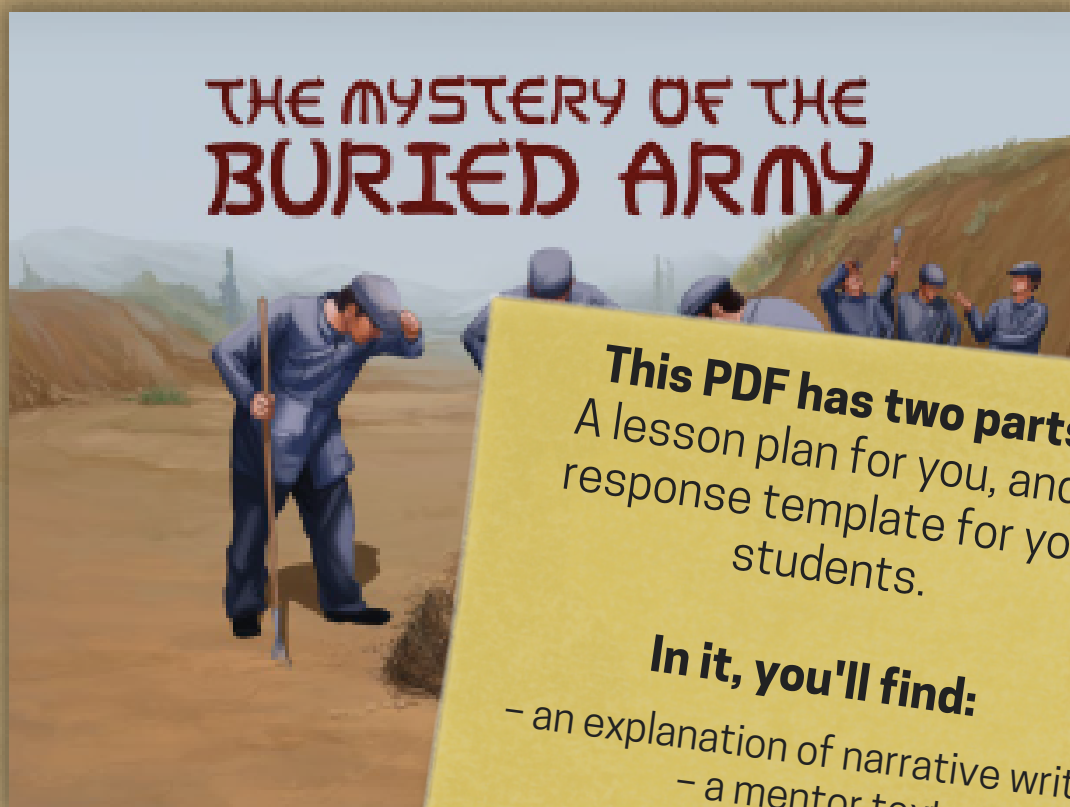


Narrative

TEACHER
EDITION



This PDF has two parts:
A lesson plan for you, and a
response template for your
students.

In it, you'll find:

- an explanation of narrative writing
 - a mentor text
- some topic starters
- a planning template
- a revising activity, and
- an editing activity.

NARRATIVE

LESSON FOCUS

In this lesson, students will use a mentor text to learn about the key elements and structure of this genre. Students will begin by analysing a strong narrative. Then, they will be guided through the writing process to produce their own narratives.

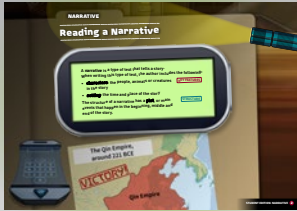
TEXT TYPE

A narrative is a text that tells a story. A strong narrative has characters and a setting. The structure of a narrative typically has a plot that includes the main events that happen in the beginning, middle and end of the story.

This Teacher Edition will guide you in the delivery of this lesson.

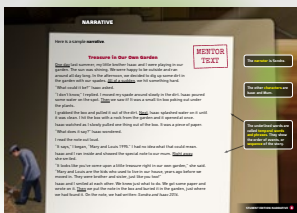
Reading a Narrative

INTRODUCE THE GENRE.



- Read the information in the green box about the genre's features.
- Discuss the **KEY FEATURES** (i.e., characters, setting) and **STRUCTURE** (plot that has a beginning, middle and end) that strong narratives have.
- Facilitate a discussion about narratives. Have the students share their experiences of reading or writing this text genre in the past.

READ THE MENTOR TEXT.



- Read the sample prompt aloud. Explain that the students will now read a mentor text of a narrative.
- Read the mentor text together as a class. Have the students keep the **KEY FEATURES** and **STRUCTURE** of this genre in mind as they read.

You may wish to use this mentor text as a guide to write a narrative as a whole class. Follow each step of the writing process to build an essay together.



EXPLAIN WHY THE MENTOR TEXT IS STRONG.

