

Grade 4

Unit 1

My Story, My Voice: Personal Narratives

Activity Book

ISBN 979-8-89180-845-4

"All the Pretty Horses" Oscar Cásares, Writer

Excerpt from EXTRAORDINARY, ORDINARY PEOPLE:
A MEMOIR OF FAMILY by Condoleezza Rice, © 2010 by
Condoleezza Rice. Used by permission of Crown Archetype,
an imprint of the Crown Publishing Group, a division of
Random House LLC. All rights reserved. Any third party use
of this material, outside of this publication, is prohibited.
Interested parties must apply directly to Random House
LLC for permission.

Excerpt(s) from THE BOY WHO HARNESSSED THE WIND:
YOUNG READERS EDITION by William Kamkwamba
and Bryan Mealer, text copyright © 2015 by William
Kamkwamba and Bryan Mealer. Used by permission of
Dial Books for Young Readers, an imprint of Penguin Young
Readers Group, a division of Penguin Random House LLC.
All rights reserved.

pg. 32 From A GIRL FROM YAMHILL by Beverly Cleary.
© 1988 by Beverly Cleary. Used by permission of
HarperCollins Publishers.

From SMALL STEPS: THE YEAR I GOT POLIO by Peg
Kehret, © 1996 by Peg Kehret. Reprinted by permission of
Albert Whitman & Company.

Muir, John. "Stickeen: The Story of a Dog." Sierra Club,
[vault.sierraclub.org/john_muir_exhibit/writings/stickeen/
the_story_of_a_dog.aspx](http://vault.sierraclub.org/john_muir_exhibit/writings/stickeen/the_story_of_a_dog.aspx)

© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and are
the property of the respective owners. References herein
should not be regarded as affecting the validity of said
trademarks and trade names.

Printed in the USA
01 LSC 2024

NAME: _____

DATE: _____

1.1

Activity Page

A Memory Paragraph

In this activity you will write a paragraph describing a school memory. It could be exciting, funny, scary, or surprising, but it must be true.

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

3. Write a paragraph that includes:

- A. Topic Sentence: Start with a sentence introducing the memory.
- B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.
- C. Concluding Sentence: End your paragraph by explaining why the memory is important.

Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.

DATE: _____

Activity Page

[illegible]

[illegible]

NAME: _____

DATE: _____

1.2

Activity Page

Defining Personal Narratives

Write the definition of *personal narrative* in the space below.

List three things that make an essay a personal narrative:

1. _____
2. _____
3. _____

NAME: _____

DATE: _____

1.3

Activity Page

Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six words, narrators must be very careful to pick words that do a lot of work.

Read the first two memories and discuss them with your class and teacher.

Then read the remaining memories. List all the details you can figure out or infer from the six words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.

1. Snow angels, loving family, hot chocolate.

2. Snow falling, teeth chattering, keep warm.

3. Swallowed tooth. Morning, dollar on stomach.

4. High swings. Chain slacks. Bloodied knees.

5. Wheels spin. Pedals slip. Hello gravel.

6. Each year, more pie. Happy holiday.

7. Moon, lake, camp friends sharing secrets.

8. Award ceremony. Winter boots. Shame. Shame.

9. My dog. Tunneling through snow mountains.

NAME: _____

DATE: _____

1.4

Activity Page

Writing Six-Word Memories

Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:

Now choose the six words from that list that can make a six-word memory that makes sense.

Six-word memory:

1. What facts, events, and details did you include from your longer paragraph?

2. Why did you choose to include these facts, events, and details?

3. What did you leave out? Why did you choose to leave it out?

4. What do you think a reader will be able to infer from your six-word memory?

NAME: _____

DATE: _____

2.1

Activity Page

The Boy Who Harnessed the Wind Questions

Read the first three paragraphs. Write down the answers to the questions below. After the class discussion, read paragraphs 4 to 10. Then answer questions 4 to 11.

1. Where is the setting of the story?

2. What kind of book do the narrator and Gilbert want to use to look up the word *grape*?

3. What does this tell the reader about the two characters?

4. What does the narrator find while looking for the dictionary, and why is it important?

5. How are the toy pinwheels that the narrator has made similar to the windmills on the cover of the textbook?

6. a. How does Archimedes create a “Death Ray” to save the city of Syracuse in Greece?

- b. Who do you think Archimedes is?

NAME: _____

DATE: _____

2.1
CONTINUED

Activity Page

7. Write the effect for the two causes below.

Cause: person pedals a bicycle

Effect:

Cause: wind blows

Effect:

8. What effect will attaching wires to the dynamo have?

9. Archimedes converted the sun into light and heat. What does the narrator want to convert?

10. The narrator thinks, “Just like with the sun, windmills could also be used to generate power.” Describe three ways the narrator thinks power could help his family, friends, and community.

11. Why does the narrator say, “A windmill meant more than just power. It was freedom.”?

NAME: _____

DATE: _____

2.2

Activity Page

Character Traits in *The Boy Who Harnessed the Wind*

In the left-hand column of the chart below, list four character traits that describe the narrator. They may be traits listed by the class, or new traits that you have identified, but they must be supported by evidence in the text.

In the right hand column record that evidence.

Character Trait	Evidence from Text

NAME: _____

DATE: _____

2.3

Activity Page

Rules for Group Discussion

- One student speaks at a time.
- Allow everyone a chance to share their opinions.
- Be respectful of others' opinions.
- Stay on task.

Take turns sharing a story about a time when someone else came up with an idea to help your friends, family, or community, including what happened and how it felt to receive help. While one group member talks, the other group members should record character traits the person showed and a description of how the speaker felt.

*The first two lines have been filled out as an example, as if the narrator of *The Boy Who Harnessed the Wind* had told his story to your group.*

Repeat until each group member has had a chance to share a story.

Trait	Evidence	Makes Someone Feel
<i>determined</i>	<i>The narrator says no more skipping breakfast or not going to school. He will build the windmill himself.</i>	<i>Gilbert feels happy and smiles. He says, "When do we start?"</i>

Trait	Evidence	Makes Someone Feel

NAME: _____

DATE: _____

2.4

Activity Page

Problem Solver Paragraph

What makes someone a helpful problem solver?

You have selected the most important character trait in someone who helps solve a problem for others. Now write an opinion paragraph explaining why you chose it. Provide a real-life example of people showing this trait. Explain how someone with this trait makes you feel and the reasons why you think it is the most important trait.

Remember the sections of a good paragraph from Activity Page 1.1. Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a problem solver and states your opinion.
2. Supporting sentences that provide reasons and supporting examples or details for someone showing this trait.
3. Words and phrases that link your opinion on the most important character trait and your reasons.
4. A concluding sentence summing up your opinion on why you think it is the most important character trait for a problem solver.

