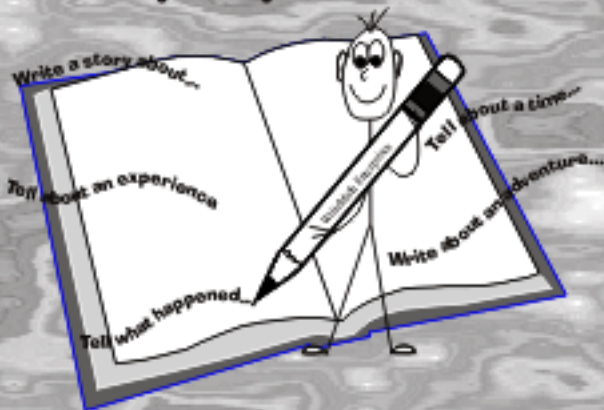


Just Write: Narrative

by Kathryn Robinson



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

Grades 4 - 6



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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.

Name: _____ Date: _____

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.






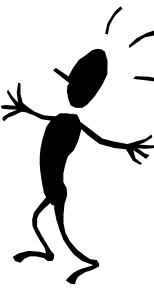


- When Will This Cruel War Be Over? by Barry Denenberg

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

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.

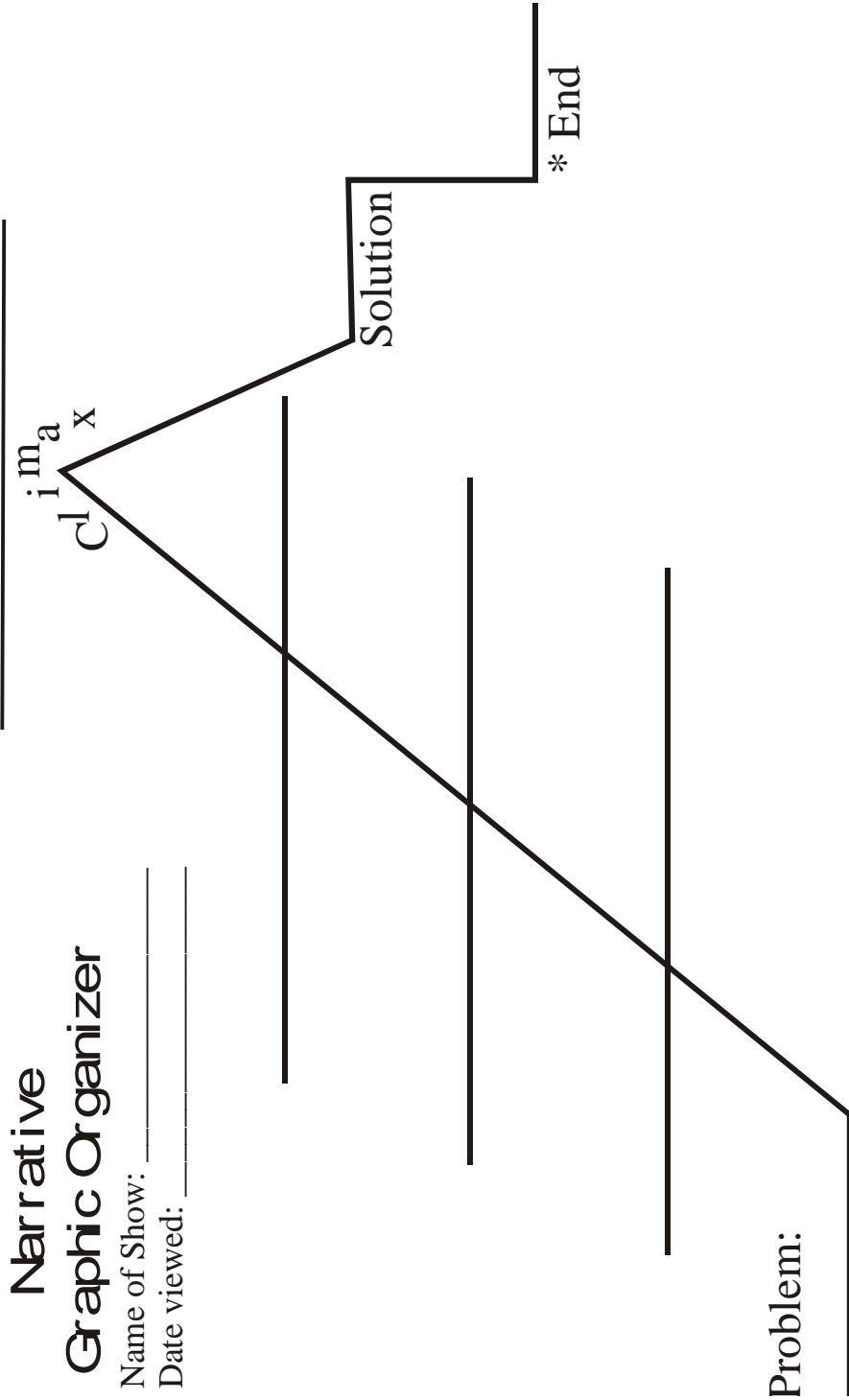
Name: _____ Date: _____

HOMWORK

Plot that Show!!!

DIRECTIONS: Watch a narrative show or movie.

Plot the story on the Narrative Graphic Organizer.



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

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DIRECTIONS: Circle the following words in the puzzle:

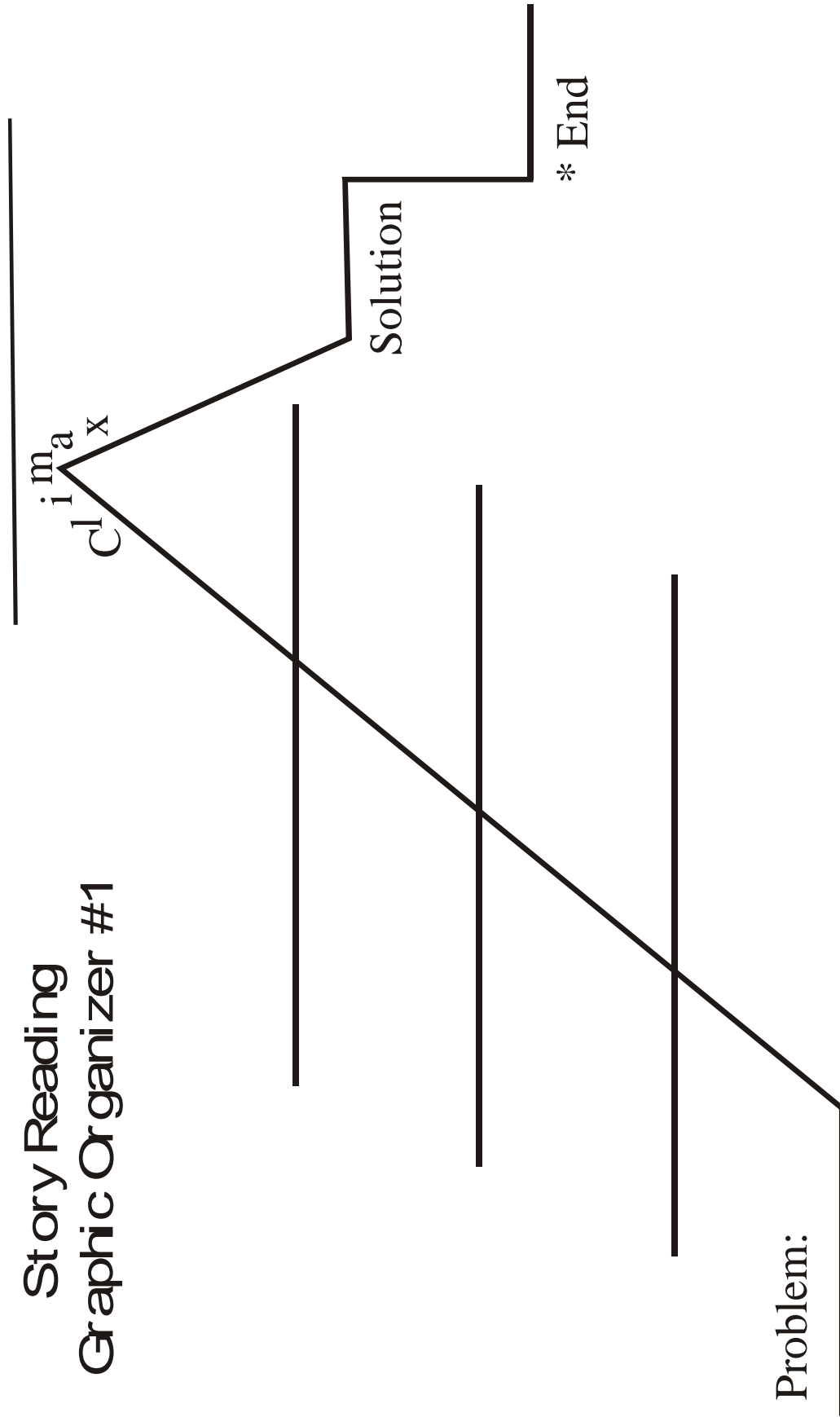
Words to replace 'saw':

