

Teacher Notes



Narrative Literature and Composition

Activity 3 Composing Personal Narratives

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Types/Narrative Compositions
- ◆ **Topic:** Narrative Literature
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 90 minutes

Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ Unit-to-unit cables
- ◆ NoteFolio™ Application
- ◆ NoteFolio™ file: **NARR3.8xv**
- ◆ TI Connectivity cable or TI-Navigator™ System

Activity Overview

In this activity, students compose personal narratives. The TI-83 Plus will prompt them in doing so using the criteria established in Activities 1 and 2. Students will assess each other by exchanging work using the unit-to-unit cables. Then students will follow prompts designed to facilitate meaningful critiques of one another's narratives assessing whether or not the work exhibits understanding of the necessary terms.

Tip

Since students will be planning and writing personal narratives, encourage them to think of an incident where an opinion was exemplified through a life experience or when they learned a lesson through a life experience. One example could be to ask seniors to write about their most (exciting, maddening, nervous, thrilling, and so forth) experience in school. There are other situations you can select to help students. The main goal is to help students focus their thoughts on a topic to direct their planning and writing.

Directions

Before the Activity Begins

Review the terms *narrative*, *personal narrative*, and *chronological order*. Review how a quality narrative is developed by focusing on an opinion or life lesson that the writer wants to convey. Refer to Activities 1 and 2 to do so. Send the NoteFolio™ file, **NARR3.8xv**, to the students' devices.

If this lesson is part of a unit on narrative writing elements, then it is appropriate to do a quick review of character, plot and conflict, setting, theme, flashback, and foreshadowing at this point. Discuss how these elements work together to contribute to the goals of the entire story. You may wish to recall one or more of the stories from Activity 2 and expand the previous analysis to include these additional features of the story, and examine how they contribute to the overall success of the story. Help the class to understand how each element flavors and influences the reader's understanding.

During the Activity

After the students are given the assignment to write a personal narrative, help them focus their efforts by leading a brainstorming session where they can explore possible ideas for these narratives. As in all brainstorming sessions, record all the ideas proposed in a central location for students to refer to.

Encourage students who have been creating characters, plots, conflicts, settings, and themes from prior lessons to incorporate these into this exercise. Remind students that a personal narrative does not have to be taken from an actual experience (although this is easier for beginning writers to do); it *can* be a complete work of fiction.

As the students plan and begin to write their narratives, remind them to use the file on their TI-83 Plus devices. In the file, each student is prompted to do the following to develop his/her personal narrative:

- a) choose an event for the narrative
- b) name the opinion or life lesson to be conveyed
- c) list the events in chronological order
- d) compose the personal narrative

Note: The last item, composing the personal narrative, can be completed as a homework assignment. Students may wish to take more time to develop a full narrative and polish it before submitting it for evaluation. If this lesson is the culmination of a unit on narrative writing, then allowing them the time to develop, write, and polish their stories is valid.

After the Activity

After each student has developed his/her narrative, students can exchange work using unit-to-unit cables for the purpose of sharing and assessing one another's ideas for quality and depth. Students will be prompted to assess each other's narratives for effective development and understanding of the concepts.

Once these evaluations are completed, the students should have time to review the assessments. It is up to the teacher's discretion as to whether the students are allowed to revise their narratives based upon the reviewer's comments. (This can be handled as a homework assignment.)

When the final narratives are completed, have each student read their narrative to the class. If desired, the teacher can give the class time to present any visual aids prior to the oral presentation. Each presentation can be critiqued by the teacher and the class from the standpoint of the effective use of all literary elements studied in this unit.