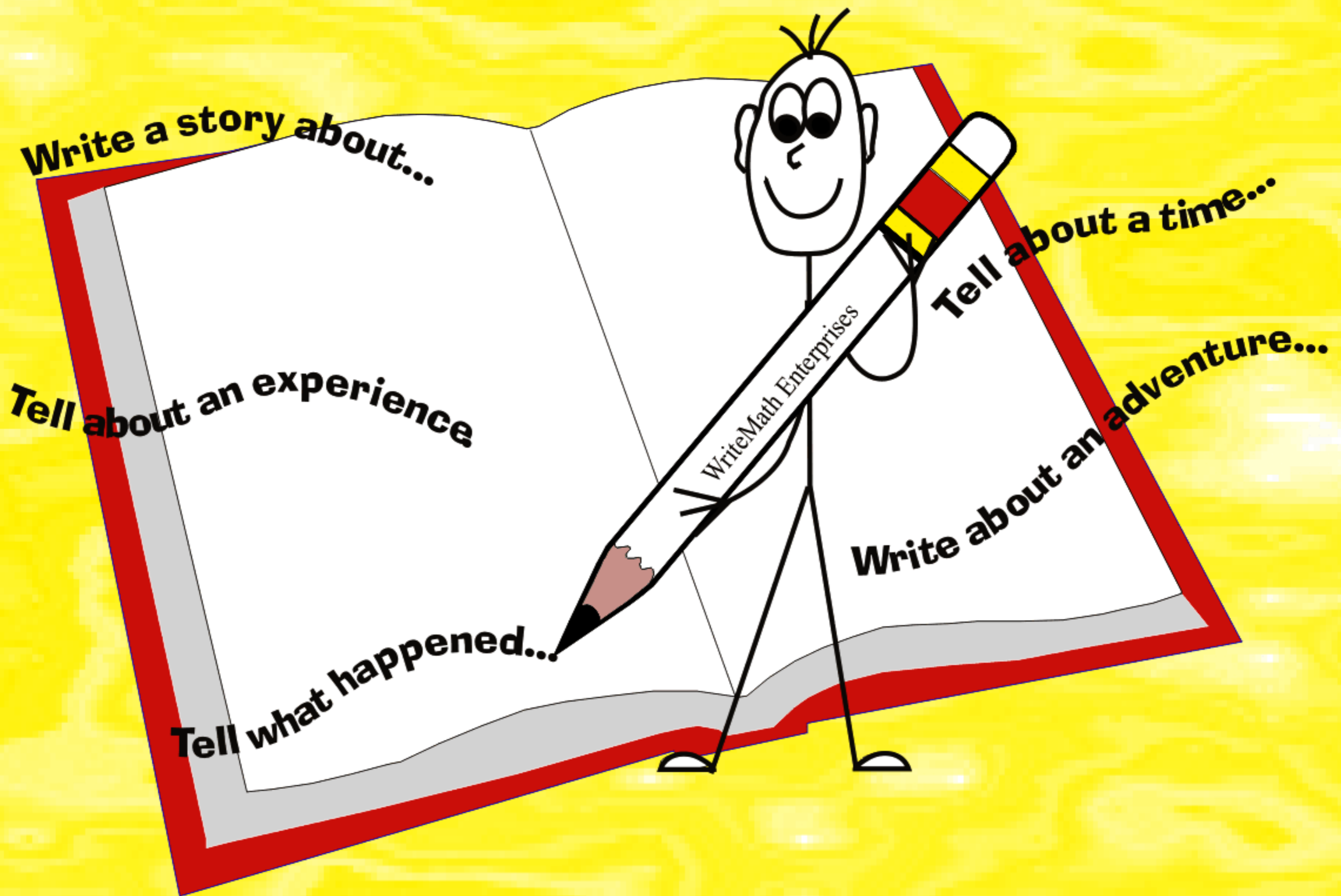


Just Write: Narrative

by Kathryn Robinson



Story...Story...Story...

Grades 3 - 5



WriteMath Enterprises
2303 Marseille Ct. Suite 104
Valrico, FL 33594-7248
WriteMathE@aol.com
www.writemath.com



Just Write: Narrative

(Grades 4-6)

Real-World
Writing
that
students
understand

Kathryn Robinson

W WriteMath Enterprises
Valrico, Florida

No parts of this publication may be stored in a retrieval system,
or transmitted, in any form, or by any means-electronic,
mechanical, photocopying, recording or otherwise -
without prior written permission of the copyright owner.

Copyright © 1995 Kathryn Robinson
All rights reserved – Printed in the U.S.A.

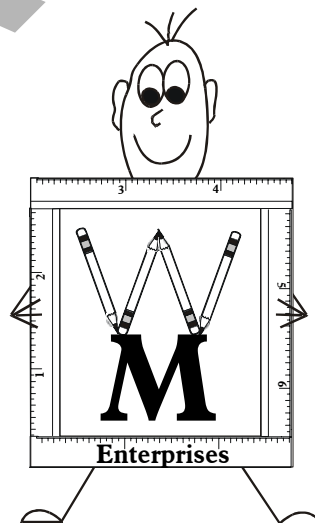
Published by WriteMath Enterprises
2303 Marseille Ct. Suite 104
Valrico, Fl. 33594
www.writemath.com

About the Author

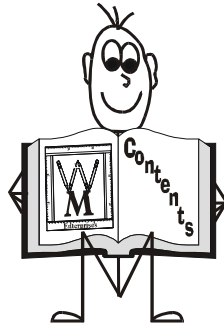
- **Kathryn Robinson** has taught elementary level school children for the last 20+ years in widely diverse cultural and challenging international settings in the United States, Germany, Pakistan, and Bangladesh. Due to the paucity of Math and Language Arts materials in Bangladesh, Kathy wrote *Just Turn and Share Math Centers* and day-by-day writing lessons for use in her international classroom. Settling in the Florida Suncoast area in 1994, Kathy uses these centers and writing lessons as an adjunct activity for day-to-day classroom, textbook-based lessons. *Just Turn and Share Math Centers series* and *Just Write: Expository* lessons continue to challenge, invigorate, and motivate her students in the classroom.

Highlights of Kathy's career

- College of St Elizabeth – BA (Elementary Education & French)
- Cameron University – MA (Special Education)
- Elementary Teacher – Germany, Oklahoma, Pakistan, Bangladesh, Florida
- P.E.P. Writes co-author
- PRA President, American International School
- UCF Project Central Participant
- ESOL Instructor – Hillsborough County
- FIN Multiple Intelligences Workshop Presenter
- Florida Writes Workshop Presenter
- Just Turn & Share Math Centers Series author