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

Story Reading Graphic Organizer #1



Problem:

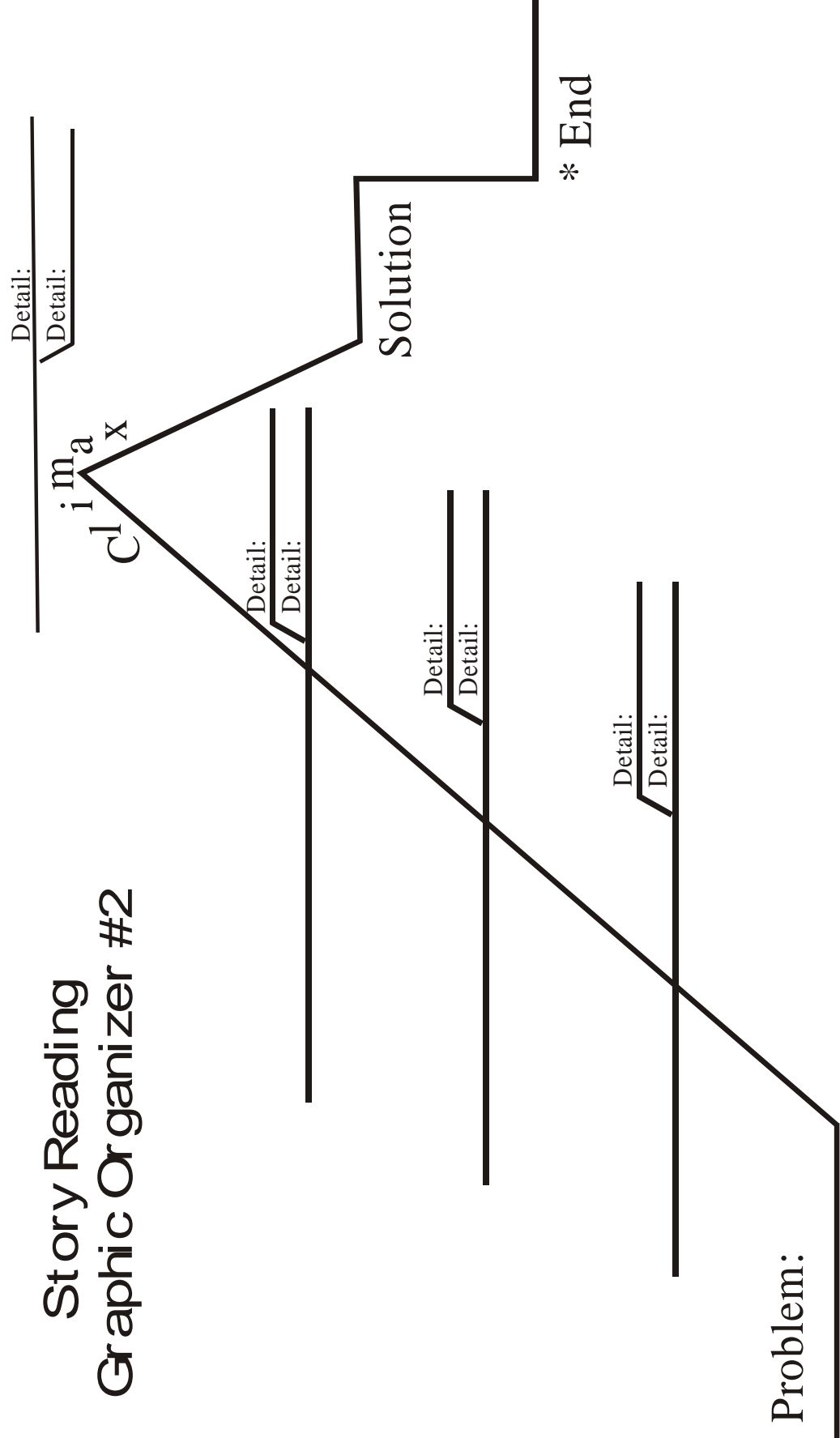
Intro:

Who:

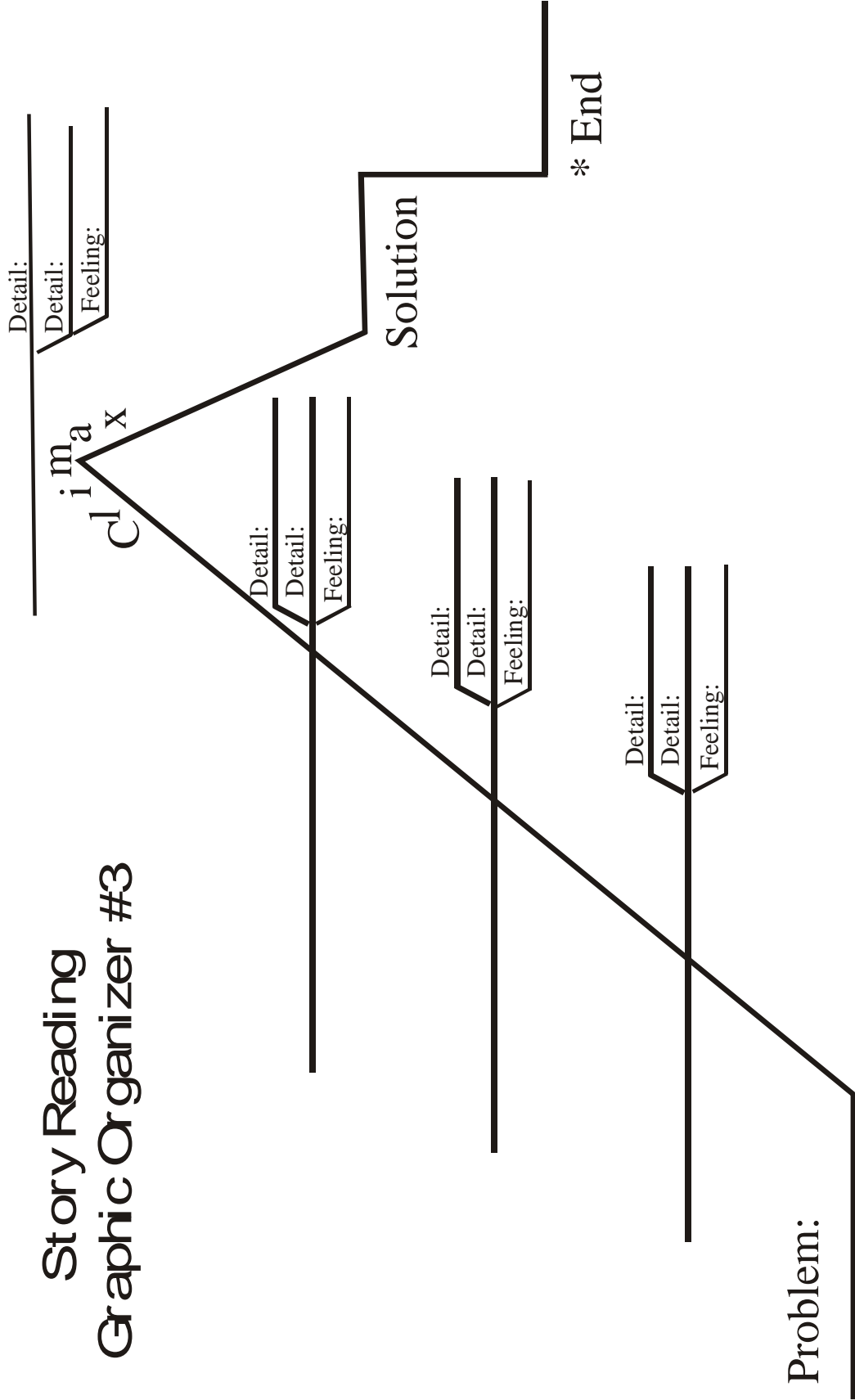
When:

Where:

Story Reading Graphic Organizer #2

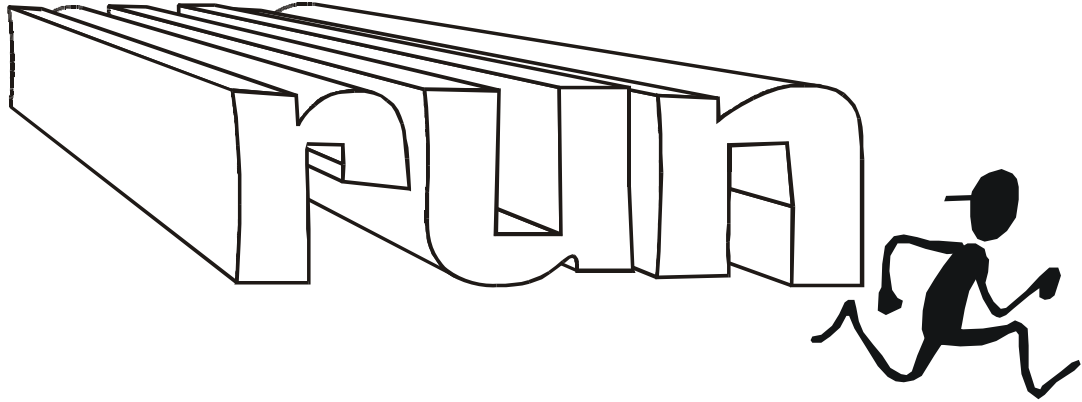


Story Reading Graphic Organizer #3



Name: _____ Date: _____

Vocabulary Words for the Week



beat it
bolt
canter
dash
depart
flee
gallop
hasten
jog
race
retreat
rush
scamper
scoot
scramble
scurry
sprint
tear out
trot
zoom

Sentence Work I

Name: _____

Date: _____

1. Show me...

a plant that needs water
(Do not use the underlined word in your 'show-me' sentence.)

1. Show me...

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

2. Elaboration...

The _____ monkey grasped the _____
banana firmly and....

2. Elaboration...

The _____ toddler wobbled down the
_____ hallway then....

3. Said, said, said...

Barbara whined, " _____ "

3. Said, said, said...

Daniel shouted, " _____ "

4. Begin a sentence with...

When...

4. Begin a sentence with...

As far as I know...

5. Be more specific...

The famous singer sang a song..

5. Be more specific...

The football player wore a shirt.

Sentence Work II

Name: _____

Date: _____

1. Show me...

a broken bicycle

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

1. Show me...

a new car

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

2. Elaboration...

The _____ student read the _____
book before....

