



Boulder County Latino History Project Lesson Plans

Title: Using Expert Text from a Latino Author to Inspire Personal Narratives

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Overview

Lesson Overview	Use a Latino author, George Rivera, as an author model and a Latino illustrator, Tony Ortega, as an illustrator model, in a short writing unit practicing personal narrative. Students will publish personal narratives with an option to use a simple free tool for digital publishing. It is important to show that Latinos from Colorado have experienced success in a variety of fields.
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Grade Level/ Course	Elementary 1-3 Grade
Standards	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Time Required	Multi-Class: 10-15: 45 minute periods
Topic	Families; Celebrations/ceremonies; Food/cooking; Sports/outdoor activities; Music/ dancing/art/recreation
Time Period	1950s-65; 1966-1970s; 1980s-90s; 2000-2013
Tags (key words)	Family life, art, career, author, artist, illustrator

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	Graphic organizers , writing paper , online publishing tools such as FlipSnack
Resources/Links	Online book, <i>Who Am I?</i> in both English and Spanish: http://www.tonyortega.net/uploads/4/8/8/0/48803807/who_am_i.pdf



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Lesson Procedure *(Step by Step Instructions):*

Day One: Introduction

1. This project may be well suited to complete a larger study of personal narrative or later in the year so that students have written shorter personal narratives in the past. Please feel free to substitute any procedures suggested with your own writer's workshop procedures.
2. Teacher will introduce the idea that they will be writing personal narratives and remind students that personal narratives are true stories that we tell about our lives. We will read a personal narrative today to help us think about what we might include in our writing and teacher will read the story *Who am I?* by George Rivera. Read the first time through without stopping in order to enjoy the story.
3. At the end of the story, ask students to turn and talk to share what they learned about the life of the boy in the story. Have students share out what they learned. We want to think about similar events in our own lives. We should come up with questions to ask ourselves, our families, and each other to have ideas for our narratives.
4. Teacher should have the list of questions provided or composed previously, but also take student ideas first. Make a list of questions generated by students and add on any questions from the examples that you want students to use. Have students turn and talk to discuss one or more of the questions. Examples:
 - a. What do you do when you visit family?
 - b. Do you have any pets? What do you do with them?
 - c. What do you like to cook with your family?
 - d. How does your family celebrate holidays?
5. After the lesson, teacher should create a [graphic organizer](#) using the questions that students came up with in order for students to complete prewriting. Make enough copies so each student can use one at home and school. Consider translating the questions into any languages your students' families speak for the copy sent home. Later in the day, give students a copy of the questions to take home to complete with their families. Encourage them to bring supporting photos if interested. Show them photos from the Boulder Latino History Project such as [Children at a Birthday Party](#), [Group of Boys beside car](#), or other pictures from the [Social Life primary source set](#). Point out how the pictures might help them to tell details they have forgotten such as who they were with. If possible, give families advanced warning that this assignment is coming home, that pictures are encouraged, and that it should be completed promptly.

Day Two: Prewriting

1. Remind students if they have not yet completed their prewriting with their family, they should bring it back by the fourth or drafting day of the unit.
2. Remind students that we are going to complete personal narratives in writing and what the components of a personal narrative are. Review the graphic organizer and questions with students. Model writing/drawing a response for students that includes some specific details.
3. Ask students if there are any words they know they want to use and would like you to add to the board to use as reference. Family words like brother, sister, and cousins are some examples. Consider adding the words in English and other student languages and



encourage students to mix in home language words like the reference text Who Am I? and refer back to the text for examples.

4. Give students time to complete prewriting by drawing pictures and writing words in response to the questions. After some work time, have students share their responses with others and see if there is anything they would like to add based on these conversations.
5. Consider giving students a folder to keep their writing in throughout the process since their work will go through the entire writing process and drafts can support grading and show student learning.

Day Three: Class Composed Opening and Conclusion

1. Remind students if they have not yet completed their prewriting with their family, they should bring it back by the fourth or drafting day of the unit.
2. In order to make this project more concise and appropriate for early elementary, you may choose to write opening and closings for the books as a whole group. However, allow students who choose to make appropriate edits or write their own.
3. Referring back to the original book, work as a class to come up with a general opening and closing (2-3 sentences each) for the stories. Point out how the author introduces and concludes his story. Help them to borrow phrases and idea from the author model. Try to leave some room for personalization is possible such as inserting their own adjectives.