CONTENTS



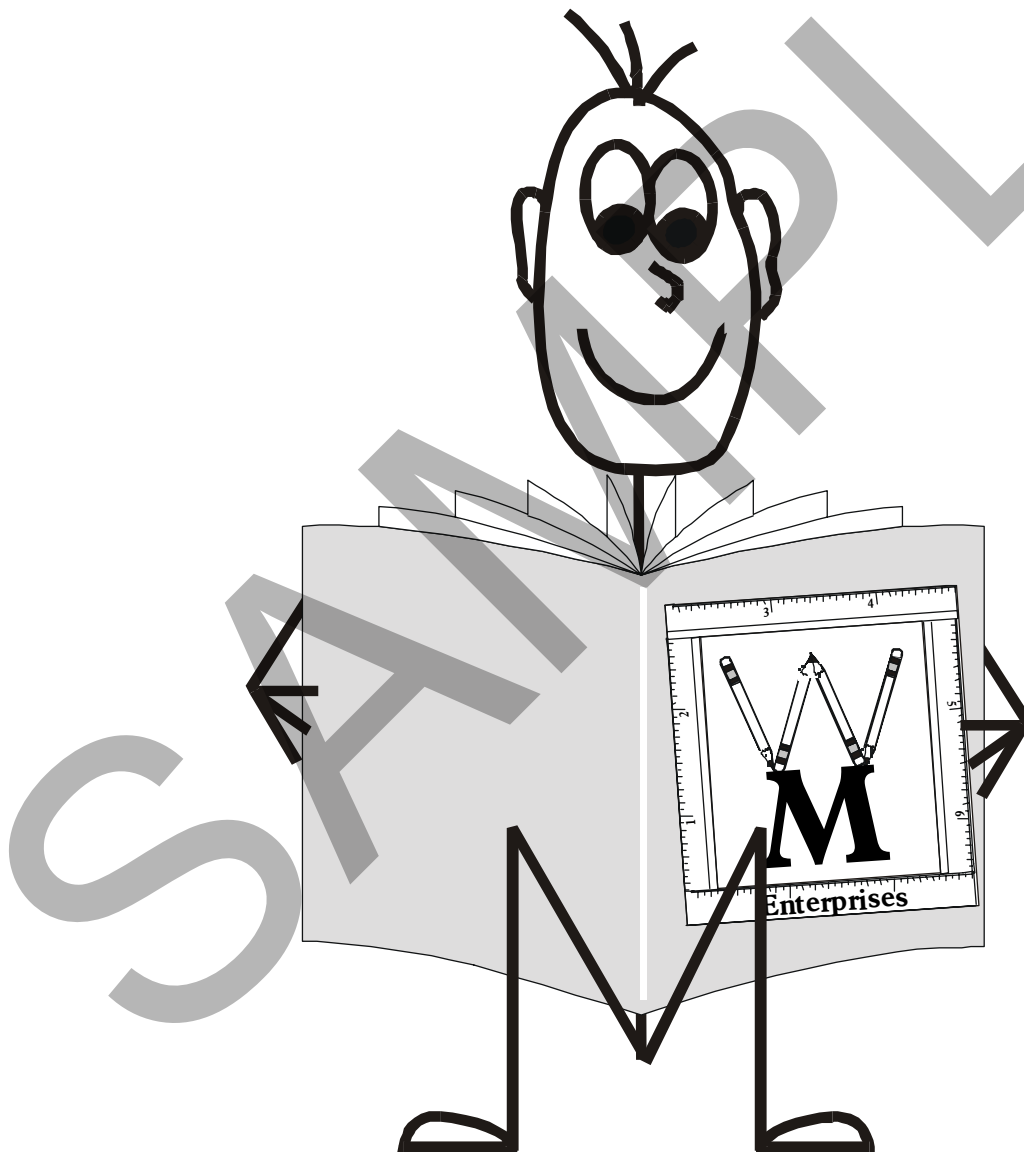
Introduction	Introduction-1
Chapter 1	1-1
Plan for Week 1	1-5
Vocabulary... ..	1-6
Morning Oral Prompts.....	1-7
Sentence Information.....	1-8
Words for “ <i>Said</i> ”	1-10
Sentence Work.....	1-11
Game	1-12
Homework	1-18
Writing Lesson #1.....	1-21
Writing Lesson #2.....	1-24
Writing Lesson #3.....	1-28
Writing Lesson #4.....	1-31
Writing Lesson #5.....	1-33
Chapter 2	2-1
Plan for Week 2	2-4
Vocabulary.....	2-5
Morning Oral Prompts.....	2-6
Sentence Work.....	2-7
Game	2-9
Homework	2-14
Writing Lesson #1.....	2-18
Writing Lesson #2.....	2-27
Writing Lesson #3.....	2-33
Writing Lesson #4.....	2-37
Writing Lesson #5.....	2-39

Chapter 3	3-1
Plan for Week 3	3-4
Vocabulary	3-5
Morning Oral Prompts	3-6
Sentence Work	3-7
Game	3-9
Homework	3-20
Writing Lesson #1	3-23
Writing Lesson #2	3-26
Writing Lesson #3	3-28
Writing Lesson #4	3-32
Writing Lesson #5	3-36
 Chapter 4	 4-1
Plan for Week 4	4-5
Vocabulary	4-6
Morning Oral Prompts	4-7
Sentence Work	4-8
Game	4-10
Homework	4-18
Writing Lesson #1	4-21
Writing Lesson #2	4-32
Writing Lesson #3	4-34
Writing Lesson #4	4-39
Writing Lesson #5	4-42
 Chapter 5	 5-1
Plan for Week 5	5-4
Vocabulary	5-5
Morning Oral Prompts	5-6
Sentence Work	5-7
Game	5-9
Homework	5-15
Writing Lesson #1	5-18
Writing Lesson #2	5-21
Common Narrative Endings	5-24
Writing Lesson #3	5-25
Writing Lesson #4	5-30
Writing Lesson #5	5-32

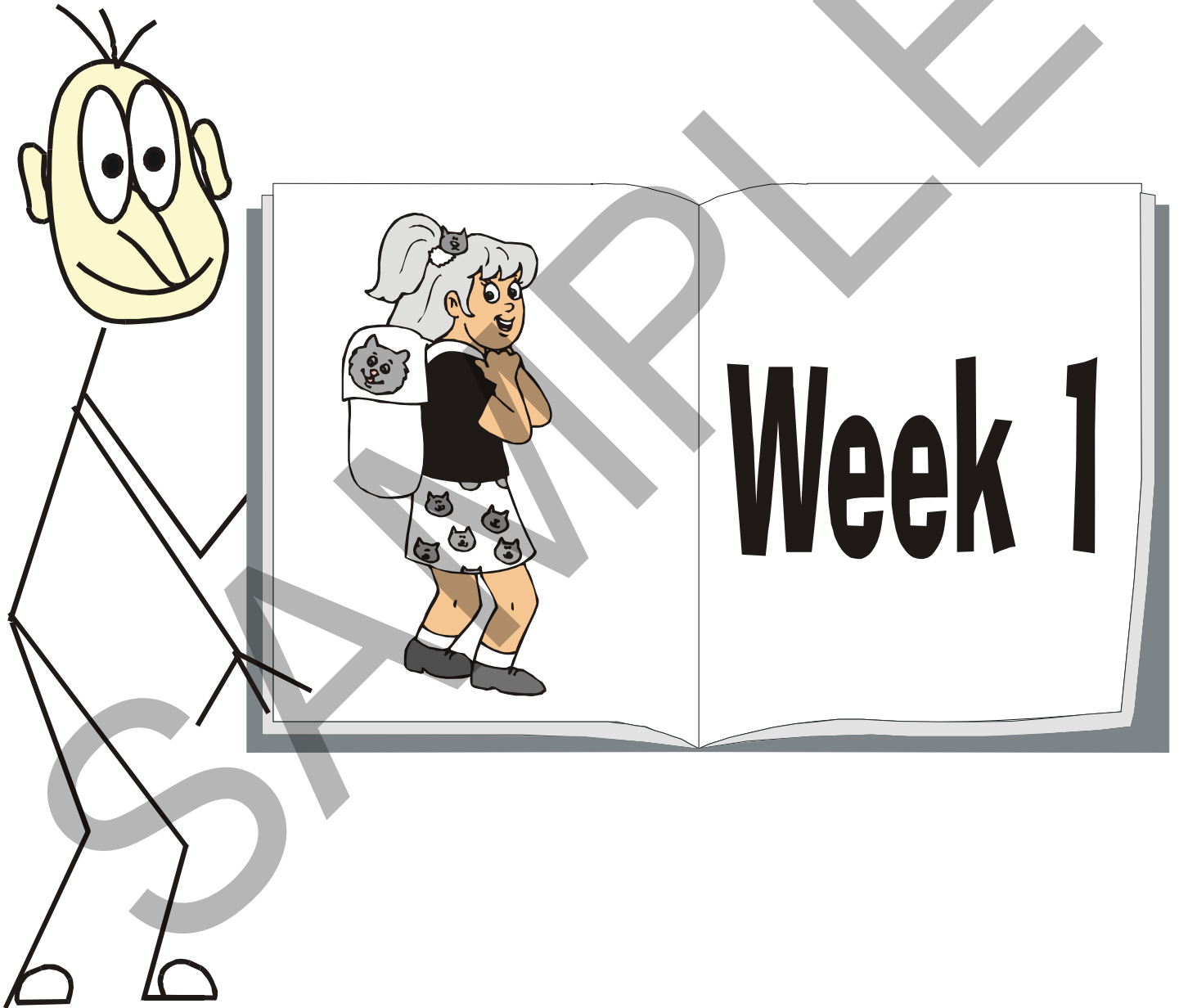
Chapter 6	6-1
Plan for Week 6	6-4
Vocabulary	6-5
Morning Oral Prompts	6-6
Sentence Work	6-7
Game	6-9
Homework	6-12
Writing Lesson #1	6-15
Writing Lesson #2	6-19
Writing Lesson #3	6-23
Writing Lesson #4	6-27
Writing Lesson #5	6-33
 Chapter 7	 7-1
Plan for Week 7	7-4
Vocabulary	7-5
Morning Oral Prompts	7-6
Sentence Work	7-7
Game	7-9
Homework	7-17
Writing Lesson #1	7-20
Writing Lesson #2	7-25
Writing Lesson #3	7-28
Writing Lesson #4	7-31
Writing Lesson #5	7-33
 Chapter 8	 8-1
Plan for Week 8	8-4
Vocabulary	8-5
Morning Oral Prompts	8-6
Sentence Work	8-7
Game	8-9
Homework	8-13
Writing Lesson #1	8-16
Writing Lesson #2	8-21
Writing Lesson #3	8-24
Writing Lesson #4	8-27
Writing Lesson #5	8-30