Problem Solver Paragraph

[illegible]

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

3.1

Activity Page

Reading for Cause and Effect

With your partner, reread chapter 1 of Extraordinary, Ordinary People: A Memoir of Family and write down all the examples of cause and effect you see in the passage.

Cause	Effect

NAME: _____

DATE: _____

3.2

Activity Page

Brainstorming

Condoleezza Rice's birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.

Begin by brainstorming experiences you might write about. List them in the chart below.

Person	Change

NAME: _____

DATE: _____

3.3

Activity Page

Writing about Cause and Effect

Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).

Begin by jotting down some notes to help organize your writing:

Cause (what the first person did):

Effect (how the second person changed):

What happened:

[illegible]

NAME: _____

DATE: _____

3.4

Activity Page

Predicting Effect

When you write using cause and effect structure, your reader may be able to predict the effect, as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes “cause” to your partner, but do not read the part that describes “effect.”

After you both have read, try to predict your partner’s ending by answering the following questions about your partner’s paragraph and listing your evidence.

1. I believe _____ will change by:

2. The evidence in the paragraph for this is:

After answering the questions, share your last sentence with your partner. Did they predict the effect you wrote about? Did they predict another effect that is also true?

NAME: _____

DATE: _____

4.1

Activity Page

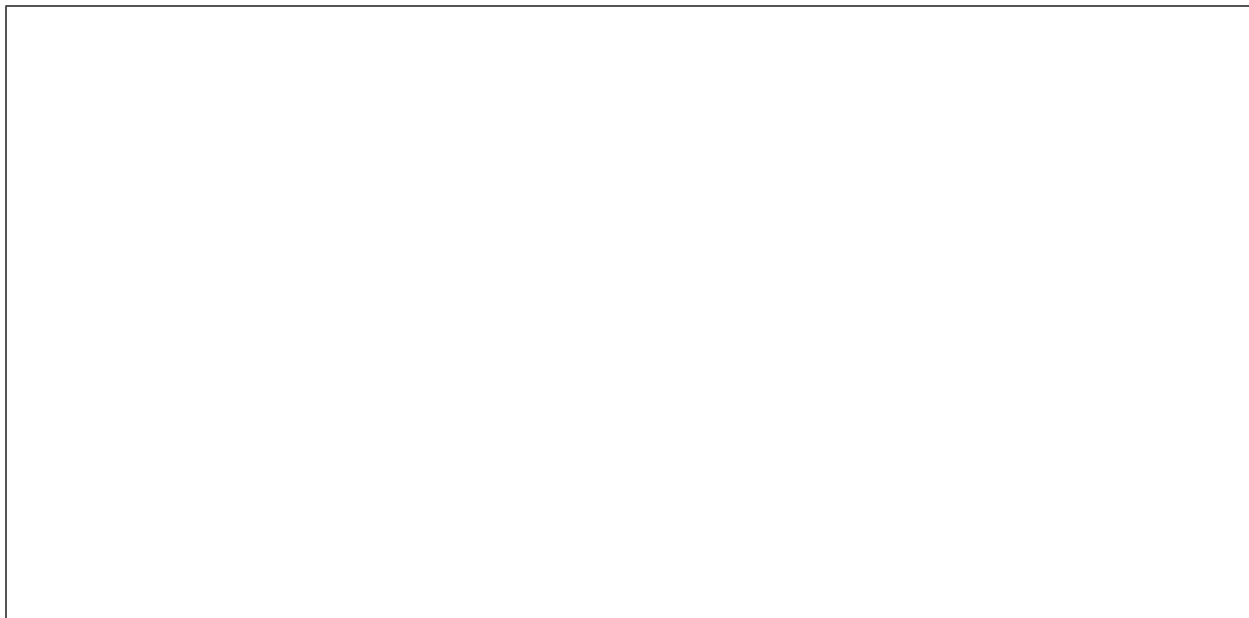
Identify and Draw the Action

1. Record the actions from “All the Pretty Ponies.”

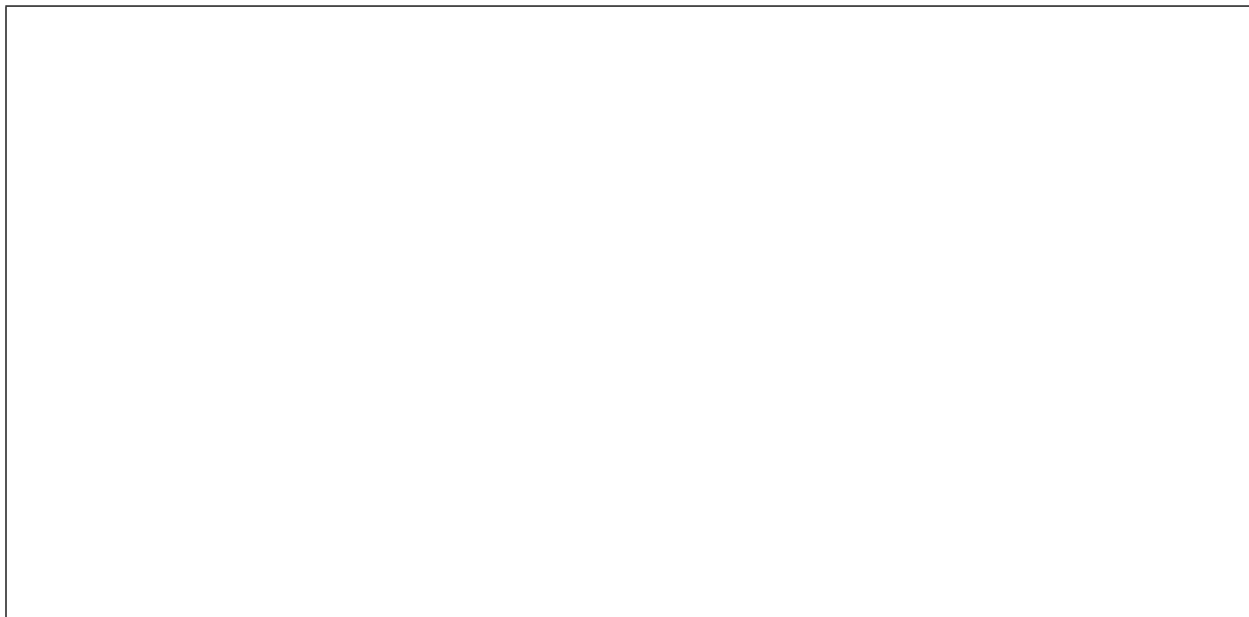
2. Follow the instructions below to draw the narrative as a comic strip.

- A. Write four sentences describing the action in the narrative. Look at the first paragraph and the third and fourth paragraph of the narrative in your Reader as a reminder of the action.