2. Elaboration...

The _____ teenager groped in the
dark for _____ until....

3. Said, said, said...

Janet giggled, “ _____ ”

3. Said, said, said...

Fred shrieked, “ _____ ”

4. Begin a sentence with...

After...

4. Begin a sentence with...

Before...

5. Be more specific...

The bird flew over to the tree.







5. Be more specific...

The meat was in the store.

Name: _____ Date: _____

Homework

Directions: Write two-word descriptions of each scene using the specified sense.

		
 <p>camping</p>		
 <p>beach</p>		
 <p>garden</p>		

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

DIRECTIONS: Circle the following words in the puzzle:

Words to replace 'run':

beat it
bolt
canter
dash
depart
flee
gallop

hasten
jog
race
retreat
rush
scamper
scoot

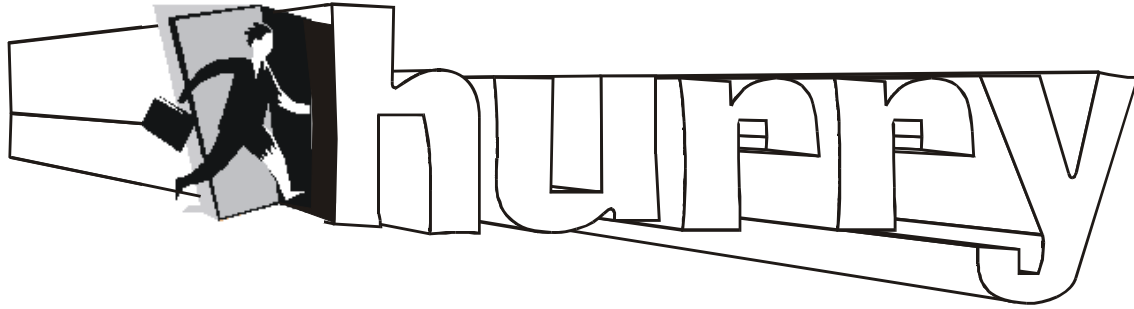
scramble
scurry
sprint
tear out
trot
zoom

Introductions...

1. Who would have thought...
2. (Topic) . No one ever had one like mine.
3. _____ always except...
4. ... little did I know...
5. Have you ever ...
6. One...
7. September 20, 1998 was a morning like no other morning.
8. August 8, 1998 was a day that I'll never forget.
9. I never thought that I ...
10. It was the end of January, when I...
11. When I walked into Room 482, I knew...
12. In the biggest, brownest, muddiest stream in Tampa, I...
13. No one in the old, run-down house on 6th street was expecting ...
14. One Friday afternoon in November,...
15. The greatest/worst in America began on...
16. I live a _____ life.
17. Every...
18. Forget what you've seen on TV,...
19. Forget what you've heard before,...
20. Just how...
21. Running for...
22. (Topic) has always been...
23. _____ has always _____, but...
24. ?
25. Fun. Exciting. That's how most people describe...
26. If you think...
27. All ...
28. Unlike most...
29. A friendly _____, a bunch of _____, a scary _____. These are just
A few of the amazing things that I encountered on my adventure _____
30. *(Describe, describe, describe)* began my adventure...
31. Since...
32. Did you ever...

Name: _____ Date: _____

Vocabulary Words for the Week



accelerate

burn rubber

bustle

get a move on

get in gear

go all out

go like greased lightning

hotfoot it

hustle

lose no time

make haste

make it snappy

press on

push on

ride hard

run like mad

shake a leg

step on it

step on the gas

step tall

Sentence Work

Name: _____

Date: _____

1. Show me...

Mom had trouble opening the jar.

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

1. Show me...

He stopped the car quickly.

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

2. Elaboration...

The _____, _____ elephant meandered
down the _____ as ...

2. Elaboration...

My _____ coach _____
even if...

3. Said, said, said...

Robbie grunted, " _____ "

3. Said, said, said...

Mark howled, " _____ "

4. Begin a sentence with...

Around...