Example:

Do you know who I am? I am _____, _____, and _____. Let me tell you about my family and I so you can know who I am.

Day Four: Drafting (add more class periods as necessary)

1. Students should have completed and returned their prewriting from home. If they do not have this resource they can still complete the assignment from their own memory/prewriting.
2. Explain to students that they will be turning their ideas into complete sentences and paragraphs today. The teacher will model picking a question from the organizer and turn it into a detail rich paragraph.
3. Students will begin by picking one question they would like to turn into one page of their book. They will write one paragraph on a draft paper. Be sure to include reference words again as requested by students. Feel free to add reference words to an electronic document to use repeatedly.
4. Based on student's work progress and the length of the period the teacher should decide how many class periods/day to use for drafting. All students should include at least one event/page.
5. When students complete one event/page they should be encouraged to begin another. Allow students to complete as many quality pages as their ability and the time given allows.
6. If a student has completed a quality page for each question or what the teacher judges to be a sufficient number of questions, feel free to pair students in order for them to work together to spell words or compose sentences or even record dictation as needed.
7. Throughout this drafting time, the teacher should provide support to students with their writing. Consider rotating through groups of students to answer questions or offer suggestions. If some students are unable to write without considerable support, consider working with them in a small group or taking dictation of their ideas.

Day Five: Revisions/Partner Shares/Teacher Conferences

1. Once students have been given a sufficient amount of time to complete at least one paragraph explaining a personal narrative event begin the revision process. Return to the model text Who Am I? to look at how the author model adds details and give a variety of



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examples.

2. Introduce/remind students of the revision process. Read the paragraph you modeled for the students. Allow students to ask you questions about your paragraph. Model adding detail to the paragraph based on students' questions. If students are not able to come up with questions model asking yourself a question to add a detail.
3. Assign or allow students to pick pairs or small groups for the revision process. Each student will read a paragraph and the other student(s) will ask questions. Students will then add to their paragraphs based on these questions. Allow students to add to the paper they originally wrote on or provide additional paper for them to rewrite completely
4. If necessary, have student-teacher conferences about writing or circulate to the groups to check on their questioning.

Day Six: Illustrations and Editing (add more class periods as necessary)

1. Explain to students that they will be illustrating and editing their paragraphs today. Give students writing checklists appropriate to your writing goals such as using capitals, punctuations, and describing words. The teacher will model editing a paragraph that she has written by allowing students to use the checklist to suggest edits. Explain and model how to work respectfully to edit a partner's paper.
2. Students should be given some time to use these checklists to edit a partner's work and record changes to their own.
3. While students can use photographs in place of illustrations students should complete cover art. Refer again to the expert text to see how Tony Ortega chooses to illustrate the book cover. Talk about what details he adds and how they relate to the story. Encourage students to pick a detail from their own writing to emphasize. Consider giving them a smaller box on a cover page to illustrate rather than asking them to fill a whole sheet of paper. Feel free to reference the photographs shown from the [BCLHP source set](#) and how they add detail to the story of the people pictured.
4. Students should be given some time to create their illustrations. Teachers should use this time to help students with further editing as necessary or providing feedback on the illustration process.

Day Seven: Publishing Writing (add more class periods as necessary)

1. Start by discussing and modeling how to turn all the editing, revised and draft papers into a finished book. If students have never published a book with you before consider showing them a student book that you or another teacher has published to encouraged them to take their time and produce a solid project.
2. Give students ample time to complete a quality draft. Consider including illustrations on separate pages than text to help students keep their work neat and produce a quality project.

Day Eight: Publishing Celebration

1. Take a class period to have students share their completed work. Choose an activity that works for your class. Some ideas to consider: partners sharing completed stories, having a whole class presentation with students reading to the entire class, read with another grade level class that completed the project, invite guests (family members, school staff, etc) to listen to student stores, ask families to donate food (possibly related to stories) to enjoy during the celebration.
2. Consider ways to incorporate digital storytelling to preserve and share student works. Video tape students reading their published work. Enlist the help of volunteers to scan student books and use a resource such as Flipsnack (<https://www.flipsnack.com/>) to turn it into a



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PDF flipbook that can be shared.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

Student's completed stories, as well as prewriting and drafts, will serve as evidence of their learning. Student's writing should reflect their knowledge of narrative writing, using an expert text model, and basic grammar.



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