B. Draw an illustration for each sentence. Remember that in your cartoon you can also draw or write what characters are thinking.



Caption: _____



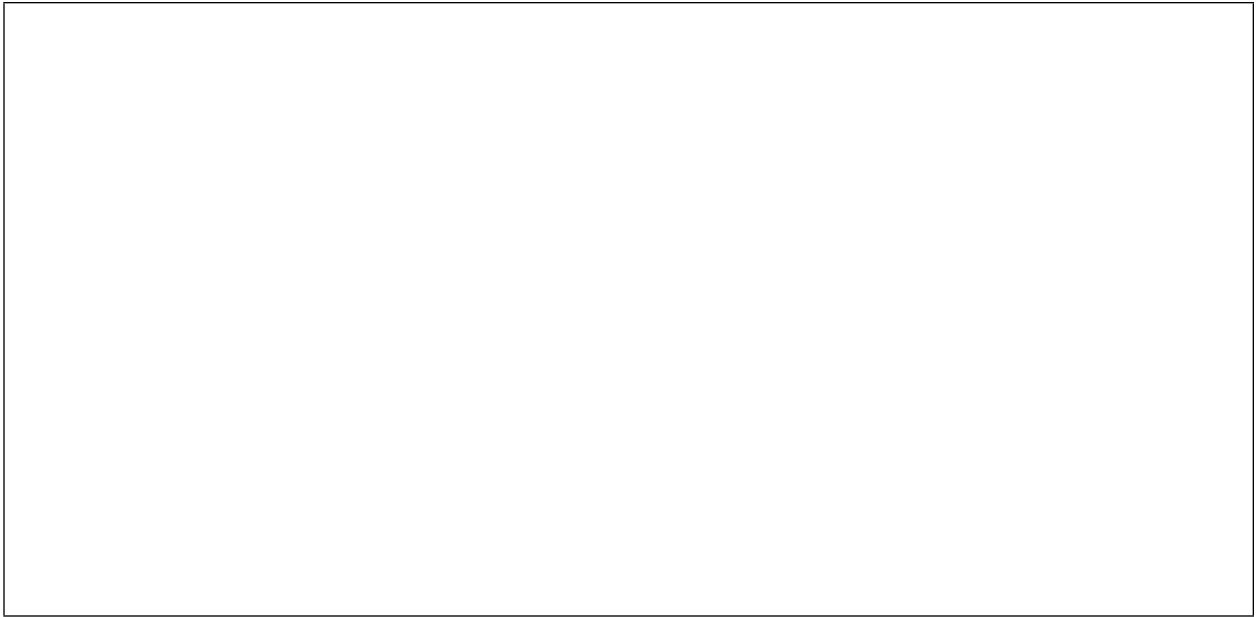
Caption: _____

NAME: _____

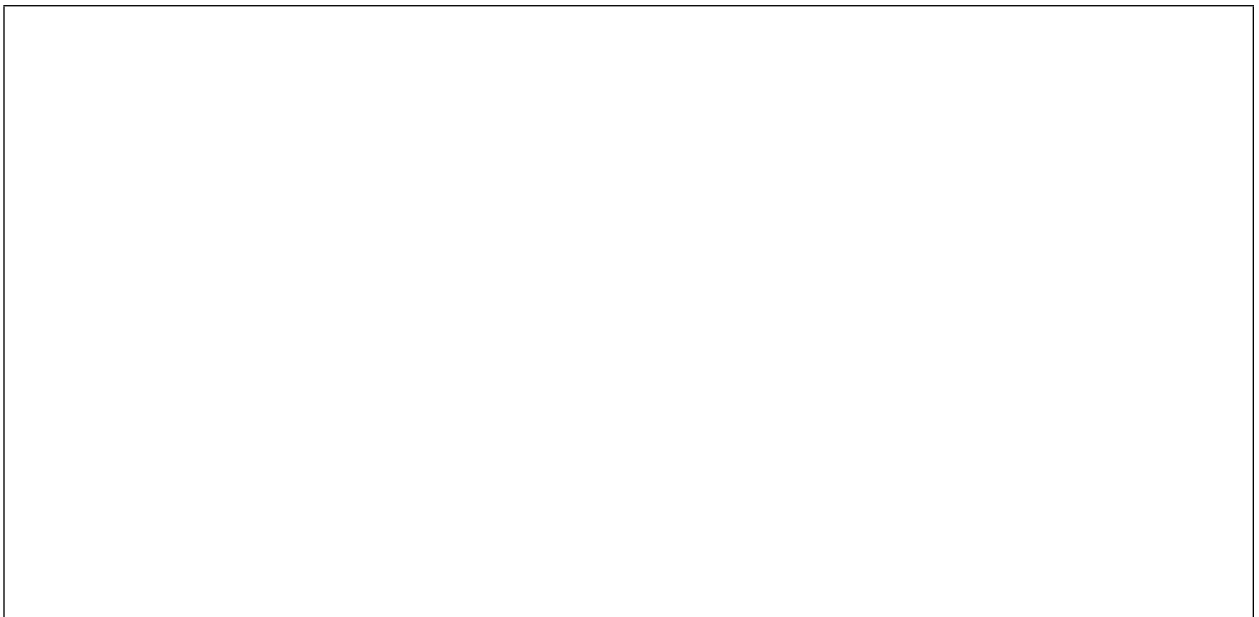
DATE: _____

4.1
CONTINUED

Activity Page



Caption: _____



Caption: _____

NAME: _____

DATE: _____

4.2

Activity Page

Sensory Details

Find the sensory details in “All the Pretty Ponies” and write them in the “Sensory Details” column. Some examples have been provided.

Sense	Sensory Details
Sight	<i>size of a tennis ball</i>
Hearing	<i>belted out a <i>grito</i>, the legendary call of the cowboy</i>
Touch	
Smell	

NAME: _____

DATE: _____

4.3

Activity Page

Writing with Sensory Details

In the next lesson you will write personal narratives about an memorable experience of a celebration and a particular food connected to the celebration. Today you will brainstorm celebrations or events and the foods that go along with them. Then you will warm up by using sensory details to describe the food.

1. Start by brainstorming ideas for a memorable celebration or event for the essay you will write in the next lesson. Your ideas may include some of the events of the class or they may be new ideas. Make sure each event involves a specific food.

A. Event:

Food: _____

B. Event:

Food: _____

C. Event:

Food: _____

NAME: _____

DATE: _____

4.3
CONTINUED

Activity Page

D. Event:

Food: _____

2. *Choose sensory details that describe one of the foods you listed. For sound, you might describe the noise the food makes while it cooks (for example, hot dogs on a grill sizzle; soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch).*

Try to come up with more than one detail for some of the senses. For example, in describing what a food looks like, you might describe its size, shape, and color.