Chapter 9	9-1
Plan for Week 9	9-4
Vocabulary	9-5
Morning Oral Prompts	9-6
Sentence Work	9-7
Game	9-9
Homework	9-16
Writing Lesson #1	9-19
Writing Lesson #2	9-24
Writing Lesson #3	9-27
Writing Lesson #4	9-30
Writing Lesson #5	9-33
 Appendix A	 A-1
(<i>Prompt Work</i>)	
 Appendix B	 B-1
(<i>Lead Work</i>)	
 Appendix C	 C-1
(<i>Author's Circle of Support</i>)	
 Appendix D	 D-1
(<i>Forms</i>)	
Blank Graphic Organizer	D-5
Blank Vocabulary Page	D-6
Graphic Organizer Outlaws	D-7
Spelling Page	D-8
Fourth Grade Vocabulary	D-10
Student Bibliography	D-11
 Appendix E	 E-1
(<i>Forms</i>)	
Testing Suggestions	E-4
Writer's Club	E-13
Power Pack	E-15
Parent Testing Letter	E-22
 Appendix F	 F-1
(<i>Narrative Prompts</i>)	

Scored Papers SP-1
Score 1 SP-4
Score 2 SP-12
Score 3 SP-25
Score 4 SP-37
Score 5 SP-48
Score 6 SP-65



Welcome





Week 1 ...

...is the beginning of Narrative Writing Instruction. Students often confuse expository and narrative writing unless they have a firm base in one style before moving to the other. Whenever reading stories to students, teachers should specify the genre that they are reading. If reading a book that is expository in nature, let the students know, and vice versa if it is narrative writing. It is helpful to read an excerpt from an expository text and compare it to an excerpt from narrative text. Ranger Rick magazine is an excellent reading choice to display the differences between the two genres. Query students as to differences between the two writing styles. Tape television shows that are of one nature and compare them with shows of the other. Refer to expository writings as such and narrative writings as story. Teachers everywhere, myself included, ask young writers to “Please read your story to me”, when in fact the material is an expository piece. Careful word choice is important in referring to an array of writing genres. To create an auditory distinction between the two styles, I use two diverse tones of voice. Whenever I’m discussing anything to do with expository format, I use a hard and firm voice. I even shape my right fist into the form of the head of a gavel to denote a judge’s gavel in the courtroom. This signifies a style of writing that must display tons of support and details to fully explain the topic. While referring to narrative, I use a softer, often singsong-like voice, to reflect the concept of story – a nice, exciting, story-like atmosphere. Creating clear distinctions between the two genres at all times, helps students when it comes to a state writing assessment in which they must focus their writing in the correct style.

Plan for Week 1

Lesson Topics: Exploring key elements of narrative writing

Vocabulary:

Words to replace 'saw'

Morning Oral Prompt: (*Five Minute Oral Activity*)

Students read the prompt, discuss the topic, genre, and brainstorm ideas.

Daily Sentence Development: (*Fifteen Minutes*)

Students write different types of sentences.

Daily Journal Reflection: (*Five - Seven minutes*)

Students reflect on the '*Topic of the Day*' at the close of each lesson

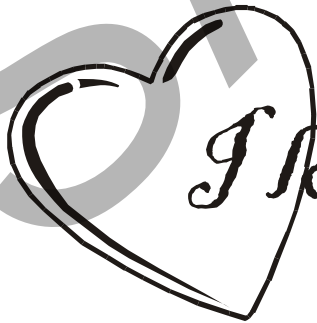
Writing Game – of – the - Week:

The Narrative Plot

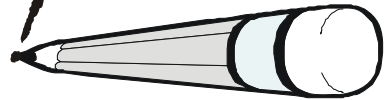
Homework:

1. Plot that Show
2. Word Search

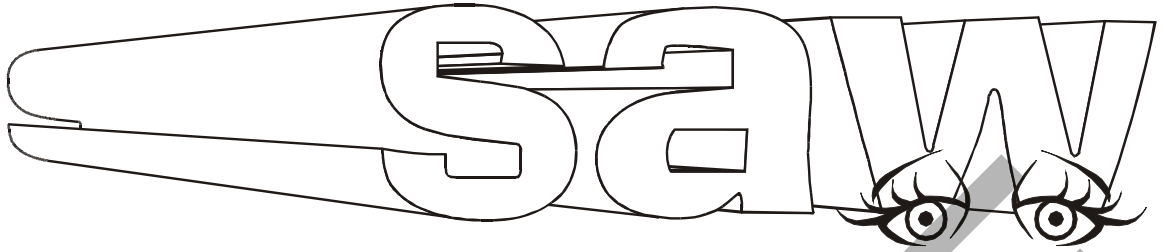
Write from the heart...



I love writing!



Vocabulary Words for the Week



beheld
examined
eyed
gaped at
gazed at
glanced at
glimpsed
inspected
kept my eyes peeled
noted
noticed
observed
perceived
scrutinized
sighted
spied
spotted
surveyed
viewed
witnessed

Morning Oral Prompts: Week 1

Imagine that you are on a deserted island.

Before you begin writing, think about everything that you might be able to do on a deserted island.

Now write about one morning on the island.

On November 7, 1877, Arden Chapman set a new world record by catching a grape thrown 259 feet with his mouth.

Before you begin writing, think about some world records that you would like to break. Now explain to the reader of your paper what world records you would like to break.

On November 9, 1976, Smokey the Bear died.

Before you begin writing, think about an adventure in which you save someone caught in a fire.

Now write about your adventure.

On November 10, 1969, the first Sesame Street Show appeared on television.

Before you begin writing, think about one Sesame Street character that you like.

Now tell a story about being with this Sesame Street character.

James Naismith, the inventor of basketball, was born in 1861.

Before you begin writing, think about how you play basketball.

Now explain to the reader of your paper how you play basketball.

Sentence Work

The *Sentence Work* exercises are designed to develop higher quality sentences. These lessons will guide students through practice that will improve language and complex sentence structure.

1. **Sentence #1** begins with short phrases that will help students show the reader an image/concept without hitting them over the head. They write two to three sentences that paint a picture in the reader's mind of the image the writer wishes to create.

For example:

Phrase: an angry man

Response: Mr. Robinson slammed the merchandise on the counter and fumed, "I want my money back!"

2. **Sentence #2** is designed to improve elaboration and create more vivid images. These sentences have lines for adjective placement and include precise verbs. Students should recopy the sentence and include adjectives or descriptive phrases. Students should concentrate on creating vivid images. Students should choose precise nouns and verbs whenever possible. A precise noun often creates a better image than several adjectives.

For example:

The **golden** horse trotted through the **deserted** field.

or

The **palomino** trotted through the **deserted** field.

3. **Sentence #3** provides practice and familiarity with synonyms for the word, 'said'. Students copy the sentence and include a synonym for 'said' that suits the quotation. Some suggestions are included on the student page entitled: **'Different ways to say 'said'**.

