

PERSONAL NARRATIVES

Validating Identity and Experiences in ESL Students' Lives

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FROM SMALL MOMENT TO CLASS ACT

- This activity includes each domain of language learning: speaking, listening, reading and writing
- We also add art and drawing
- We conclude with a theatrical production, validating a small emotional moment in the lives of the students

BEGIN WITH A FEELING



Happy



Frustrated



Sad



Confused



Shy



Scared

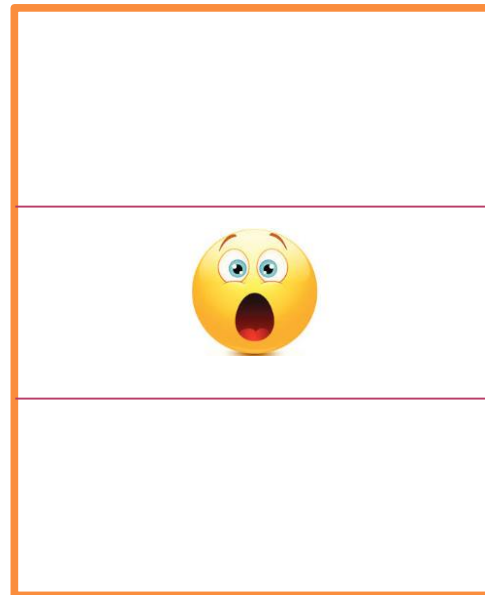
TURN AND TALK

- ◉ Think about a moment in your life when you felt a strong emotion
- ◉ Share with your partner
- ◉ You have just done some visualizing, speaking and listening

QUICK SKETCH

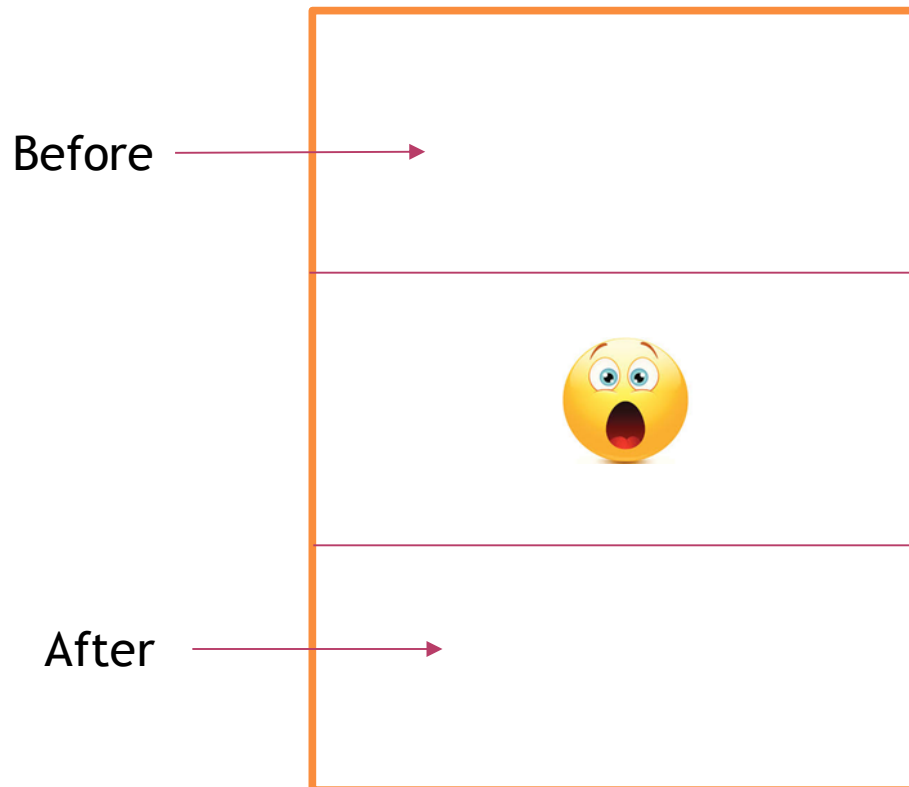
- ◉ Use the middle portion of the drawing paper to draw the moment
- ◉ Quick sketch where you were, the person you were with and your face when you experienced the emotion

Sketch here



MORE QUICK SKETCHES

- ◉ What happened before? Top box
- ◉ What happened after? Bottom box



SAY IT, SKETCH IT AND...

- ◉ Write it
- ◉ You have the beginning, middle and end
- ◉ You have characters, setting and plot

Beginning

Middle

End



HAPPY!