Sense	Sensory Details
Sight	
Sound	
Taste	
Smell	
Touch	

NAME: _____

DATE: _____

5.1

Activity Page

Reading Comprehension

Answer the following questions about “All the Pretty Ponies.” Refer back to the text and include evidence for your answer.

1. What is the narrator’s father’s job? How is a horse important to his job?

2. What is the narrator’s father’s view of work?

3. What is the narrator’s view of work at the beginning of the narrative?

4. At the end, the narrator dusts himself off and then rides the pony in the parade. Describe how this action shows he has changed since the beginning of the story. Why do you think he changed?

5. How has the narrator's father helped him change during the story?

NAME: _____

DATE: _____

5.2

Activity Page

Food Narrative Events

- A. Choose one of the topics from your brainstorming on Activity Page 4.3. Then list each of the events that make up the food experience at the celebration. These events can include what you or others thought, said, and did.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?

NAME: _____

DATE: _____

5.2
CONTINUED

Activity Page

- C. In this section you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your celebration and food experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to write down the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	I would like to know more about

D. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner’s feedback here:

Details my listening partner liked	My listening partner wants to know more about

NAME: _____

DATE: _____

5.3

Activity Page

Planning

Revise and organize your list of events from Activity Page 5.2. Use the sensory details on Activity Page 4.3 to help you with the details column.

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	
3.	
4.	
5.	

Event	Details (what did you see, hear, smell, touch, and taste?)
6.	
7.	
8.	
9.	
10.	

NAME: _____

DATE: _____

6.1

Activity Page

New Vocabulary

1. My group's vocabulary word:

Part of speech:

Definition:

2. Based on your classmates' presentations, guess which of today's glossary words their group is presenting.

GROUP 1

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

GROUP 2

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

GROUP 3

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

NAME: _____

DATE: _____

6.1
CONTINUED

Activity Page

GROUP 4

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

GROUP 5

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

GROUP 6

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

GROUP 7

Word: _____

Part of speech: _____

Definition: _____

Sentence from the text: _____

NAME: _____

DATE: _____

6.2

Activity Page

Character Traits

As a group, reread the excerpt from A Girl from Yamhill and complete the following exercises.

Character	Character Traits or Description	Support from the Text
Father		
Mother		
Narrator/Beverly		

In this excerpt from *A Girl from Yamhill*, the narrator tries to walk around the world. If that is an effect, what is the cause? In other words, what made her decide to walk around the world?

NAME: _____

DATE: _____

6.3

Activity Page

Dialogue Punctuation: Five Easy Rules

1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

Example:

“It is,” said Father.

Father said, “It is.”

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

Example:

“It is,” said Father.

Father said, “It is.”

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

Example:

“Just where do you think you’re going?” Father demanded.

Father demanded, “Just where do you think you’re going?”

4. When the tag follows the dialogue, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

Correct: “It is,” said Father.

Incorrect: “It is.” said father.

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Viola jealously stared at Ollie's pudding. She had not had pudding in weeks.

"Give me a taste," she said.

"I paid for this. Go buy your own," Ollie answered.

"Pleeease," Viola begged. Ollie did not answer for a few seconds. He looked back and forth between his pudding and Viola.

"Fine," Ollie gave in, handing Viola the pudding. "You can have one bite, but that's it."

NAME: _____

DATE: _____

6.4

Activity Page

Punctuating Dialogue

Practice Punctuation

Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.

1. I understand you are very upset said the mayor

2. Wait for me Emma called

3. Geraldine opened the door and asked May I come in

4. Please stop staring at me said Pierre

NAME: _____

DATE: _____

6.5

Activity Page

Speech and Dialogue

Including speech and dialogue in a personal narrative is a great way to show character traits.

Write two lines of speech that relate to your food memory:

1. _____

2. _____

NAME: _____

DATE: _____

6.6

Activity Page

Food Narrative

Look back at Activity Page 5.3 where you outlined the events of the celebration and food experience you will write about. Choose one of the events as the main event and then follow the outline below.

Paragraph 1

1. Topic sentence to introduce the memory
2. Events and supporting details leading up to the main event

Paragraph 2

1. Main event
2. Final events and supporting details
3. Concluding sentence explaining why you remember this experience

[illegible]

DATE: _____

6.6
CONTINUED

Activity Page

[illegible]

[illegible]

NAME: _____

DATE: _____

7.1

Activity Page

“Introduction to Polio”

Read the questions below and then keep them in mind as you read “Introduction to Polio,” which you’ll find on this activity page after the questions. After reading the entire article, answer the questions.

1. What is polio?

2. What are the symptoms of polio?

3. What is the most important year in the history of polio? Why do you think it is the most important?

4. How did communities try to prevent polio epidemics before the vaccine was developed?

5. Why did Dr. Salk and Dr. Sabin share their research?

6. Are you at risk for polio?

NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page

Introduction to Polio

Polio is a serious and contagious illness caused by a virus. The polio virus spreads through contact with feces or less commonly, being coughed or sneezed on. Most people infected with the virus have no symptoms. For others it results in flu-like symptoms such as fever, sore throat, nausea, headache, and tiredness. But when the polio virus affects the brain and spinal cord it is very serious and can cause severe symptoms, including muscle weakness and paralysis, which may be temporary or permanent. While polio can infect anyone, it mostly affects children.

Stories and drawings from as early as the year 1500 BCE suggest that people have gotten sick with polio for a long time. In 1789 British physician Michael Underwood published the first description of polio in medical literature, and in 1840 a German doctor named it: “infantile paralysis.”

Polio epidemics increased in the late 1800s, and polio epidemics occurred regularly in the United States throughout the first half of the 20th century. Because polio is so contagious, these epidemics were very frightening, and communities treated the threat very seriously. Swimming pools closed, and children were not allowed in other public gathering places, such as movie theaters. In the summer, when polio epidemics were most likely to occur, some parents kept their children indoors or made them wear gloves.

One of the most famous polio patients was Franklin Delano Roosevelt. In 1921, when he was 39 years old and already an important politician, he developed polio. Although he recovered, and worked hard on rehabilitation, his legs were permanently paralyzed. Even so, he was elected president in 1932

and led the United States through the Great Depression and much of World War II. During his presidency he created the National Foundation for Infantile Paralysis, later called the March of Dimes, which raised money to help polio patients and to research a vaccine or cure for polio.

The March of Dimes funded research by two main scientists. Dr. Jonas Salk and Dr. Albert Sabin were both working on inventing vaccines, but using different approaches. Dr. Salk's vaccine was ready first in 1953. He was so sure of his vaccine that he started by testing it on himself and his family. Some of his lab workers also chose to have it tested on themselves. The results were promising. No one got sick, and everyone developed polio antibodies.