For example:

John **exclaimed**, "What a great home run!"

4. At this age, students have a difficult time understanding how to write a complex sentence yet they are able to write a complex sentence if they are taught to begin a sentence with different types of words, such as prepositions and participles. **Sentence #4** is designed to develop complex sentence structure and move students away from using the word 'I' or repeating a single noun repeatedly at the beginning of a sentence.

For example:

After I do my chores I can go outside.

5. Sentence #5 allows practice in using more exact language throughout their writing. Students should replace non-specific nouns and uninteresting verbs with specific nouns and verbs.

For example:

The boy went down the street.

Michael raced down Main Street.

Daily practice in sentence development is crucial to raising student writing to a higher level.

Always provide students with elaboration examples from pieces of literature:

For example:

Elaboration of: an old gas pump

He moved forward and peered closely at the gas pumps. The handle of the nearest one was rusted, and draped with spider webs. He pulled the nozzle up, and flicked the latch. Nothing happened. He squeezed the nozzle handle. No liquid came out. He tapped the glass window on the pump that showed the number of gallons, and the glass fell out in his hand. Inside, a spider scurried across the metal numerals.

- The Lost World by Michael Crichton

Elaboration of: a good caring person

Aunt Caroline – with her soft, sweet, soothing voice, her graceful, caring ways, and her bright blue eyes that seem to peer into your very soul – has been a constant comfort to me these past three and a half months.






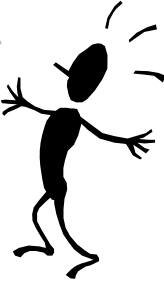


- When Will This Cruel War Be Over? by Barry Denenberg

After practicing teacher-directed sentences, students should be able to write sentences without examples for sentences #2 – 4.

- Sentence #2: Write a sentence with two nouns and the word ‘raced’.
- Sentence #3: Write a sentence with the word ‘screamed’ and a quotation.
- Sentence #4: Begin a sentence with the word ‘after’.

Independent development of sentences promotes creativity and understanding on the part of the student. It also prods students to use punctuation, grammar, and phonetic rules appropriately.

Different ways to write “said”...

 <p>“said” to show <u><i>happiness:</i></u> joked laughed giggled rejoiced</p>	 <p>“said” to show <u><i>tiredness:</i></u> grumbled grunted mumbled sighed</p>
 <p>“said” to show <u><i>sadness:</i></u> wept cried sobbed wailed</p>	 <p>“said” to show <u><i>anger:</i></u> screamed blared fumed shouted</p>
 <p>“said” to show <u><i>caring:</i></u> comforted suggested soothed encouraged</p>	 <p>“said” to show <u><i>fear:</i></u> quivered gaspd trembled stammered</p>
 <p>“said” to show <u><i>pain:</i></u> howled yelped screamed cried out</p>	 <p>“said” to show <u><i>wanting</i></u> pleaded begged implored requested</p>

Sentence Work I

Name: _____

Date: _____

1. Show me...

a messy room
(Do not use the underlined word in your 'show-me' sentence.)

1. Show me...

a beautiful ship
(Do not use the underlined word in your 'show-me' sentence.)

2. Elaboration...

The _____ cat scooted up the _____ tree and....

2. Elaboration...

The _____ baby gobbled down all of her _____ but...

3. Said, said, said...

Jose seethed, " _____ " _____ "

3. Said, said, said...

Jean sighed, " _____ " _____ "

4. Begin a sentence with...

When...

4. Begin a sentence with...

As far as I know...

5. Be more specific...

The exhibit will open in the morning.

5. Be more specific...

The team won the game.

Sentence Work II

Name: _____

Date: _____

1. Show me...

an old house
(Do not use the underlined word in your 'show-me' sentence.)

1. Show me...

a delicious pizza
(Do not use the underlined word in your 'show-me' sentence.)

2. Elaboration...

The _____ snake slithered _____
even though the...

2. Elaboration...

The german shepherd sped down the _____
until...

3. Said, said, said...

Lizeth agonized “ _____ ”

3. Said, said, said...

Cindy quaked, “ _____ ”

4. Begin a sentence with...

After...

4. Begin a sentence with...

Before...

5. Be more specific...

The airplane flew over the city.

5. Be more specific...

The park has a special ride.

Narrative Plot Game

by Cindy Landers, Cypress Creek Elementary School, Ruskin, Florida

Objective: To plot a story on the Narrative Graphic Organizer.

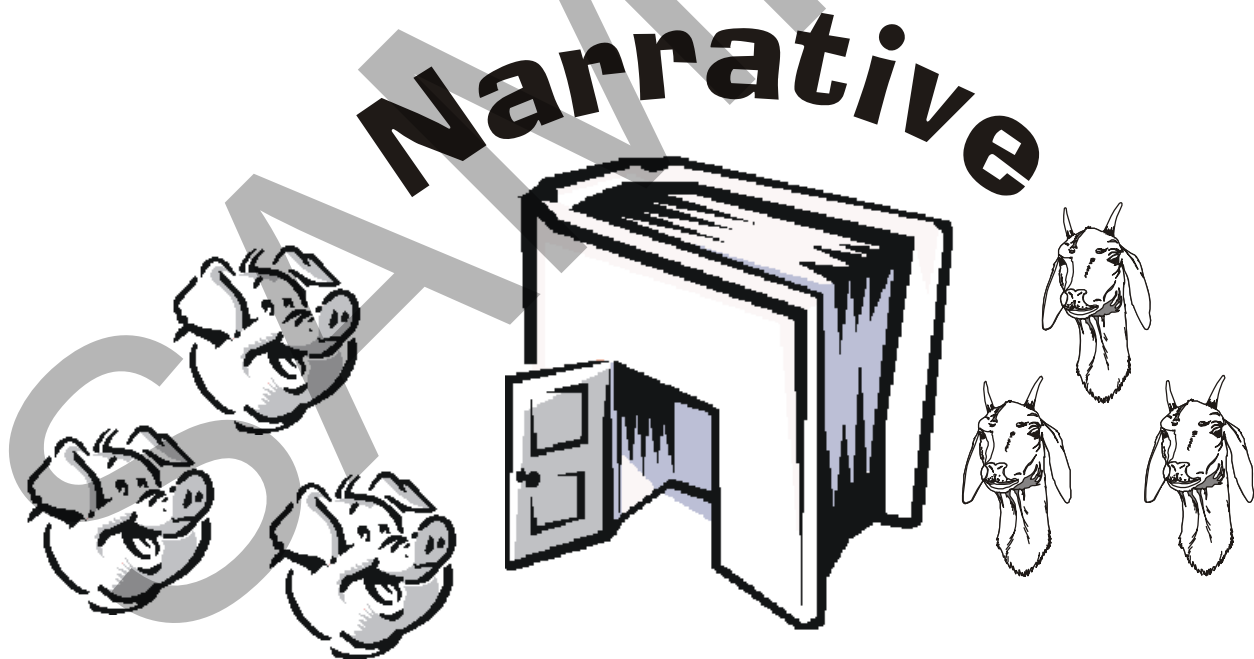
Preparation:

- Enlarge *Story Reading Graphic Organizer* on 11" x 17" paper or construction paper.
- Copy each story on different color card stock. Cut apart game strips.

