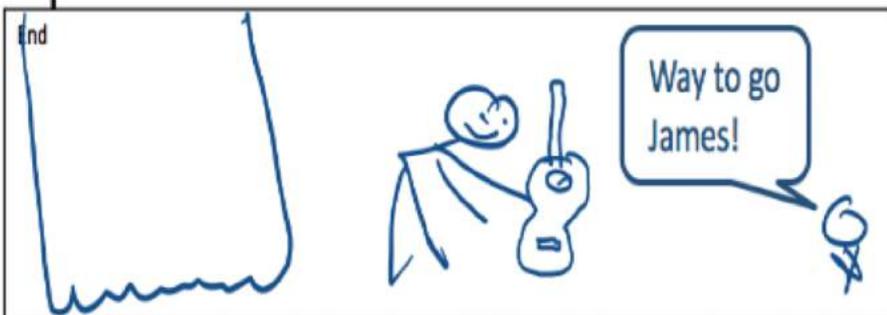
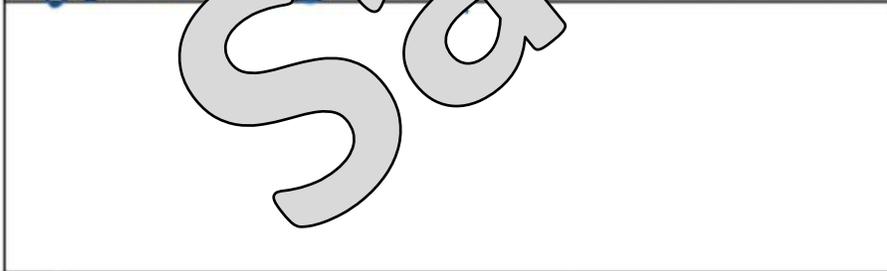
butterflies
flapping their
wings in my
stomach



feeling froze
with
tremendous
sound of clapping



microphone
creaked as I
adjusted it
feeling more
confident



sound of applause

barely see my
mom and sister in
the dim light

Sample

Using Descriptive Words

Brainstorm descriptive words and phrases that you can use to describe each part of your personal narrative. Describe sights, sounds, and feelings.

Look at your sketches of the beginning, middle, and end of your memory to write descriptions like the teacher did in the model.

My Descriptive Words & Phrases

Beginning
Middle
End

Sample