In 1954 Dr. Salk and his researchers vaccinated almost two million healthy school children. A year later the results were in: the vaccine worked! Over the next two years polio rates in the United States fell over 80%. Soon after, in 1959, Dr. Albert Sabin's version of the vaccine was also proven safe and effective.

Both Dr. Salk and Dr. Sabin chose to make the details of their research and how to manufacture their vaccines public. If they had chosen to keep it secret, they might have made a lot of money selling their vaccines, but they decided it was important to share so that the vaccines could be produced and distributed as quickly and inexpensively as possible.

Today, thanks to vaccination, polio has been eliminated in the Western hemisphere, which includes the United States, Mexico, Canada, Europe and South and Central America. While polio is still present in a few countries, including Pakistan, Afghanistan, and Nigeria, programs dedicated to vaccination are working hard to wipe out polio worldwide.

NAME: _____

DATE: _____

7.2

Activity Page

“The Diagnosis” Timeline

As you read Small Steps, record events on the timeline below. If there is a clue in the text about when it takes place, record that word as well.

Some time-related information may cover the entire story. If so, write it in the space above the timeline.

We have marked space on the timeline indicating where chapters begin and end. The chapters are also structured in chronological order.

“The Diagnosis (Part 1)”

- sore throat and headache, “two days earlier”
- in chorus, distracted by twitching muscle, “before lunch”
- began to vomit (midnight)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

“The Diagnosis (Part 2)”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

“An Oxygen Tent and a Chocolate Milkshake”

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

7.2
CONTINUED

Activity Page

“Star Patient Surprises Everyone (Part 1)”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

“Star Patient Surprises Everyone (Part 2)”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

“The Great Accordion Concert”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

“Good-bye, Silver; Hello, Sticks”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

7.2
CONTINUED

Activity Page

“Back to School”

- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

7.3

Activity Page

Transition Words

Transition words and phrases are words and phrases you use in writing to connect one idea to the next.

*In a personal narrative, the ideas that are connected might be events or moments. For example, in *Small Steps* phrases like “two days earlier” and “three days later” are transition phrases that help the story move smoothly from event to event.*

Sometimes transition words or phrases relate to time (for example, the next day, afterwards).

1. Reread the following paragraph from “The Boy Who Harnessed the Wind” and underline what you think are the transitional words and phrases. Look for words that create a sequence, or connect the ideas in a sentence to the previous sentence.

~~~~~

“About a month later, school ended for the semester and Gilbert had more time to hang out. One morning we went to the library, but as soon as we arrived, Ms. Sikelo hurried us to leave.”

~~~~~

2. Transition Word Bank

Transition Words and Phrases Related to Time

NAME: _____

DATE: _____

7.3
CONTINUED

Activity Page

Transition Words and Phrases Not Related to Time

NAME: _____

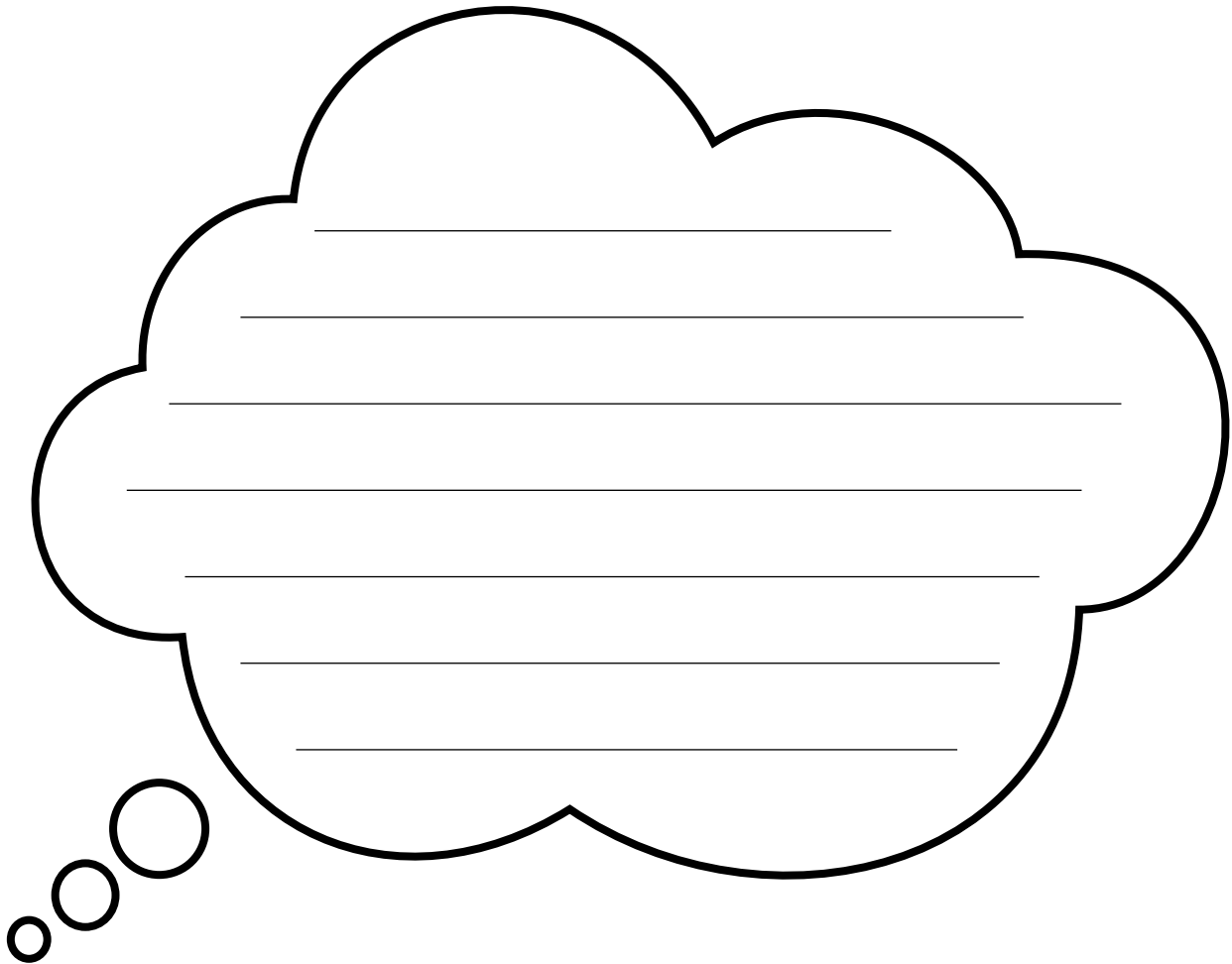
DATE: _____

7.4

Activity Page

Brainstorm Narrative Topics

Brainstorm three possible memories to write about for your personal narrative, and some of the events and details you would include. Remember that it must be a true story that happened to you.