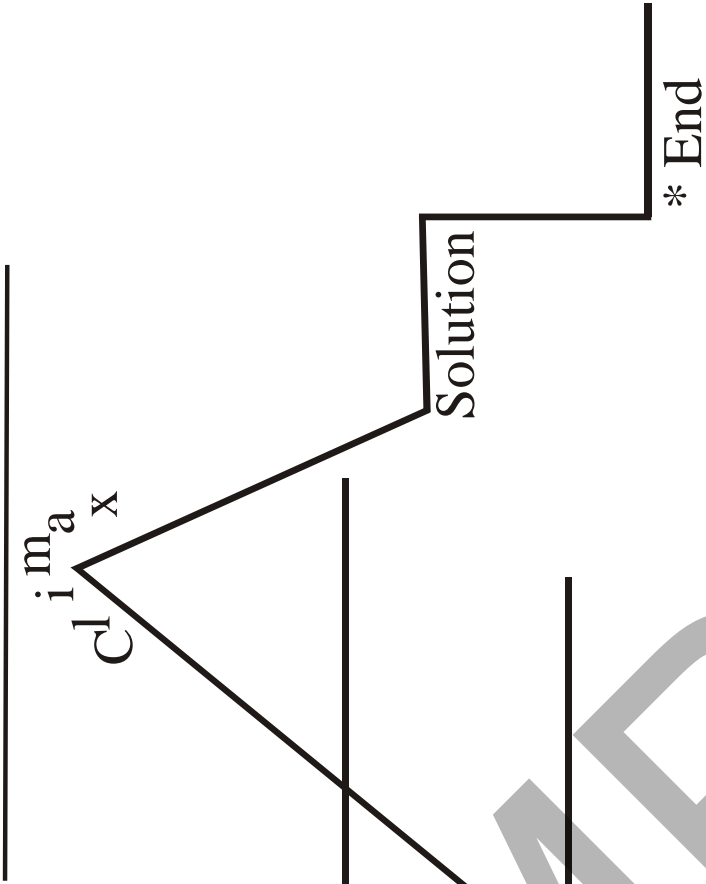
Recommendation: Laminate to preserve for another year.

Activity:

1. Read The Three Billy Goats Gruff.
2. Working in partners/groups, students place story parts on graphic organizer.
3. Class discussion follows regarding card placements.
4. Repeat #1 – 3 with the story parts for The Three Little Pigs.



Story Reading Graphic Organizer



Problem:

Intro:

Who:

When:

Where:

The Narrative Plot Game

(Copy in one color card stock.)

STORY:

The Three Billy Goats Gruff

Big Billy Goat and Troll are fighting on the bridge.

on a bridge, in a field

The three Billy Goats cross the bridge and ate until they got fat.

Big Billy Goat meets the troll.

in the past

Medium Billy Goat meets the troll on the bridge and tricks him into not eating him but to wait for the next Billy Goat.

Little Billy Goat meets the troll on the bridge and tricks him not to eat him but to wait for the next Billy Goat.

The three Billy Goats Gruff want to get across the bridge and the troll wants to stop them.

Big Billy Goat butts the troll off the bridge.

Three Billy Goats Gruff, Troll

The Narrative Plot Game (Cont'd)

(Copy in another color card stock.)

STORY:

The Three Little Pigs

The three little pigs live happily ever after in the brick house.

The First Little Pig builds a house out of straw and the Big Bad Wolf blows it down.

in the past

The Big Bad Wolf wants to eat the pigs.

The Third Little Pig builds a house out of bricks and the Big Bad Wolf tries to blow it down, but he can't.

The Second Little Pig builds a house out of sticks and the Big Bad Wolf blows it down.

The three little pigs put a big pot of boiling water under the chimney.

Big Bad Wolf, Three Little Pigs

in the country

The wolf comes down the chimney, then shoots back up and runs away.

Big Billy Goat and Troll are fighting on the bridge.

Story Reading Graphic Organizer
The Three Billy Goats Gruff

C l i m a x

Big Billy Goat meets the troll

Big Billy Goat butts the troll off of the bridge.

Medium Billy Goat meets the troll on the bridge and tricks him into not eating him but to wait for the next billy goat.

Solution

The three Billy Goats Gruff cross the bridge and ate until they got fat.

* End

Little Billy Goat meets the troll on the bridge and tricks him into not eating him but to wait for the next billy goat.

Problem: The three Billy Goats Gruff want to get across the bridge and the troll wants to stop them.

Who: Three Billy Goats Gruff, troll
When: in the past
Where: on a bridge, in a field

The three little pigs put a big pot of boiling water under the chimney.

Story Reading Graphic Organizer
The Three Little Pigs

C l i m a x

The Third Little Pig builds a house out of bricks and the Big Bad Wolf tries to blow it down, but he can't.

The wolf comes down the chimney, then shoots back up and runs away.

Solution

The three little pigs live happily ever after in the brick house.

* End

The Second Little Pig builds a house out of sticks and the Big Bad Wolf blows it down.

The First Little Pig builds a house out of straw and the Big Bad Wolf blows it down..

Problem: The wolf wants to eat the three Little Pigs.

Who: Wolf, Three Little Pigs
When: in the past
Where: in the country

Homework Puzzle Sheet

X
Y P W
E E T X G
A U G A N N Z
P F H P D S O Y H
Q R V S K E P T M Y E Y E S P E E L E D O C
X K M E X X C R I K S P B X C N A G V H S C Z
S Z M R T N G C N Z R W A R E W V G N A I X
S Y S B A D E E W V G M U I G X O H N O N
H R I L L D N I I A I T S D F T S B E W
X C G E H E N V P N I P C J P S V O S
D D H W M O R E E N O U E E B R P
D E T O N S D D I T C R N Y S
D B Y E S U A C Z T V M T P
G A Z E D A T P E E V X E
L N D J V V A D D D Z S
I P Q A K R P J L H F
M R N H J F U F P O
P R I R Z H J S V
S P I E D A W V
E Z H N A Y T K
D K I T G D F E
O B O L G L I Y

DIRECTIONS: Circle the following words in the puzzle:

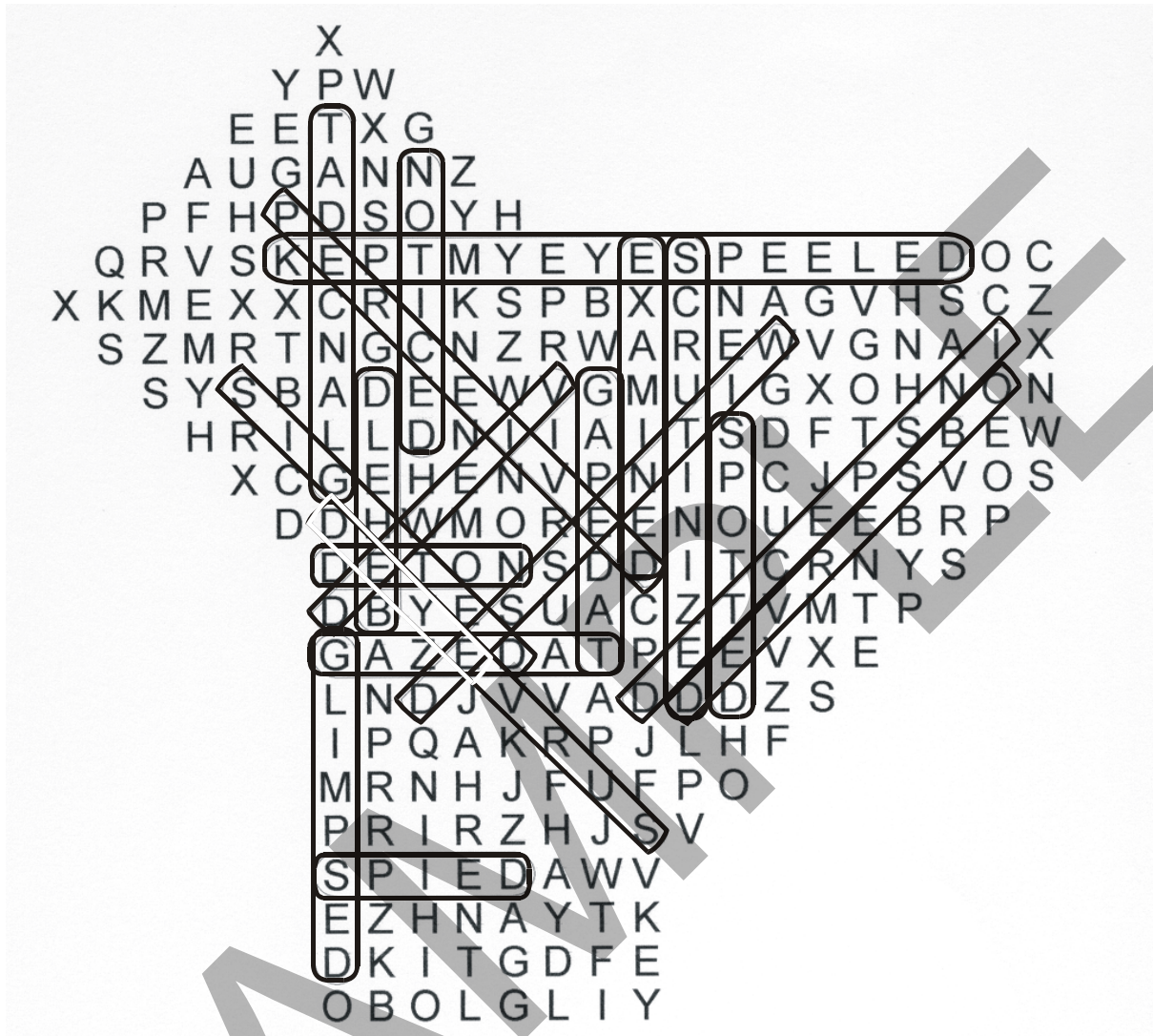
Words to replace 'saw':