3/16/16

One cold day in the night I was happy and nervous because my brother was born at last they let me see I was sick because I did not sleep for 9 hours. Then I saw my mom going to the emergency room. I have to tell you I saw my mom with my brother Jr. Cesar. It was wonderful. My brother has a lot of hair and black eyes in the night. My mom took me to her home to sleep. Then the next day we came to my baby. And we compare all the babies. When I saw my baby it was AMAZING!! When I talk to him he said "AGU AGU!!". Then they said "It's time to go because night" I said "to my Dad I want to sleep with my mom". In the morning I heard my brother saying "AGU!". My Dad to the emergency I was sad.

MISSING CAT

One sunny Saturday I was sleeping but something went BOOM!
I woke up and said "what happened here" I said. I was scared because my cat escape so
I think, think, think then my light of my head went on and I said "he open the
door by pulling the broom so he is missing" I said. My mom heard the BOOM! and
my dad. My parent said "what happened here" they said. I said I will start with
the beginning I was up then the cat wanted to go so I put a broom there so I sleep
like 4 minutes then something when like BOOM! so I wake up then he escape
that's what happened so my dad call 911 so I told to the police everything
then we put pictures about my cat it said missing cat call: 609 310 8421
but then some one call then it I find it yes so we went there

BRING IN THE DRAMA

- ◉ Dramatize the small moment
- ◉ Pick the actors and decide on the dialogue
- ◉ Create a script

FROM NARRATIVE TO SCRIPT

Missing Cat By

Stephanie sleeping.

BOOM! (We see the cat running out, and the broom falling)

Stephanie wakes up with a start.

Stephanie: What happened here?

Elizabeth: What happened?

Stephanie: Valentina! Valentina! Valentina is missing!

Mom and Dad: What happened?

Stephanie: (starting to cry) I put a broom across the door so Valentina would not be heard BOOM! So I know she escaped! That's what happened!

Dad: I'll call 911. This is an emergency! We have a missing cat!

Two police officers come.

Police officer 1: What is your cat's name? Can you describe her?

Elizabeth: Valentina

Stephanie: She is big, golden and beautiful.

Police officer 2: Do you have a picture? We will make a poster and put it on every corner of the neighborhood. Don't forget to write your phone number on the poster.

Mom: Yes the phone number is 609 310 8421

Elizabeth: Now we have to wait.

After a while the phone rings

Katherine: Are you missing a cat?

Stephanie: Yes yes my big golden cat!

Katherine: I found your cat in the park. Meet me in 10 minutes.

Stephanie (Rushing to put on her jacket):let's go to the park!

Everyone goes to the park.

Stephanie runs to get Valentina: Valentina! I miss you a lot. I was worried about you, so sad without you. I found you!

ON THE ROAD TO BROADWAY



MY SHINING STARS



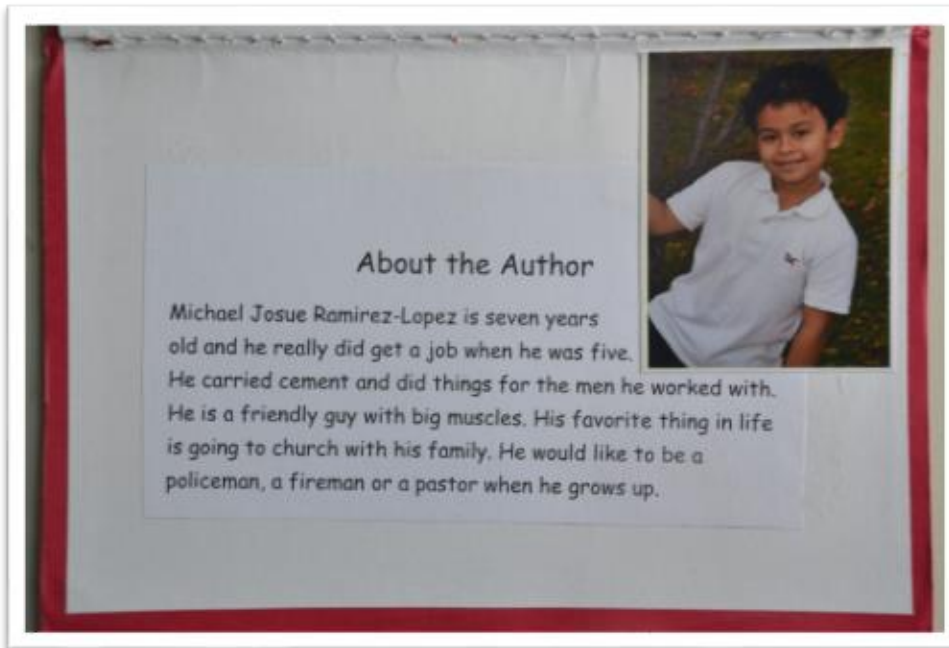
STUDENT-MADE BOOKS



HOW TO.....

