

# What I Treasure Most

## Materials

photocopies of pages 71–73  
scissors  
crayons or colored pencils

pencils  
glue

## Teacher Directions

1. Review the genre definition with students. If time allows, share one or more of the book links (page 69) with students before starting the project. You might choose sections to read aloud.
2. Tell students that they are going to write their own personal narrative that they will share with the class. Discuss the following assignment:



## Story Starter

What do you treasure most in the world? These treasures could be anything—think beyond objects. You might include people, animals, or special skills or qualities that you possess. After making a list of your treasures, choose something from your list that has an interesting story behind it. It could be something you lost and then found again, something gained through hard work, or something that was a surprise. Or you might relate a story about a person or animal that is special to you. In your narrative, make sure to show rather than tell why you value this treasure. Remember that the purpose of the piece is to share something about yourself with your readers, and perhaps discover something about yourself in the process.

3. Give students a copy of the prewriting page (page 71) and review the directions. Brainstorm and discuss possible responses for each of the questions. Show students a completed pop-up project for inspiration.
4. Have students complete the prewriting page, continuing on the back if needed. Encourage them to think about which details will help strengthen the piece and clarify the focus. When students have finished planning, invite them to write a rough draft on a separate sheet of paper. Allow time for revision.
5. Give students copies of the pop-up page and cutouts (pages 72 and 73) and review the directions on page 73. Help students follow the directions to draw details on the cutouts and assemble the pop-up. Remind students to complete the pop-up based on the information from their prewriting page and narrative.
6. Have students write their final copy on the lines of the pop-up page, continuing on additional pages as needed. The finished project will show the student standing beside a large treasure chest. Inside the chest, students draw their treasure. (Note: If students write about a person or animal, they might create a pop-up of this person or animal in place of the treasure chest. If they write about a quality or skill, they can draw a picture that represents it.)

## Extension Activity

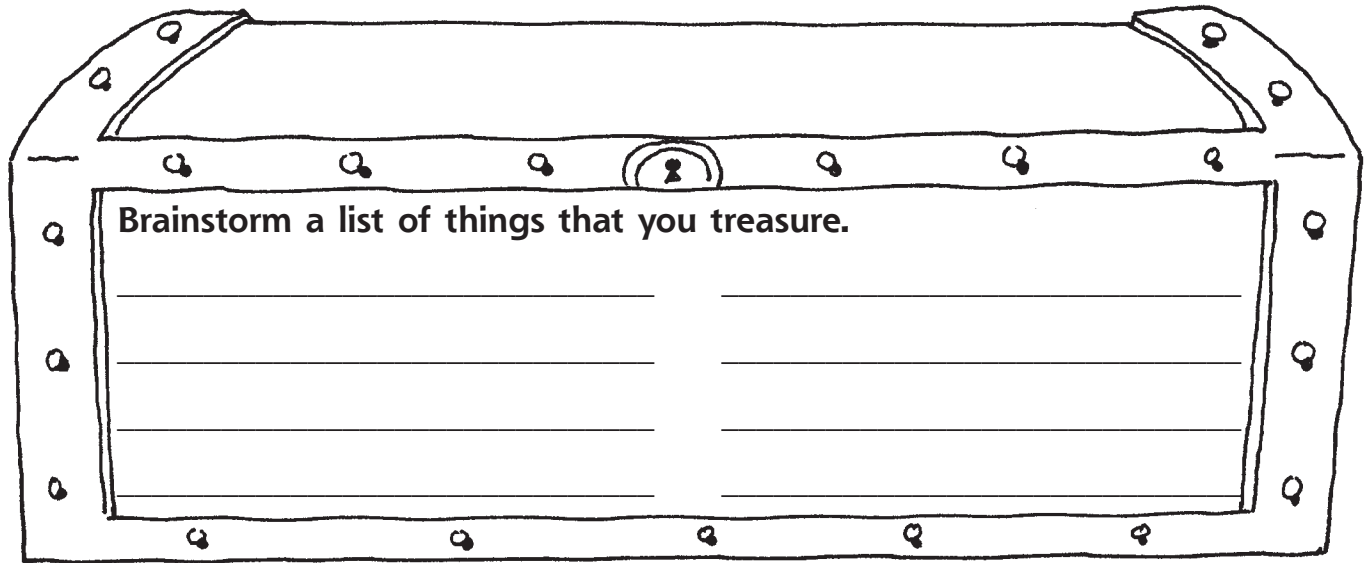
Write about something you treasured as a young child. It could be anything—an imaginary friend, a blanket, a favorite place. What was it and why was it so important to you? What memories do you have of it? How did this treasure make you feel and why? Do you still cherish this treasure or have your feelings changed?