Which memory is the most interesting to you? Which includes the most details? Circle the one you will write about.

NAME: _____

DATE: _____

7.5

Activity Page

Transition Words in List of Events

1. As a class, list the events of *A Girl from Yamhill* using complete sentences and transition words.

A Girl from Yamhill

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

2. Now make a list of events for the memory you chose on Activity Page 7.4. Describe each event in one complete sentence and use a transitional word in each sentence. You will have time in future classes to add more sentences and details to describe your event. Try to include at least five events, but feel free to write as many as you can.

A. _____

B. _____

NAME: _____

DATE: _____

7.5
CONTINUED

Activity Page

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

NAME: _____

DATE: _____

8.1

Activity Page

Vocabulary Practice

Word bank:

woozy	spinal tap	diagnosis
contaminate	glisten	isolation ward

Choose the best word from the word bank above to fill in the blanks. Use the glossary and find the way the words are used in “The Diagnosis” if you need help.

1. The shiny glaze made the cake _____ at the candlelight dinner.
2. Because she was afraid of heights, going to the top of the Ferris wheel made her lightheaded and _____.
3. The nurse passed the doctor the equipment to perform the _____.
4. Without a _____, it was difficult for the doctor to know what treatment to recommend.
5. Many hospitals have an _____ where infectious patients are cared for and cannot contaminate other patients.

NAME: _____

DATE: _____

8.2

Activity Page

Feelings and Emotions in “The Diagnosis”

In a personal narrative, the narrator’s feelings are important details that make the narrative more interesting and informative.

Reread part 1 and part 2 of “The Diagnosis” aloud with your partner, switching off each paragraph. Pay particular attention to how the narrator describes the way she feels.

In the left-hand column of the chart on the next page, list the narrator’s feelings. At least one of these should be physical, and one emotional. Remember: “my head hurt” is physical. “I felt frightened” is emotional.

List your supporting evidence in the right-hand column. Supporting evidence may be a quote from the text or a description of what is happening in the text in your own words. If you use exact words from the text (for example, “*I was distracted*”), remember to put them in quotation marks.

Narrator's feeling	Evidence

NAME: _____

DATE: _____

8.3

Activity Page

Firsthand and Secondhand Accounts

1. Reread “Introduction to Polio” on Activity Page 7.1 and “The Diagnosis” from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first columns.

Fact about Polio	Support and details in “Introduction to Polio”	Support and details in “The Diagnosis”
One symptom of polio is flu-like symptoms.		
Polio can cause muscle weakness and paralysis.		
Polio is highly contagious, so people with polio must be kept away from those they might infect.		

2. What is different about the way the firsthand account and the secondhand account support the main ideas?

NAME: _____

DATE: _____

8.4

Activity Page

Narrative Details

Remember that your personal narratives are firsthand accounts.

One of the benefits of firsthand accounts are the interesting and colorful personal and emotional details you can provide. Today you will work on organizing those details for your personal narrative essay.

1. List some types of descriptive details.

2. On Activity Page 7.5, you listed the events of your narrative in chronological order. Today you will add the details that support those events.

First fill in the top row with the events you listed on Activity Page 7.5. You may revise or combine some events if you wish.

Then work column by column listing the details you could add to each event. You do not need to fill in every box in every column. For each event, choose the details and supporting evidence that will best help the reader understand what the event was like and why it was important.

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

NAME: _____

DATE: _____

8.4
CONTINUED

Activity Page

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

NAME: _____

DATE: _____

9.1

Activity Page

Character Traits in “An Oxygen Tent and a Chocolate Milkshake”

Complete the chart below, describing as many traits as you can for each character.

Character	Trait	Evidence
First Nurse		
Second Nurse		
Mother		
Dad		

Sharing Narratives

In this activity you will prepare to write your personal narrative by telling your personal narrative story to your partner. Use the planning chart you completed on Activity Page 8.4 as guidance to tell the story. You do not need to use the exact words or all of the details you included in the chart, but you should follow the basic events in order.

After you tell your story, you will have the chance to ask your partner questions about what they heard, and your partner will have the chance to ask you questions about your narrative.

1. Begin by deciding who will be the first speaker and who will be the first listener. The speaker should choose two questions from Question Bank A to ask the listener after telling their narrative. If you are the speaker, circle the questions.

Question Bank A—to ask your partner about your essay:

- A. What events were confusing or unclear?
- B. What words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. What character did you want to know more about?

2. Next the speaker should tell their narrative and ask the questions they chose.

3. The listener should answer the questions and the speaker should write down the listener's answers below.

Listener's Answer to Question 1:

Listener's Answer to Question 2:

NAME: _____

DATE: _____

9.2
CONTINUED

Activity Page

4. The listener should now choose two questions from Question Bank B, to ask the speaker about their narrative. If you are the listener, fill in the blanks of the chosen questions and then circle them.

Question Bank B—to ask about your partner’s narrative:

A. Could you explain _____?

B. What happened before/after _____?

C. What did _____ say/do when _____ happened?

D. What did you think/feel when _____ happened?

E. What did _____ look like?

F. What did _____ sound like?

G. What did _____ feel like?

H. What did _____ smell/taste like?

5. The listener should now ask their two questions. The speaker should answer out loud and then write down the answers below.

Speaker's Answer to Question 1:

Speaker's Answer to Question 2:

6. Repeat 1–5 with the roles reversed.

NAME: _____

DATE: _____

9.3

Activity Page

Writing an Introduction

In your introduction you should set up the situation and provide any other information your readers will need, such as who certain characters are (if it won't be explained later in the narrative), anything important that happened before the story took place, and where the story begins. You may also include the first event and supporting details from your planning chart on Activity Page 8.4.

As you write, think about drawing your reader into your story—what details or facts about the situation will make your reader want to read more?

1. Planning Your Introduction'

A. Where and when does the narrative take place?

B. Who was there?

C. What were you thinking and feeling?

2. Write your introduction in the space that follows.

[illegible]

NAME: _____

DATE: _____

10.1

Activity Page

Introduction to Similes and Metaphors

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things like a simile, but without using *like* or *as*

Now that you've practiced explaining similes and metaphors, work on some yourself. Complete the chart below. For items 2–4, explain the similes and metaphors.

For items 5-9, fill in the blanks to complete the similes and metaphors and explain your choices. For items 10-11, complete the comparison in the middle column, then write the simile or metaphor. Row 1 has been completed as an example.

