

<p>Mini Lesson: Personal Narrative 1 (11) Inside vs. Outside Story—1</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC1.4.1 O Include thoughts and feeling to describe experiences and events. CC1.4.1 Q Use a variety of words and phrases</p>
<p>Materials:</p> <ul style="list-style-type: none"> • A small moment that shows what happened and the narrator’s response – can be a sample from a student in your class, a teacher-made example, OR use provided example and adapt as desired • Whole-class experience or adapt example from “Active Engagement” section • Highlighters in 2 different colors (for teacher use) • Booklets or other paper choice for students
<p>Connection: “Writers, we’ve been taking small moments from our lives and stretching them across pages. We’ve learned to do that just like Vera does in A Chair for my Mother. Today, I want to teach you about another strategy that you can use to stretch your small moment out even longer.” [Stretch out arms like a rubber band.] “I want to show you how you can write about what happened in your small moment (motion and make fist with one hand) –the outside story, and then how you can write your thoughts and feelings about what happened –the inside story (gesture and make fist with the other hand to show that they are two separate “stories”).</p>
<p>Teach (modeling): “I’m going to read you a piece that one of my students wrote last year. Listen closely to how Ronnie writes about what happened—the outside story—and then how he writes about his feelings about what happened—the inside story.” This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off. I felt proud! ELD: Use a sketch to illustrate the idea of “outside” and “inside.” In the “outside” portion draw action and label with words. In the “inside” portion draw faces to represent feelings. You may want to create a feeling word bank.</p>
<p>Active Engagement: “Writers, talk with your partner about Ronnie’s story. Tell your partner the outside story—what happened. Then tell the inside story—how Ronnie was feeling.” Listen to students talk and help them identify the outside and inside stories. Reiterate what they said and highlight this on Ronnie’s story. “I heard you say that the outside story—what happened—was this part...[Highlight in one color and reread: “This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off.”] “I also heard you say that the inside story—what he was thinking and feeling—was this part... [Highlight in the other color, “I felt proud!”] “Remember when we had a fire drill and we went outside and it was raining?” Gesture with one hand and say, “Retell with your partner the outside story - how we heard the fire alarm ring, we lined up quickly in two rows, walked down the hall and then outside. And how we pushed the door open and it was freezing cold outside. We</p>