Name \_\_\_\_\_ Date \_\_\_\_\_

# What I Treasure Most

Complete this page to plan your personal narrative. You may use the prompt below to begin.

*When I think about what I treasure, what stands out is . . .*



**Brainstorm a list of things that you treasure.**

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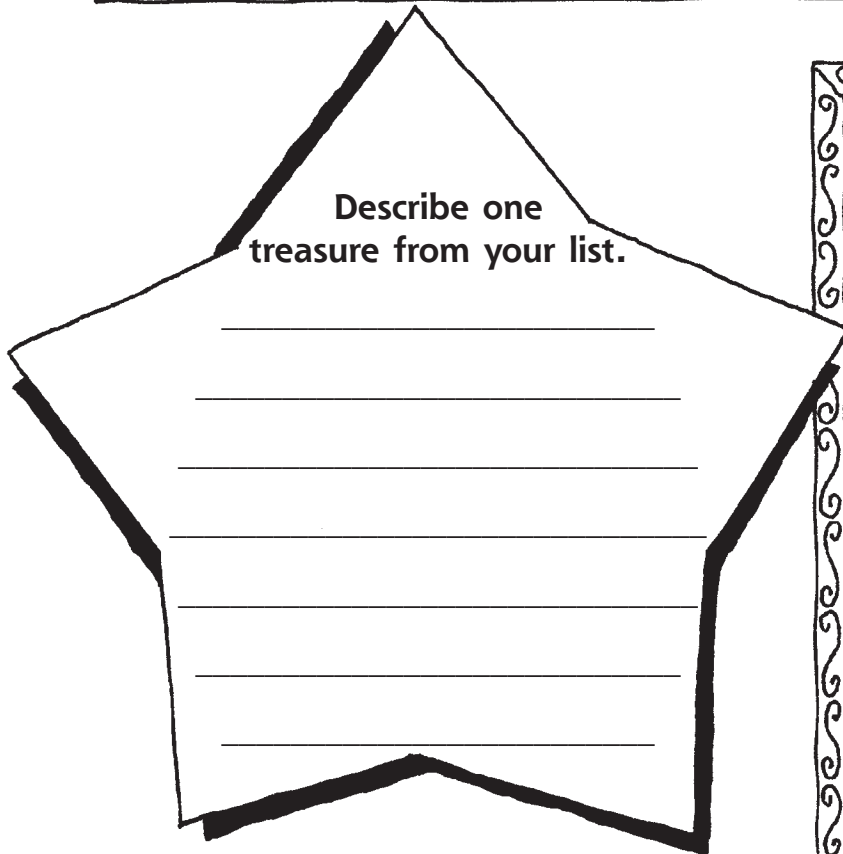
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**Describe one treasure from your list.**

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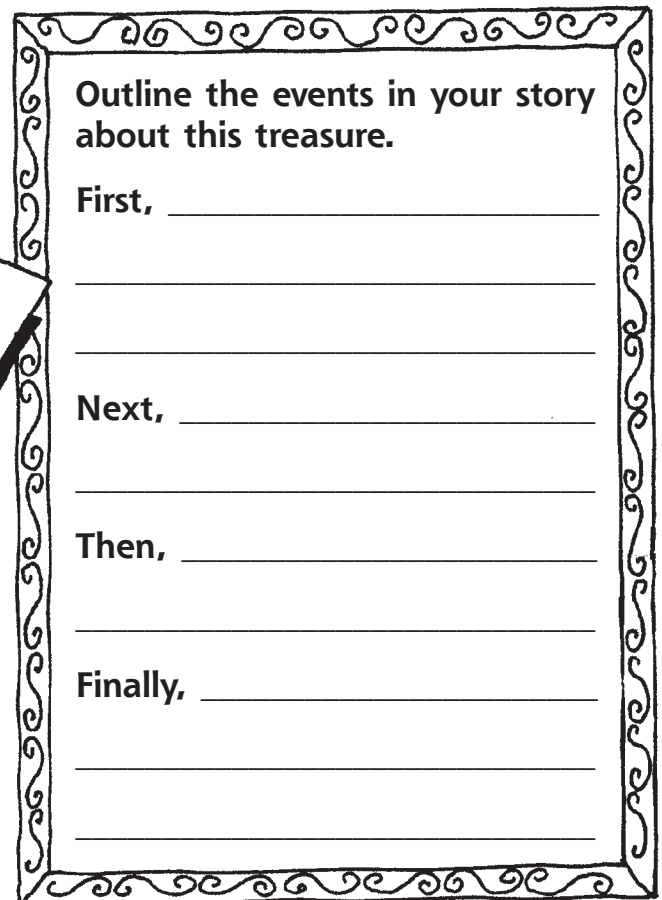
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**Outline the events in your story about this treasure.**