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
1. The laundry piles were a mountain around my bed.	<i>laundry and a mountain</i>	<i>the laundry piles were tall, like mountains</i>
2. The kitten's fur was like velvet.		
3. The chocolate and peanut butter were a party in my mouth.		
4. "my blue skirt popped up and down as if jumping beans lived in my leg" (from <i>Small Steps</i> , Ch. 1)		

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
5. the rocket is fast as _____ _____ _____		
6. the process is slow as _____ _____ _____		
7. the cheese is hot as _____ _____ _____		
8. the snow is cold as _____ _____		
9. the concert is as crowded as _____ _____		
10. the cheese on top of pizza and _____ _____		
11. the cafeteria at lunch time and _____ _____		

NAME: _____

DATE: _____

10.2

Activity Page

Similes and Metaphors in *Small Steps*

Answer the following questions about a simile and metaphor in Small Steps.

1. A. Identify a simile in the reading.

- B. What is being compared?

- C. Explain the simile.

2. A. Identify a metaphor in the reading.

B. What is being compared?

C. Explain the metaphor.

NAME: _____

DATE: _____

10.3

Activity Page

Small Steps Reading Questions

1. What is the main event of the first half of “Star Patient Surprises Everyone (Part 1)”?

2. How do the characters react to this event?

3. What are some of the details that help you imagine the main event and understand the reactions to it? Include the quote, the kind of detail it is, and what it tells you.

detail: _____

kind of detail: _____

tells me: _____

detail: _____

kind of detail: _____

tells me: _____

detail: _____

kind of detail: _____

tells me: _____

NAME: _____

DATE: _____

10.4

Activity Page

Writing Similes and Metaphors

Look at your planning chart on Activity Page 8.4. Choose a few actions or objects to describe using similes and metaphors, and write them below. You may write multiple similes or metaphors to describe one object or moment if you choose.

Similes and Metaphors

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

10.5

Activity Page

Write a Body Paragraph

Continue writing your personal narrative, using the events and details in your personal narrative planner (Activity Page 8.4) as a guide.

As you write, think about how to develop your events using specific details, such as description and dialogue, to help the reader really imagine what your experience was like.

Include at least one of the similes or metaphors you brainstormed earlier.

My Personal Narrative

[illegible]

[illegible]

DATE: _____

10.5
CONTINUED

[illegible]

[illegible]

NAME: _____

DATE: _____

11.1

Activity Page

Diving into Textual Detail

Part 1: Cause and Effect

In Small Steps author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.

1. Think back to the beginning of *Small Steps*. What did Peg care about most at the beginning of chapter 1?

2. How has Peg changed since the beginning of *Small Steps*?

3. What makes Peg realize that this change has taken place?

4. What is the cause of this change in Peg?

5. What is the effect Peg describes at the end of “Star Patient Surprises Everyone”?

6. Who does Peg feel closest to in this passage, and why does she feel that way?

Part 2: Descriptive Words

The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.

1. After Peg received the mailbag, what happened to the letters?

2. Peg says that in one letter, a “girl complained that her new haircut was too short.” What does the word complained reveal about the girl’s feelings?

NAME: _____

DATE: _____

11.1
CONTINUED

Activity Page

3. In the next-to-last paragraph, Peg lists things she misses. Which thing does she describe most descriptively? Give a reason for your choice.

NAME: _____

DATE: _____

11.2

Activity Page

Writing with Cause and Effect

Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details.

So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.

Writing Prep

1. The cause I will write about today is:

2. The effect of that cause is:

If you finish with time remaining, read over your work and list two ideas for how you might improve it.

[illegible]

NAME: _____

DATE: _____

11.3

Activity Page

Vital Verbs

Part 1: Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.

1. I **walked** from school to grandmother's house.

2. I **threw** the ball.

3. He **ate** the cake.

4. "I've got practice today," she **said**.

5. The children **looked** at the dancers on the stage.

If you finish with time remaining, write each sentence in one more new way. Your teacher will tell you when it is time to move on to Part 2.

Part 2: Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below, and then rewrite it using a more vital verb.

Old sentence:

New sentence:

If you finish with time remaining, repeat the exercise with another sentence.

DATE: _____

Activity Page

When you write a personal narrative, you cannot assume that your readers have had the same experiences as you. In fact, sometimes the most interesting stories to read were written by people who have had very different experiences from those of their readers.

Reread the passage on Reader pages 41-42 in which Peg describes learning to play the accordion. In the space that follows, write down all the textual details you can find that relate to the accordion or how to play it.

[illegible]

NAME: _____

DATE: _____

12.2

Activity Page

Identifying Good Details

Remember that good writers use many different kinds of detail to help readers understand and visualize the events described in the text. Use this activity to record some of the details Kehret uses in her work.

Part 1: *You have already noted some of the text’s details about accordions. Use the chart below to record at least two different kinds of details that describe something other than the accordion.*

“The Great Accordion Concert”

Type of Detail	Detail

Part 2: Use the chart below to identify different kinds of good details in "Good-bye, Silver; Hello, Sticks." Record as many as you can find.

"Good-bye, Silver; Hello, Sticks"

Type of Detail	Detail

NAME: _____

DATE: _____

12.3

Activity Page

Detail Drill

Now that you have practiced identifying good, varied details, use that skill to improve your own personal narrative writing.

Follow these steps to add to or improve your details.

1. Begin by rereading your narrative. As you read, underline each event from your personal narrative planner (Activity Page 8.4) in a different color.
2. Read your draft a second time. This time, use the same colors to circle the details describing each event.
3. Use the text you underlined and circled to complete the following chart. Don't worry about empty boxes. You will work on those in the next part of this activity.

Type of Detail	Event 1:	Event 2:	Event 3:	Event 4:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said— dialogue				

NAME: _____

DATE: _____

4. Brainstorm a few more details and add them to the chart.

Type of Detail	Event 5:	Event 6:	Event 7:
what something looks like			
what something feels like			
what something sounds like			
what something smells or tastes like			
a physical action			
a quote of what someone said—dialogue			

5. If there are any types of details you have not included in your writing so far, try to add one of that type to the chart.
6. Select at least one of those new details to include in your narrative and place a star next to the line of your narrative where you will insert the detail.

Write your new detail in a full sentence below.

NAME: _____

DATE: _____

13.1

Activity Page

Concluding Thoughts

Because the Small Steps conclusion comes at the end of a long piece of writing, it is several paragraphs long and includes several events, but it is still a final thought about the topic or main idea of the text.

Answer the following questions to think more closely about the conclusion of Small Steps. You may consult your Reader as you work.

1. What is the main plot of *Small Steps*? Describe what happens in one sentence.

2. Describe the plot of “Back to School” in one sentence.

3. How has Peg grown “stronger” from her time away?

4. Why do you think Kehret chooses to end her book with her first day back to school?

5. Now complete the chart below.

Main Idea in <i>Small Steps</i>	Support in the Conclusion

NAME: _____

DATE: _____

13.2

Activity Page

Wrapping It Up

As you know from our discussion, because the Small Steps conclusion covers a longer piece of writing, it is several paragraphs long and includes several events.

