

Introducing...You!

Knowledge Set Teaching Guide

As students explore the personal narratives and autobiographical poems in this Knowledge Set, they will analyze the different ways that authors share stories about their lives. The instruction within each text guides students to recognize elements of author's craft and the unique ways writers construct their stories. Students will also reflect on important events their own lives and write short narratives and poems. This set is a great way to build classroom community at the beginning of the year or to supplement a unit focused on writing personal narratives.

Target Grades & Subject(s): Grades 5-8; English-Language Arts

Learning Objectives

- Students will identify aspects of author's craft (narrative elements, literary devices, word choice) and analyze how these elements impact a reader's experience of a story or poem. (CCSS RL.1, RL.3, RL.4)
- Students will write personal narratives and poems that are well-organized and include strong details. (CCSS.W.3)

Before Teaching this Series

- Introduce to personal narratives as stories that authors write about their lives and experiences. Ask students to brainstorm ideas regarding how personal narratives might be different from other types of stories they have read. Discuss: What is the value of writing stories about your life?

Texts in this Set (download texts [here](#))

Text 1: Where I'm From (1 page)	
The first text in this set is an example of formula poetry. In the poem the author describes places and people from her childhood that have impacted her life. The instruction in the text guides students to consider what the details included in the poem reveal about the author's character and values.	<u>Extension Activity:</u> Have students write their own "Where I'm From" poem or another formula poem that describes places, people, and things that are important to them. See the attached sheet for sample templates for poems.
Text 2: Papa Who Wakes Up Tired in the Dark (1 page)	
As students read this excerpt from <i>The House on Mango Street</i> , they will examine how the narrator interweaves strong details and emotions to bring a moment to life. The instruction in this text also guides students to make inferences about the characters based on the text. After reading, students will practice writing about an event in their own lives incorporating strong details.	<u>Extension Activity:</u> Ask students to create a collage that includes images and texts that represent people and places that are important to them. Post the collages around the room and have students participate in a gallery walk.
Text 3: Fifteen (1 page)	
This poem provides another example of how an author zooms in on a small moment when describing a personal experience. As students read, they will identify language and techniques used by the author to build suspense and excitement.	<u>Extension Activity:</u> Have students create a timeline that includes several events from their lives. To create an interactive timeline online, check out the Timeline Creation Tool on Read, Write, Think.
Text 4: Fish Cheeks (2 pages)	
The final text in this set is a personal narrative that includes many of the techniques seen in the previous texts. This text provides a strong model for how an author can use narrative writing to reflect on lessons learned or people who have influenced them. After reading this text, students will also reflect on an important lesson they have learned and write a short narrative describing the event and how it impacted them.	<u>Extension Activity:</u> Have students write a personal narrative incorporating the techniques used by texts in this set. Encourage them to write a story that zooms in on a particular moment/event and/or shares about an important lesson they have learned. Create a class book, bulletin board, or website that displays each student's narrative.

Formula Poetry Templates

I Am Poem

1st Stanza

I am (two special characteristics you have).
I wonder (something you are actually curious about).
I hear (an imaginary sound).
I see (an imaginary sight).
I want (an actual desire).
I am (the first line of the poem repeated).

2nd Stanza

I pretend (something you actually pretend to do).
I feel (a feeling about something imaginary).
I touch (an imaginary touch).
I worry (something that really bothers you).
I cry (something that makes you very sad).
I am (the first line of the poem repeated).

3rd Stanza

I understand (something you know is true).
I say (something you believe in).
I dream (something you actually dream about).
I try (something you really make an effort about).
I hope (something you actually hope for).
I am (the first line of the poem repeated).

Persona Poem

Line 1: [First name/nickname of the poem's author]
Line 2: [4 adjectives that describe the person]
Line 3: ____ of ____ (describes an important relationship to the person)
Line 4: who loves ____, ____, and ____ (3 things s/he loves)
Line 5: who is afraid of ____, ____, and ____ (3 things that scare her/him)
Line 6: who wants to see (3 things s/he wants to see)
Line 7: resident of ____ (time/place/concept)
Line 8: [Last name of the person in the poem]