4. Begin a sentence with...

Through...

5. Be more specific...

The tree is on the corner of the street.

5. Be more specific...

My doctor gave her some medicine.

Name: _____ Date: _____

1. Show me...

The wind blew our tent down.
(Do not use the underlined word in your 'show-me' sentence.)

2. Elaboration...

The _____ perfume smelled like _____
but...

3. Said, said, said...

Jeff gasped, " _____ "

4. Begin a sentence with...

If...

5. Be more specific...

The cartoon character is on this channel.

Name: _____

1. Show me...

The girl fell off her bike.
(Do not use the underlined word in your 'show-me' sentence.)

2. Elaboration...

The _____ waitress served us _____
even though...

3. Said, said, said...

Larry blared, " _____ "

4. Begin a sentence with...

Whenever...







5. Be more specific...

The restaurant is in the city.

Name: _____ Date: _____

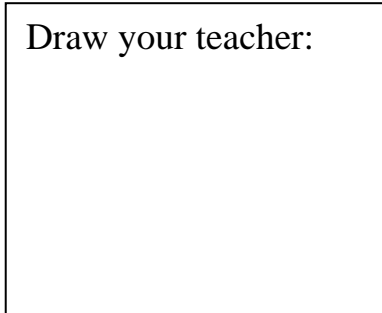
Homework Descriptions

Directions: Write two-word descriptions of each scene using the specified sense.

		
 <p>park</p>		
 <p>restaurant</p>		
 <p>city</p>		

Attributes of Our Teacher

Draw your teacher:



1. Height: _____
2. Hair: _____
3. Age: _____
4. Smile: _____
5. Intelligence: _____
6. Clothes: _____

7. Neatness: _____
8. Distinguishing Features: _____

9. Way he/she walks: _____

10. Things he/she says a lot : _____

11. Way that he/she moves: _____

12. Habits: _____
13. Personality: _____



Attributes



Age

Habits

Personality

Ways to Move

Neatness

Teeth

Intelligence

Clothes

Name: _____ Date: _____

Vocabulary Words for the Week

similes

as clear as a bell
as cold as ice
as cool as a cucumber
as cuddly as a baby
as cute as a button
as dark as night
as deep as the ocean
as fat as a pig
as flat as a pancake
as fresh as dew
as happy as a lark
as hard as a rock
as hard as nails
as hungry as a bear
as light as a feather
as loud as thunder
as quiet as a mouse
as strong as an ox
as stubborn as a mule

Sentence Work I

Name: _____ Date: _____

Name: _____

Date: _____

1. Show me...

The boy didn't like the broccoli.
(Do not use the underlined word in your 'show-me' sentence.)

1. Show me...

The dog was vicious.
(Do not use the underlined word in your 'show-me' sentence.)

2. Elaboration...

The _____ caterpillar crept _____
then...

2. Elaboration...

The _____ salesman assembled the
_____ after...

3. Said, said, said...

Sam wailed, " _____ " _____

3. Said, said, said...

Andy bellowed, " _____ " _____

4. Begin a sentence with...

Around...

4. Begin a sentence with...

Either...

5. Be more specific...

The TV show comes on at night.

5. Be more specific...

I bought the toy one day last week.

Sentence Work II

Name: _____ Date: _____

1. Show me...

The frog jumped very far.

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

1. Show me...

The girl was surprised.

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

2. Elaboration...

Either the _____ magician will
_____ or she...

2. Elaboration...

Either the _____ giant would _____
or he...

3. Said, said, said...

Tom wondered, " _____ "

3. Said, said, said...

Terry sniveled, " _____ "

4. Begin a sentence with...

On...

4. Begin a sentence with...

Just before noon,...

5. Be more specific...







I saw a dog on the way to the movie.

5. Be more specific...

The boy was eating fruit in the room.

Name: _____ Date: _____

Directions: Write two-word descriptions of each scene using the specified sense.

		
 farm		
 amusement park		
 desert		