**beheld
examined
eyed
gaped at
gazed at
glanced at
glimpsed**

**inspected
kept my eyes peeled
noted
noticed
observed
perceived
scrutinized**

**sighted
spied
spotted
surveyed
viewed
witnessed**

Homework Puzzle Answer Sheet



DIRECTIONS: Circle the following words in the puzzle:

Words to replace 'saw':

beheld

examined

eyed

gaped at

gazed at

glanced at

glimpsed

inspected

kept my eyes peeled

noted

noticed

observed

perceived

scrutinized

sighted

spied

spotted

surveyed

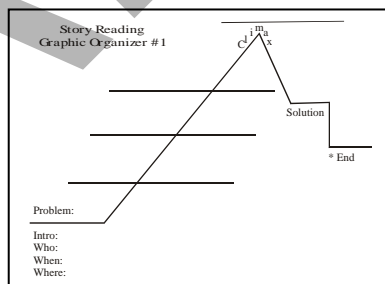
viewed

witnessed

Writing Lesson #1

Objective: To explore the key elements of narrative writing.

1. Students brainstorm a list of stories.
2. Question the students as to the components of a story (narrative writing).
3. Elicit a list of the most common elements of a story:
 - Characters (*people or personified creatures*)
 - Setting (*time, place, and weather*)
 - Beginning (*What was happening at the beginning of the story?*)
 - Problem (*What was the story about – what did the main character **want** in the story*)
 - Middle (*What are the main events of the story?*)
 - Solution (*Did the main character get what he wanted?*)
 - Climax (*What was the most exciting part of the story?*)
 - End (*How did the story end?*)
 - Theme (*What did we learn in the story?*)
 - Point of View (*Angle the reader sees the story.*)
4. Read Baseball Saved Us or any clear-cut story with a defined Beginning, Middle, and Ending.
5. Plot the story with the students on the *Story Reading Graphic Organizer #1* (page 1-23). Students should plot the story on individual graphic organizers along with the teacher.



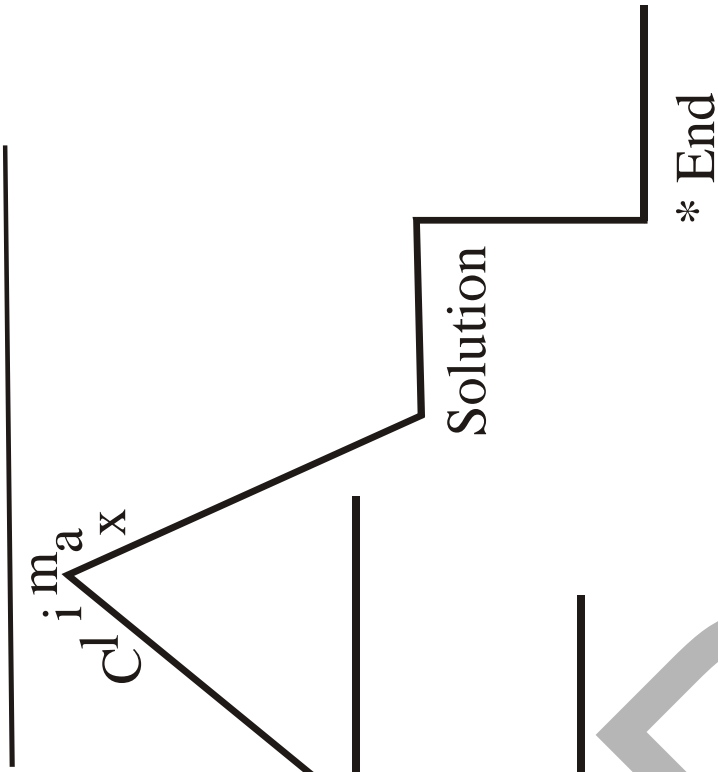
6. Discuss the theme of the story: *gaining dignity and respect*.
7. Discuss the point of view of the story: First Person Narrative (*“I” version*).



Journal Reflection:

What is narrative writing?

Story Reading Graphic Organizer #1



Problem:

Intro:

Who:

When:

Where:

Story Reading Graphic Organizer #1

Baseball Saved Us by Ken Mochizuki

Ken plays in a game at home.

Cl
i
m
a
x

3. Ken returns home and plays ball.

Ken hits a home run.

Solution

Team carries
Ken off as a
hero.

* End

2. Ken learns to hit the baseball.

1. Ken's dad builds baseball field.

Problem: Ken wanted to be good at baseball

Intro. Ken's family is taken to the Japanese camp

Who: Ken

When: Camp

Where: during World War II

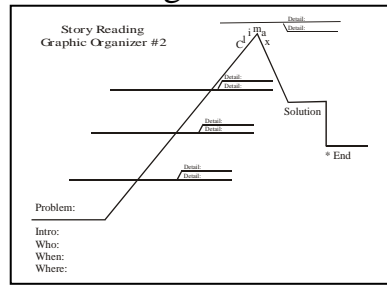
Writing Lesson #2

Objective: To demonstrate the importance of a good ending to a story.

1. Review narrative story elements from Lesson #1.
2. Read Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco or any clear-cut story with a defined Beginning, Middle, and End.
3. Elicit a list of the elements of the story:
 - Characters (*people or personified creatures*)
 - Setting (*time, place, and weather*)
 - Beginning (*What was happening at the beginning of the story?*)
 - Problem (*What was the story about – what did the main character **want** in the story*)
 - Middle (*What are the main events of the story?*)
 - Solution (*Did the main character get what he wanted?*)
 - Climax (*What was the most exciting part of the story?*)
 - End (*How did the story end?*)
 - Theme (*What did we learn in the story?*)
 - Point of View (*Angle the reader sees the story.*)
4. Students often don't understand the importance of the ending of a story. They think that all they have to do is write the words: **THE END** large and in bold letters to have a good ending. Demonstrate the importance of an appropriate ending to a story.
 - Stop reading the story before the ending, preferably at the part where the books are falling and the words: "*Clearly it was a sign!*" Say aloud, "The End!"
 - Students will be in an uproar because of the abrupt stop.
 - Ask them, "What's the problem?"
 - They'll want to hear the end.
 - Remind them that the book had an ending (*You said, "The End."*)
 - They'll respond that the ending was not as good as the story.
 - Then read the real ending and ask them why this ending was better.
 - Response: It fit the events and the story.
 - Reminder: It's very important to leave the reader with a good feeling at the end of the story - a sense of completion.

THE END!

- Plot the story with the students on the *Story Reading Graphic Organizer #2* (page 1-27). Students assist teacher in noting details for each event.

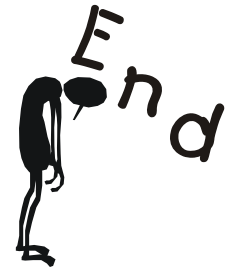


- Discuss the theme of the story: *children taking charge of the future and hope is eternal.*
- Discuss the point of view of the story: Subjective Narrative (*no thoughts are revealed to the reader*).