**First,** \_\_\_\_\_

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**Next,** \_\_\_\_\_

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**Then,** \_\_\_\_\_

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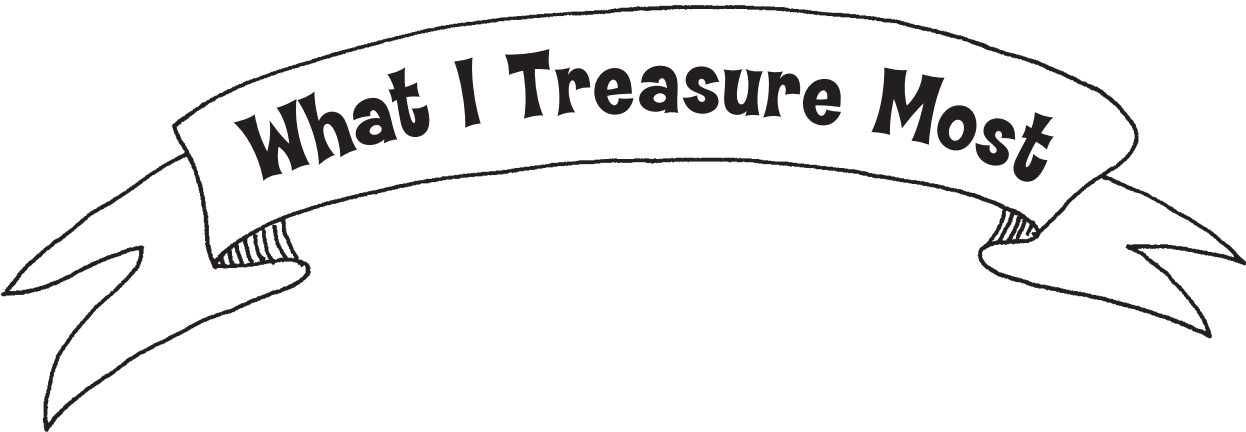
**Finally,** \_\_\_\_\_

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Tab A
Fold out.
Glue shape A here.

Tab B
Fold out.
Glue shape B here.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

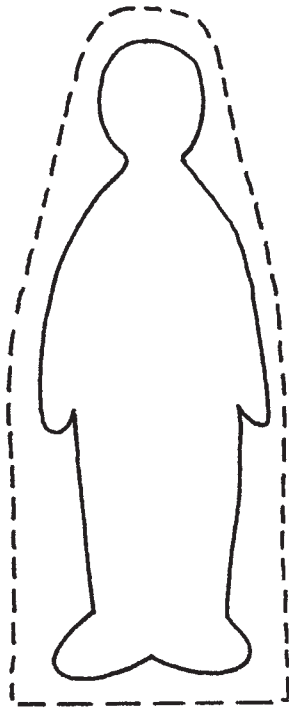
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\_\_\_\_\_