Your conclusion will include only one or two events and will be one paragraph long. If you feel it should be longer, or include more events, discuss these changes with your teacher before you write.

A conclusion helps the reader pull the whole story together.

Part 1: *Prepare to write your conclusion by answering the following questions.*

1. What events occurred at the end of your personal narrative experience?

2. Why do you still remember this experience?

3. What was the most important thing about this experience?

4. How did you change over the course of your personal narrative?

5. What was the same at the beginning and at the end of your personal narrative?

6. What was different at the beginning and at the end of your personal narrative?

7. How does the experience continue to impact you today?

NAME: _____

DATE: _____

13.2
CONTINUED

Activity Page

8. What did you learn, or do you think others can learn, from your experience?

9. Now think about what ideas you want to leave with your readers. Look at the answers you wrote above. Choose one or two and use them to begin your conclusion.

Part 2: *Write your conclusion in the space that follows.*

[illegible]

NAME: _____

DATE: _____

14.1

Activity Page

Interviewing Peg Kehret

Pretend that you are Peg Kehret and that you are being interviewed about your book on a morning talk show.

Think about each of the following questions. Knowing what you know about Kehret from her narrative, prepare to answer the questions from her perspective.

*When authors go on talk shows, they are often asked to read aloud from their books. For each of your answers, choose a quote from *Small Steps* to support it. That quote can come from any part of the narrative.*

1. Why did you decide to write a book about your experience with polio?

Answer: _____

Quotation: _____

2. How did the experience change you?

Answer: _____

Quotation: _____

3. What is the most important message for readers to take away from your book?

Answer: _____

Quotation: _____

NAME: _____

DATE: _____

14.1
CONTINUED

Activity Page

4. Can you name one thing you learned from your experience?

Answer: _____

Quotation: _____

NAME: _____

DATE: _____

14.2

Activity Page

What's in a Name?

As you have discussed with your class, titles play an important role in helping readers know what a work might be about or getting readers interested in the work.

Here are some more guidelines for good titles.

Title Tips

Good titles are:

- short enough to fit on one line.
- descriptive without giving away the whole plot of the work.
- related to the text.
- capitalized properly.

Answer the questions below to think more about good titles and how you might draft a good title for your personal narrative.

1. What did Peg Kehret title her personal narrative?

2. How did this title relate to her book's subject?

3. In one sentence, write a summary of your personal narrative.

4. What are the most important images or ideas in your narrative?

5. What is one thing about your narrative that might make readers interested in reading it?

6. Review your answers to questions 3–5, then write four different title ideas on the lines that follow.

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

14.3

Activity Page

A Vision for Revision

In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details.

Part 1: *Each partner will take a turn being the reader and the listener.*

Before you begin, choose two of the revision questions below to ask your partner about your own writing. Circle the questions you choose.

Revision Question Bank

- A. Which events were confusing, or unclear?
- B. Which words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. Which character did you want to know more about?

Choose who will be the reader and who will be the listener first, and complete your part of the activity page. Then switch and complete the other part.

Part 2

When You Are the Reader

1. Read the introduction to your narrative. Ask your partner what they think the main topic or idea of your narrative will be, based on what you read. Ask why they think that. Write your partner's answers here:

2. Ask your partner if there is anything in the introduction they wish to know more about. Write your answer here:

3. Read the next two paragraphs of your narrative aloud. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. Ask your partner the two questions you circled in the Revision Question Bank. Write your partner's answers here:

NAME: _____

DATE: _____

14.3
CONTINUED

Activity Page

4. Read your conclusion aloud. Ask your partner if your narrative leaves any questions unanswered. Write your partner's answer here:

5. Finally, share your four ideas for a title and ask your partner to recommend one of them. Write your partner's recommendation here:

When You Are the Listener

1. Listen to the introduction and think about what main event is being introduced. Answer your partner's questions thoughtfully.

2. Listen to the next two paragraphs. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. As you listen, make note of anything you would like to know more about, or that you find confusing.

3. Listen to the conclusion. Answer your partner's question thoughtfully.
4. Listen to the reader's ideas for a title. Make a recommendation on which title the reader should choose, and give a reason for your choice.

Switch roles and repeat Part 2.

Part 3: *After You Have Been Both the Reader and Listener*

Based on your partner's feedback, make a list of three things you might work on in your revision.

These revisions could be something that you will add, remove, or revise. Be specific about the kind of changes you plan to make.

A. _____

B. _____

C. _____

NAME: _____

DATE: _____

15.1

Activity Page

Revision Checklist

As a final step in revision, it's important to review your work one last time. Follow these steps to complete your revision process.

Read your entire personal narrative to yourself, including revisions you made last class after peer review. While reading, if you notice any place that needs further revision, draw a star next to that place.

After you have read your narrative, use the following Revision Checklist to ensure that your work is as polished as possible. Go through the questions in the checklist below and answer them for your personal narrative.

If you feel you successfully accomplished an item, include an example from your narrative in the "I did well!" column. If there is something you could improve, make a note in the "Making it better!" column.

	I did well!	Making it better!
Introduction		
Does your introduction set up the situation?		
Does it make you want to read more?		

	I did well!	Making it better!
Supporting Events		
Did you show, rather than tell (character traits or narrator feelings)?		
Did you use sensory details?		
Did you use dialogue?		
Did you use specific language, including interesting verbs, similes, and metaphors?		
Conclusion		
Does your conclusion pull your story together? Does it relate to the writing that comes before it?		
Does it include a final thought?		
Any other things you noticed?		

NAME: _____

DATE: _____

15.1
CONTINUED

Activity Page

Use the chart to plan your revisions. Write the sentences or details you will add or change in each section below.

Introduction:

Events:

Conclusion:

NAME: _____

DATE: _____

15.2

Activity Page

Author Interviews

Now that you've completed your personal narratives, it's your turn to participate in author interviews!

1. Work together with your class to determine three interview questions. Write the questions your class selects in the spaces below.

A. _____

B. _____

C. _____

2. Take a few moments to review your personal narrative. Then write down answers to the class questions you recorded above.

A. _____

B. _____

C. _____

3. When your teacher pairs you with a partner, you will each take turns acting as the talk show host and the author.

When it is your turn to play the talk show host, ask the author to read their personal narrative aloud. After listening to the narrative, ask the questions your class developed.

When it is your turn to be the author, read your narrative aloud to the talk show host. Then answer the questions they ask you.

4. Write your partner's answers to the questions in the space below.

A. _____

NAME: _____

DATE: _____

15.2
CONTINUED

Activity Page

B. _____

C. _____

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

[List Image Credits Here]

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."