Beginning



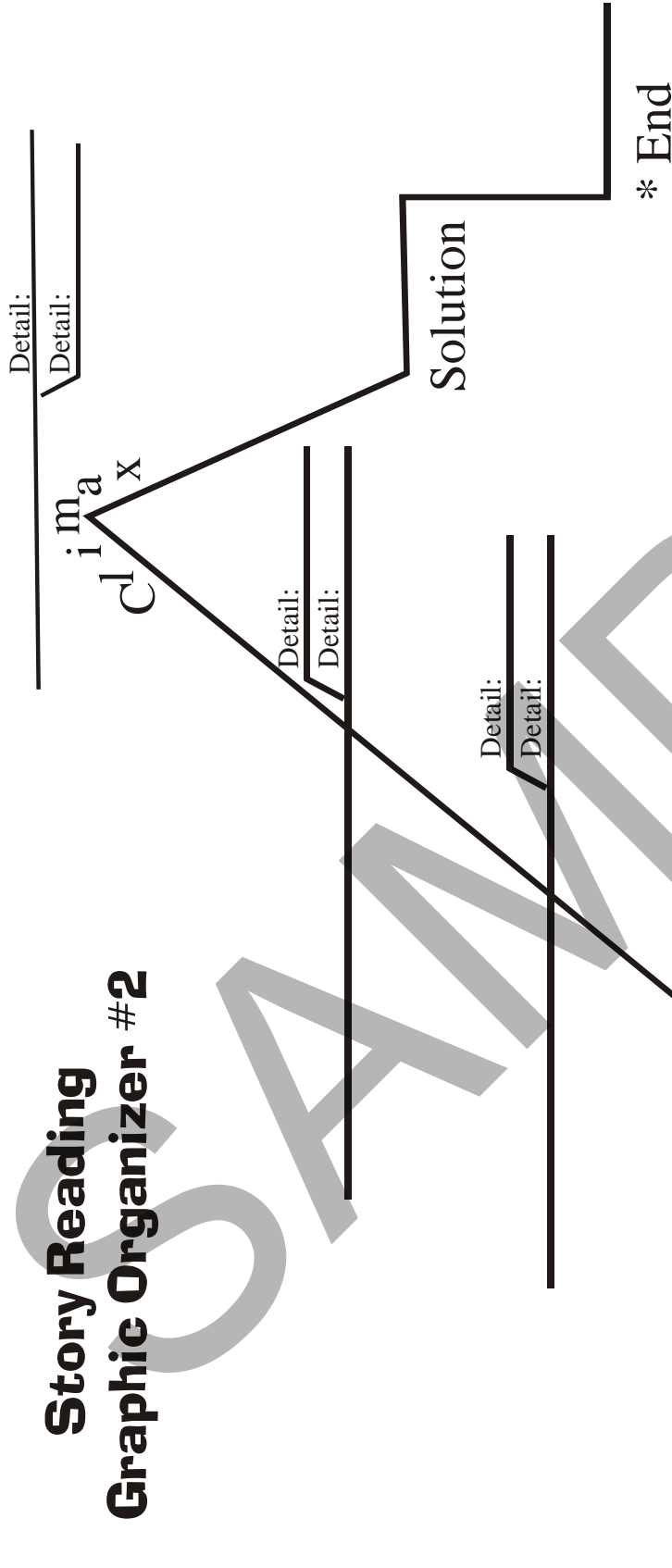
Middle



Journal Reflection:

Who were the characters in today's story?

Story Reading Graphic Organizer #2



Problem:

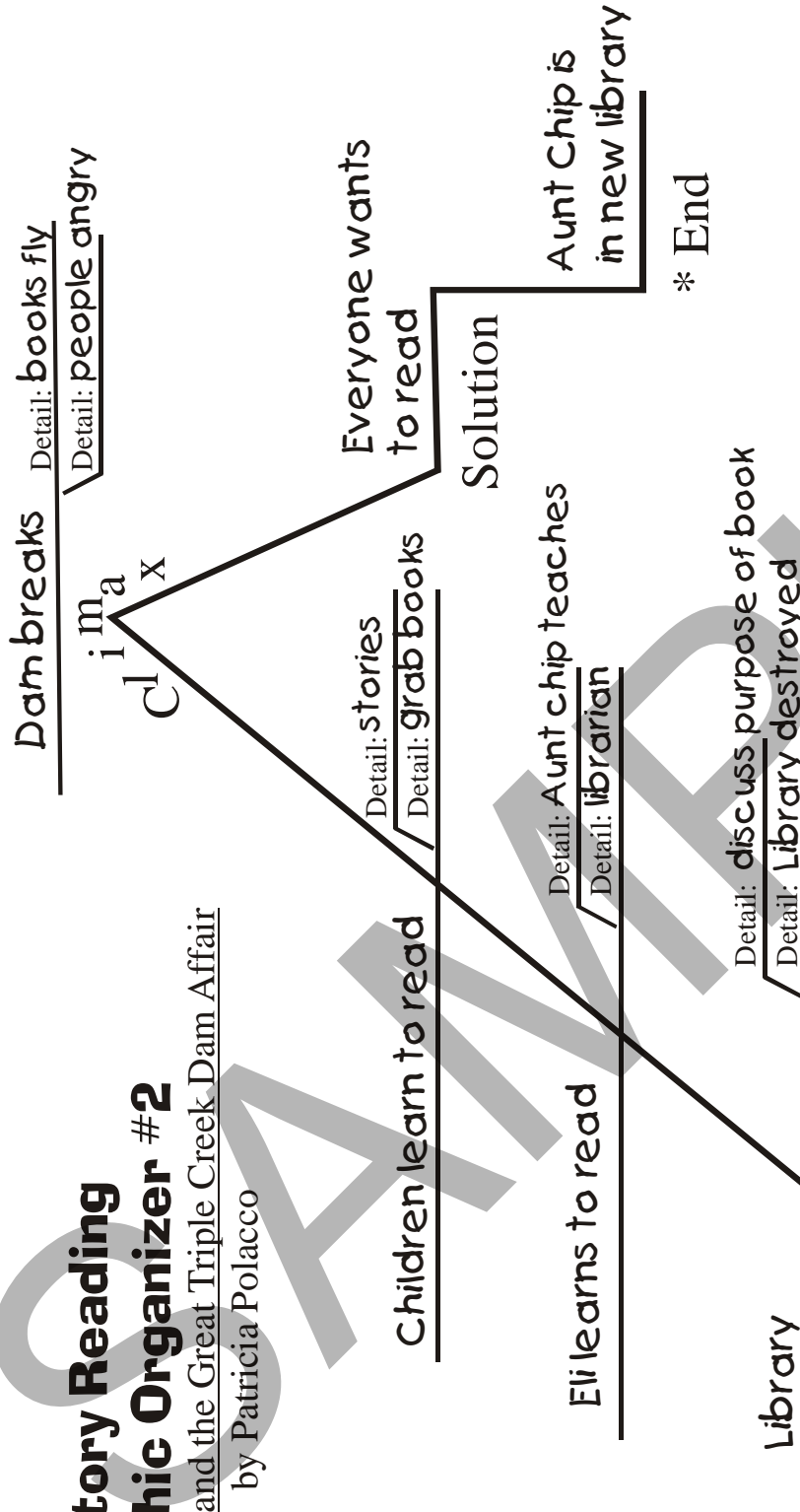
Intro:

Who:

When:

Where:

Story Reading
Graphic Organizer #2
 Aunt Chip and the Great Triple Creek Dam Affair
 by Patricia Polacco



Problem: Aunt Chip wants people to read books

Intro: Everyone is watching TV

Who: Aunt Chip and Eli

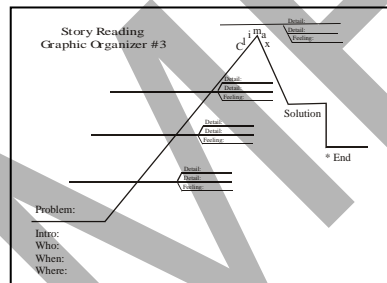
When: Morning

Where: Town of Triple Creek

Writing Lesson #3

Objective: To develop imagined stories that appear realistic.

