

Personal Narrative

Lesson 6

Objective

- Add naming nouns

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- “Naming Noun Organizer”
- “Personal Narrative”
- “Personal Narrative Sample”

Review It

1. Review personal narrative and parts of a paragraph. Tell students that we will focus on identifying naming nouns. We can make our details better by using naming nouns.

Identify It

Genre Chart

2. Point to **uses naming nouns**. In this lesson, we will focus on using naming nouns in our topic sentence.

Six Traits Charts

3. Identify naming nouns on the Six Traits Charts. Discuss why naming nouns is on the **Word Choice** chart. Possible answer: *The words we use in our writing help add details to the story.*

Teach It

4. Define **naming nouns**: *Nouns that tell the name of a person, place, or thing.* Tell students: *Naming nouns give more detail. For example, you can change **dentist** to the name of the dentist **Dr. Li**; or the word **flower** to the specific flower, like **tulip**; or **zoo** to **Singapore Zoo**; or **dog** to **chihuahua**.*
5. Make three columns on the board under the words naming nouns (see the “Naming Noun Organizer” at the end of this lesson). Write **person** in one column, **place** in the second, and **thing** in the third (add pictures to illustrate the words *person, place, or thing*). There will be two rows for each column, one row for nouns and one row for naming nouns (proper nouns or naming nouns that name a specific person, place, or thing).
6. Under each column, show students how to change a common noun into a naming noun. Reference “Naming Noun Organizer” as you list student responses.
7. Tell students that just like their name starts with a capital letter, many naming nouns start with a capital.

Model It

8. Show students the *insert* editing mark *V* and *^*. Tell them that you are going to use this arrow when you add a naming noun in a sentence. The arrow points to the place where you want to add the naming noun. With your sample in front of the class, ask: *Where can I add a naming noun? I want to think about people, places, and things that I can name. In my topic sentence, I tell the reader that I went to the zoo. Well, I went to the San Diego Zoo. I can add the name of the zoo.* With the editing mark *V* add San Diego and capitalize *z*.

Do It

9. With the whole class, ask students to look at the first sentence. Ask students: *Can you name a person, place, or thing in the topic sentence?* If students think they can add a naming noun to

Personal Narrative Genre Chart

- Has one clear topic
- Writes events in the order they happened
- Uses naming nouns and adjectives
- Uses linking words
- Ends with a feeling/reflection

their first sentence, go around and help them add in the naming noun as you modeled. Repeat these steps sentence by sentence.

Share It

11. Have some students share their revisions for naming nouns. Provide feedback as a class.

Wrap It Up

12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Naming Nouns Organizer

Person	Place	Thing
girl boy teacher friend brother dentist	zoo road website ocean room	Candy Truck magazine dance music flower
Naming Noun (Person)	Naming Noun (Place)	Naming Noun (Thing)
Nadia Amir Mr. Adebayo Talia Tomás Dr. Li	Singapore Zoo Second Avenue Scholastic.com Atlantic Ocean dining room	M&Ms garbage truck Time magazine ballet hip hop tulip

Name _____

Personal Narrative Sample

Topic

Zoo trip

Title

Fun at the Zoo

Topic Sentence

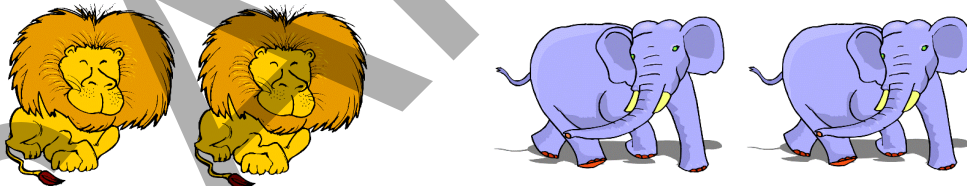
San Diego Zoo

I went to the zoo with
my family.

Detail 1

What happened first?

1.



We saw lions and

elephants.

Detail 2

What happened second?

2.



We watched panda
bears eating plants.
bamboo.

Detail 3

What happened last?

3.



We ate lunch. pasta
with meatballs.

Conclusion/Reflection

The zoo made me
feel happy. I want
to go again.