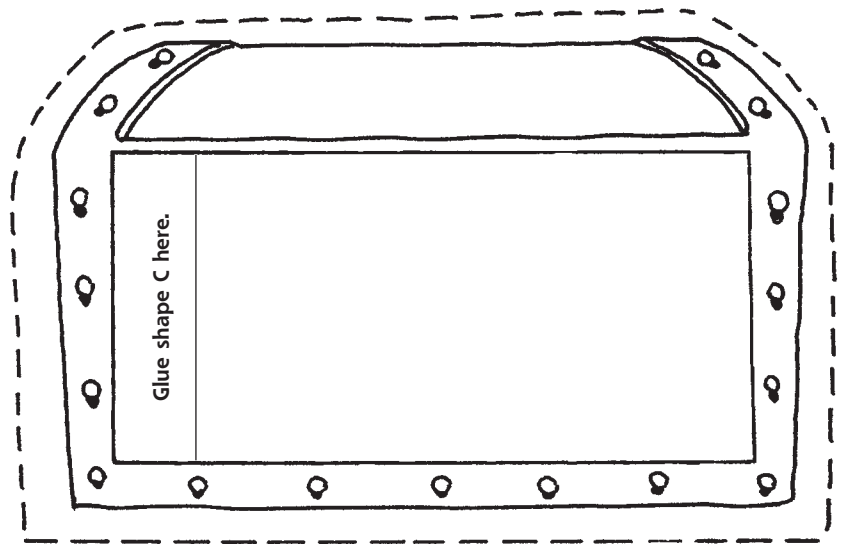
## What I Treasure Most/Cutouts

1. On the pop-up, color the background any way you like. Cut out the page.
2. Fold the pop-up in half so the blank sides are touching. Cut the tabs along the dotted lines. Fold the pop-up in half the other way, pushing in the tabs and firmly creasing the tabs on the fold line.
3. Draw the thing you treasure in the treasure chest (shape B). Color the flap (shape C). Draw details on your self-portrait (shape A). Cut out the shapes below.
4. Fold shape C forward along the fold line. Glue shape C to the chest (shape B). Glue the chest to tab B on the pop-up.
5. Glue the self-portrait (shape A) to tab A on the pop-up.

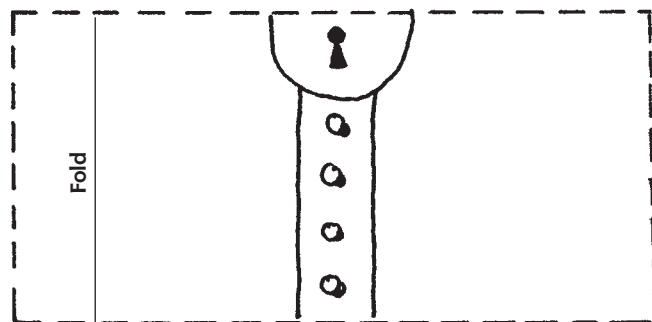
Shape A—Self-Portrait



Shape B—Treasure Chest



Shape C—Flap



# PERSONAL NARRATIVE

## About the Genre

In a personal narrative, the author recounts in the first person a real experience from his or her life. Authors of this nonfiction genre usually describe not only an event that they experienced, but also their emotional responses to it, revealing why this particular event held meaning for them. These stories follow a narrative sequence and elaborate on significant details that illuminate the point of the story. The tone of a personal narrative reflects the author's personality and is appropriate for the subject of the story. Through sensory descriptions and precise language, the author strives to make readers feel that they are experiencing the events of the story.

## Book Links

*Childtimes: A Three-Generation Memoir* by Eloise Greenfield and Lessie Jones Little (Crowell, 1979)  
A grandmother, mother, and daughter share poignant childhood memoirs, spanning the 1880s to the 1950s. Photographs and drawings complement the text.

*26 Fairmount Avenue* by Tomie dePaola  
(G. P. Putnam's Sons, 1999)  
In this easy-to-read chapter book, dePaola recounts events from his childhood with engaging details and a light touch of humor. A Newbery Honor book.

*When I Was Nine* by James Stevenson  
(Greenwillow Books, 1986)  
This picture book combines beautiful illustrations and crisp language to portray a summer of the author's life in the 1930s.

## Teaching Tips

- ★ Invite students to make a time line of a year in their lives. Challenge them to consider carefully which events to include. You might make a time line of a year in your childhood to provide a model. Have students discuss the events on their time lines and choose one as the subject for a personal narrative.
- ★ Create a bulletin board of interesting facts from the memoirs the class will be reading without identifying the source or speaker. Use these facts to spark interest in and discussion about the books.
- ★ Have students either bring photographs from home (with family's permission) or draw pictures of events from their past. Encourage them to use these as inspiration for personal narrative writing assignments.