1. Review narrative story elements from Lesson #1.
2. Many students believe that imagined stories are cartoons, fairy tales, or fables. They don't realize that authors often create stories that sound real. Not all imagined stories are about aliens, monsters, and fairy princesses. Tell the students that you are going to read a story and they must decide if it is real or imaginary.
3. Read The Gift of the Magi by O'Henry or make up a realistic-sounding story about a field trip, camping trip, or fishing adventure.
4. Plot the story with the students on the *Story Reading Graphic Organizer #3* (page 1-30). Add the feelings of the main character during each event. Ask the students to indicate the words in the story that cued them into the main character's feelings.



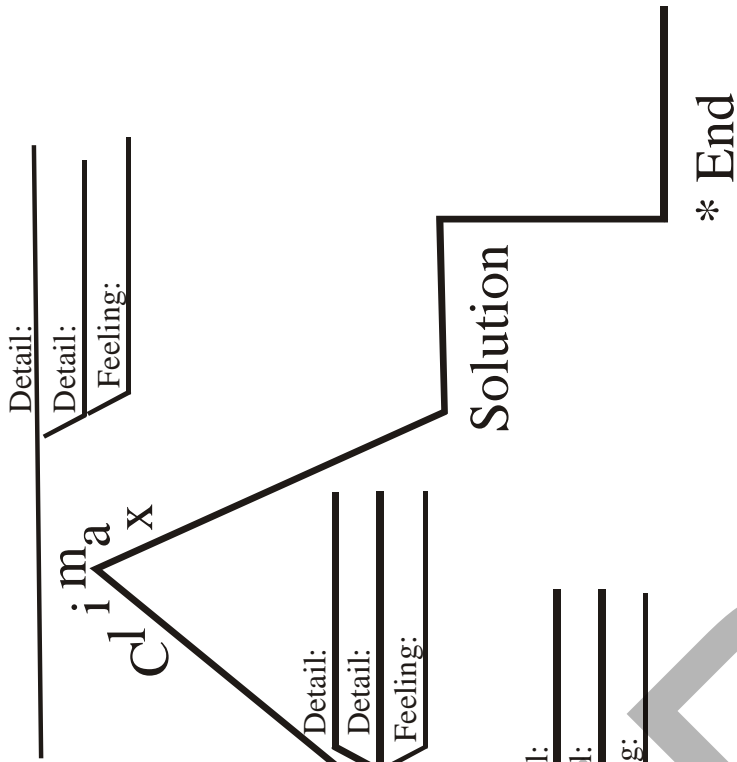
5. Discuss the theme of the story: *love is more important than material goods*.
6. Discuss the point of view of the story: Third Person Narrative (*The reader understands the story from Della's point of view*).
7. Show students the book Imagine by Bart Vivian.
8. Discuss the students' dreams and aspirations.



Journal Reflection:

Who were the characters in today's story?

Story Reading Graphic Organizer #3



Problem:

Intro:

Who:

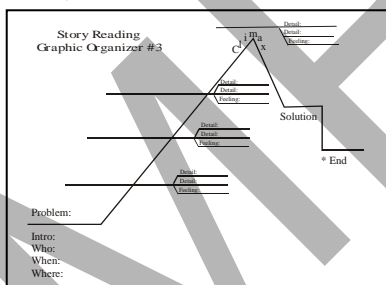
When:

Where:

Writing Lesson #4

Objective: To observe the importance of dialogue.

1. Review narrative story elements from Lesson #1.
2. Dialogue can be spoken words or thoughts. Show the class cartoons with speech and thought balloons. Explain that both speech and thoughts represent dialogue.
3. Dialogue should not overwhelm the story. Dialogue draws the reader through the events.
4. Read A Bad Day at Riverbend by Chris Van Allsburg.
5. Plot the story with the students on the *Story Reading Graphic Organizer #3* (page 1-30). Add the feelings of the main character during each event. Ask the students to indicate the words in the story that cued them into the main character's feelings.



6. Students compare the number of sentences that are dialogue to non-dialogue sentences to realize that description, action, and elaboration drive a well-written story. Dialogue is a tool added to the story to draw the reader further into the plot and build anxiety on the part of the reader.
7. Discuss the theme of the story: *Are our lives real or fictional?*
8. Discuss the point of view of the story: Objective Narrative (*The reader observes the characters' actions but none of the characters' thoughts are revealed*).
9. Bad Day at Riverbend has a twisted ending. The main characters do not solve the problem, but the solution is evident to the reader.

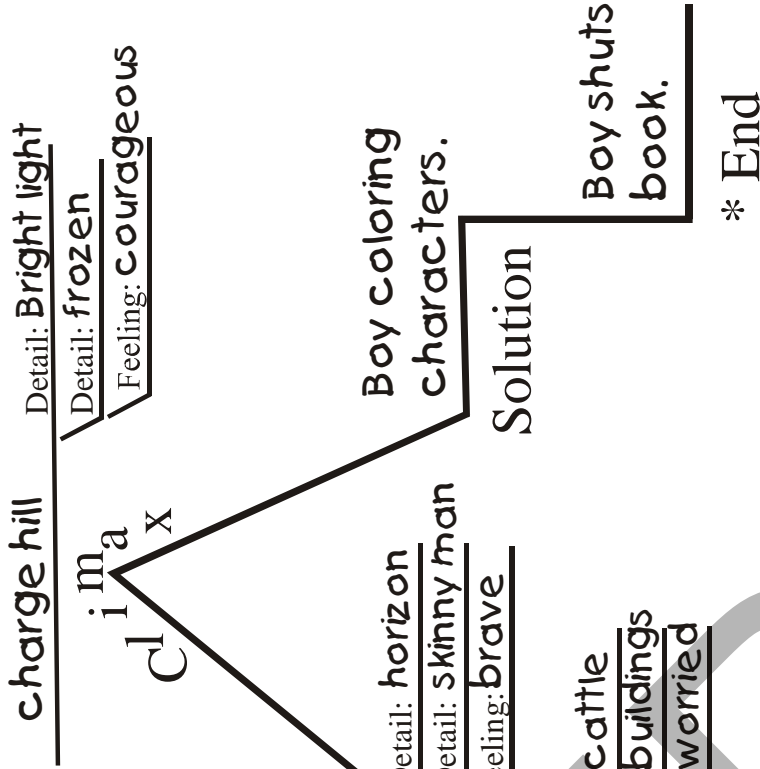


Journal Reflection:

What was the setting for today's story?

Story Reading Graphic Organizer #3

Bad Day at Riverbend by Chris Van Allsburg



Problem: Sheriff wants to find out where the colors are coming from

Intro: One day is just like the next in Riverbend

Who: Sheriff Ned Hardy

When: morning

Where: Riverbend

Writing Lesson #5

Objective: To plot a story on the narrative graphic organizer.

1. Review narrative story elements from Lesson #1.
2. Students play *The Narrative Plot Game* (page 1-14).
3. It is important to relate narrative writing to stories with which students are familiar. I have found success using fairy tales because the majority of my students feel comfortable and have heard these 'childhood' legends over and over. Students are more comfortable exploring new 'horizons' when they begin by treading on familiar territory. Everyone knows the plot of familiar fairy tales like The Three Little Pigs and the Three Billy Goats Gruff. From these tales, our students' narrative roots spring.
4. Read The Three Little Pigs. Working in pairs, students place the story parts on the corresponding lines of the graphic organizer.
5. Students share the reasons for placing each card in its position.
6. Read The Three Billy Goats Gruff. Working in pairs, students place the story parts on the corresponding lines of the graphic organizer.
7. Students support the placement of each card.



Journal Reflection:

Which story was easier to plot? Why?

Bibliography

O'Henry. *The Gift of the Magi and Other Short Stories*. New York: Dover Publications, 1992.

Mochizuki, K. Baseball Saved Us. New York: Lee & Low Books Inc., 1993.

Pollacco, Patricia. Aunt Chip and the Great Triple Creek Dam Affair. New York: Philomel Books, 1996.

Van Allsburg, C. Bad Day at Riverbend. Boston: Houghton Mifflin Co., 1995.

Vivian, Bart. Imagine. Oregon: Beyond Words, 1998.

SAMPLE