Personal Narrative

Lesson 7

Objective

- Use adjectives to add more description

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Picture Book: *Sam Tells Stories* by Thierry Robberecht
- “Personal Narrative”
- “Personal Narrative Sample”
- “Sample Rough Draft”

Review It

1. Review the Genre Chart. What have they learned so far?
2. Remind students of the process of adding naming nouns to their rough draft. Review the editing mark *V* or *^* to add something to a sentence.

Identify It

Genre Chart

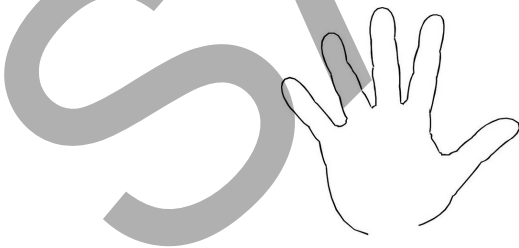
3. Point to **Uses adjectives**. In this lesson, we will work on developing the details of the story using adjectives.

Six Traits Charts

4. Identify adjectives on the Six Traits Charts. Ask students: *Why is adjectives found on the **Word Choice** chart?* Possible answer: *Adjectives help paint a picture for the reader by adding more description or detail.*

Teach It

5. Define **adjectives**: *Words that describe a person, place, or thing.* Tell students: *Describing words tell about the way a person, place, or thing acts, looks, smells, tastes, sounds, and feels.*
6. On the board, draw a hand and a smiley face. Place an eye, nose, mouth, ear, and a fingernail on each finger. While the hand represents the five senses, the smiley face represents adjectives that describe someone’s personality. See “Adjectives” in the Resource section of the manual for a list of words.



7. Read pages 18 and 28 of *Sam Tells Stories*. Discuss the adjectives found in the book with the students. After you read each page, ask students: *How did the adjectives help create a detailed picture of the events?* Possible answers: *On page 18, Sam tells us that he has new friends and that his clothes are a mess. On page 28, Sam describes his brother as little. He also tells us that his brother said he tells the best stories. Also, we learn that Sam is not boring, but he is amazing. These adjectives or descriptions help the writer paint a picture in the reader’s mind.*

Personal Narrative Genre Chart

- Has one clear topic
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- Uses naming nouns and adjectives
- Uses linking words
- Ends with a feeling/reflection

8. Ask students to close their eyes. Now ask them to think about their story. Ask students: *What did it look like outside/inside? What did you smell? Taste? Feel? Hear?*
9. Tell students that we will add adjectives or describing words together: *First, I will read a sentence, and try to add more detail. Then, you will read a sentence and add an adjective or describing word.*

Model It

10. Show your paper to the class as you read it aloud. Model your thought process as you go through each sentence looking for places to add adjectives. Begin with the topic sentence. Example: *Where can I add more detail? Can I describe my family? What are some words to describe my family?* Have students give you adjectives that can describe your family. *I will add the word wonderful. Model paper answer: I went to the San Diego Zoo with my wonderful family.* See the “Sample Rough Draft” for suggestions.

Do It

11. Have students look at their topic sentence to see where they can develop the description with adjectives. Ask students: *Can you add a color word, a detail that describes personality, how something looks, feels, smells, tastes, or sounds?* With your pencil in hand, assist students in adding their detail between the lines with the insert editing mark.
12. Repeat steps 11 and 12 sentence by sentence.

Share It

13. Read the rough draft with the additional adjectives. Ask students: *Did the details improve the story? Do the adjectives help paint a better picture in the reader’s mind?* Possible answer: *The details give more description to the story, which paints a better picture in my mind.*
14. Have students share their additions. Provide feedback as a class.

Wrap It Up

15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Sample Rough Draft

Fun at the Zoo

I went to the **San Diego Zoo** with my wonderful family. We saw furry lions and gray elephants. We watched baby panda bears eating green bamboo. We ate a delicious lunch at a restaurant. The zoo made me feel happy. I want to go again.

*All additions for **naming nouns** are in **blue bold** print.

*All additions for **adjectives** are in **blue** print.

SAMPLE