

## Personal Narrative—Winter (Lesson 1)

### Story Elements: Character

#### Minilesson Teaching Point:

Students will focus on basic story elements such as character and setting in their personal narrative writing.

#### Standards:

CC.1.4.K.N

#### Materials:

- Chart paper
- Marker
- Mentor Texts: A Chair for My Mother by Vera Williams, Alexander and the... by Judith Viorst
- Peter's Chair, A Whistle for Willie, A Letter for Amy all by Ezra Jack Keats, ThunderCake and others by Patricia Polacco
- In addition: Bear Snores On and Little Quack (from the Scott Foresman collection) work well for characters and setting but are not personal narratives

#### Connection:

*“Writers, we have met many **characters** in the books we have read this year. When we are reading a book we always make sure we know who the **characters** are in the story. Well, the same is true for when we are writing our own stories about our lives. We need to decide who is in our story, our small moment of our life. Today as writers we are going to make sure we include all of our **characters** in our writing.”*

You may want to reference and/or read one of the mentor texts at the beginning of this lesson to make a direct connection to characters from a book.

#### Teach (modeling):

*“I wanted to write about making a sandcastle.” Sketch a sandcastle. “Hmm, I don’t think I am done. I do not have anyone in the story, I don’t have any **characters**. Who made the sandcastle?” Sketch yourself. “I just drew myself since I made the sandcastle. Guess what? I didn’t build the sandcastle by myself, I had help. My son and my husband.” Sketch additional characters. “I am checking the picture in my mind. I do not see anyone else. I see the three of us, so I have included all of the **characters** that belong in my story. I am going to label each character in the story so*

*we know who is in the story. Today I have made a picture in my head about my story and then I drew all of the **characters** down onto paper. I double checked the picture in my head to make sure I included everyone.”*

**Active Engagement (guided practice):**

*“Writers, now you are going to make a picture in your mind about your own story. Who is in your picture? Focus on the **characters**. Who are they and what are they doing? Turn and talk with a neighbor.”*

*ELD: My characters are: \_\_\_\_\_.*

**Bridge to Independent Practice:**

*“Writers, please remember to include who is in your story, all of your **characters**, in your writing today.”*

**Closure:**

Bring students back to the carpet and have them share at least two characters in their story.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**