- ◉ Orally, have the student tell their story
- ◉ Ask questions to help the story's timeline
- ◉ If the student is not able to write yet, work together to provide the written narrative
- ◉ If the student can write, work together on an outline to follow.
- ◉ Once the story is written, divide it into pages to be illustrated.
- ◉ Count the number of pages needed, add 2 for the front and back, title page and "About the Author"

- ◉ Fold drawing paper over, and with a tack make holes along the fold.
- ◉ With a needle and doubled thread, sew from one end to the other.
- ◉ Use a file folder to make a cover, centering the book pages.
- ◉ Glue in the story and have the child illustrate
- ◉ Choose a covering for the outside of the book
- ◉ Illustrate the cover
- ◉ Always include “About the Author” in the child’s own words.
- ◉ Add a library pocket if the book is going to be circulated



About the Author

Michael Josue Ramirez-Lopez is seven years old and he really did get a job when he was five. He carried cement and did things for the men he worked with. He is a friendly guy with big muscles. His favorite thing in life is going to church with his family. He would like to be a policeman, a fireman or a pastor when he grows up.



About the Author

Katarzyna J. Halat is 8 years old and has had a very exciting year. She is enjoying her new life in America, especially school which she thinks is better than in Poland. When she is not in school she likes to play with her sister, Natalia. The next exciting thing in her life will be on May 3, 2008, when she will receive her First Holy Communion.



PROFESSIONALLY BOUND BOOKS



HOW TO....

- ◉ Designed, produced and ordered online
- ◉ Can be paperback or hardback
- ◉ Many choices of websites: Shutterfly, Blurb, Target, Walmart, Costco, etc.
- ◉ LOOK FOR COUPONS!
- ◉ Gathered stories in same way as student-made books
- ◉ Decided on illustrations, then photographed them
- ◉ As story is written on webpage, illustrations are uploaded as “photographs.”
- ◉ Books are archived and can be edited, reordered, or copied.



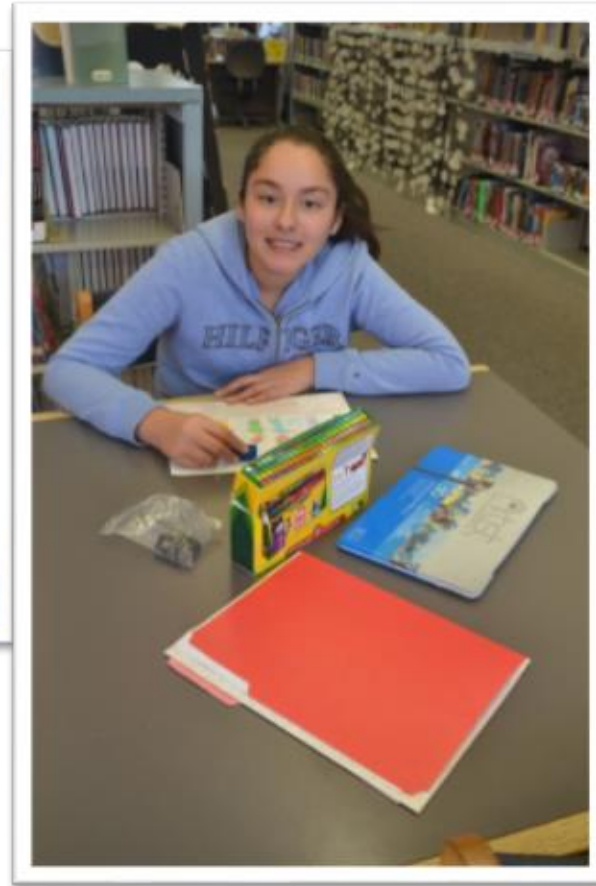
TELLING THE FAMILY STORY EVENT

A celebration of three immigration stories, read aloud to an audience of over 100 people. Books were written in English, but translated into Spanish and read aloud in both languages.

WRITING & ILLUSTRATING



Telling the family story



Illustrating the family story

READING & CELEBRATING



Reading before an audience



This land is your land, this land is my land!

I actually feel different. My story needed to be told. All those years it was living inside me and I needed my children to hear it. Not only have they heard it---they illustrated it!

I started to cry when they read my story. It was something I never thought I'd hear out loud, but I needed to know how brave I'd been.

My family? They didn't know anything! Now they think I'm a hero!

DIGITAL PUPPET SHOW



HOW TO.....

- ◉ Merge the group's immigration stories
- ◉ Create the sequence by asking questions like “How would a person find out they were moving?” “What might they say?” “What do you think would be the hardest part?”
- ◉ Practice after each scene is written so students really get a feel for it. Encourage them to speak with expression.
- ◉ Have them design background
- ◉ Photograph each scene
- ◉ Using Little Bird Tales, upload photos and record voices!

WE ARE MOVING TO AMERICA!