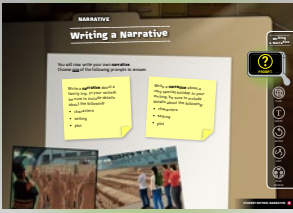
- Read through the boxes on the right-hand side of the page and help the students locate the **KEY FEATURES** (i.e., characters, setting) and **STRUCTURE** (plot that has a beginning, middle and end) of the mentor text.
 - Point out how the setting is presented early in the text. Explain that the author mentions both the time (i.e., one day last summer) and the place (i.e., in the narrator's garden).
 - As a class, discuss the plot of the narrative. Encourage the students to talk about how the story unfolds (i.e., the narrator and her brother Isaac are digging in their garden, they come across a tin box with a note, they write their own note to include in the tin box).
- Point out the temporal words and phrases that help to show sequence in the narrative (i.e., one day, all of a sudden, then, next, right away).
- Draw the students' attention to the dialogue in this narrative. Reread the dialogue with the students and facilitate a discussion about how it impacts the story.



Consider sketching drawings on the board to illustrate each part of the narrative. This can help to aid in the students' comprehension. Alternatively, have the students work in small groups to draw each part of the story and discuss the main events in the narrative.

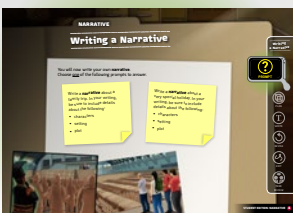
Writing a Narrative

INTRODUCE THE WRITING PROCESS.



- Now that the students have read a mentor text and studied its **KEY FEATURES** (i.e., characters, setting) and **STRUCTURE** (plot that has a beginning, middle and end), it is time for them to write their own narrative.
- Let the students know that first they will read through some writing prompts. Then they will complete the five steps of the writing process: plan, write, revise, edit and peer review.

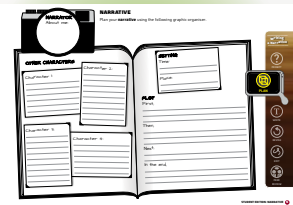
READ THROUGH THE PROMPTS.



- Either read the prompts out loud to the class or have the students read them independently. Then, ask the students to choose the one they would like to write about.
 - For students who need extra help, consider allowing them to read and discuss the prompts with a partner before they begin planning.
- Some students with special needs may need to choose a prompt and then tell their story to a partner before they begin planning to write the narrative. You may wish to allow the students to work with a learning partner to tell their story out loud. Alternatively, have the students draw the key parts of their story (i.e., the plot) and record a caption beneath each picture. Then, ask them to pull their captions together to create a basic narrative.



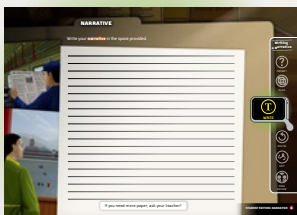
INTRODUCE THE GRAPHIC ORGANISER.



- Explain to the students that they will now plan their narratives.
- Guide the students through the graphic organiser. You may wish to model how to complete this step of the writing process by choosing one prompt and filling out the graphic organiser on the board, thinking aloud as you work. Clarify that the students are the narrators of the story.



ALLOW THE STUDENTS TO WRITE AT THEIR OWN PACE.



We have supplied a page for writing, but you may wish to supply more.



- Once they have completed their plans, allow the students to start writing their narratives.
 - Check in with students either one-on-one or in small groups to monitor their work. Use this time to assess the students' writing progress and their understanding of the genre.
 - Provide assistance to students who are struggling. If you have several students who need help in one area, pull a small group together to offer a quick minilesson.
- Ensure that students are using the genre's **KEY FEATURES** and **STRUCTURE** correctly.



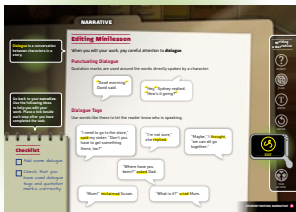
INTRODUCE THE REVISING MINILESSON.



- Read through the information on descriptive details together as a whole class.
- Consider one of the following activities to help the students practise using descriptive details.
 - Record a list of words and phrases on the board. Have the students work in small groups to brainstorm additional descriptive synonyms for each.
 - Facilitate a discussion about why an author might choose to use descriptive details. How might these add to the story?
 - Explain that one way to add descriptive details to a story is to ask which of the five senses (i.e., touch, taste, smell, sight and hearing) might be further developed at this point in the text. Go through the examples in the chart and have the students work in pairs to link each descriptive detail with one of the five senses.
- Have the students go back to their writing and use the checklist in the corner of this page to revise their work.
- Use this time to offer additional help to individual students.



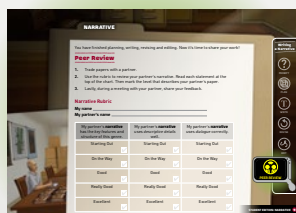
INTRODUCE THE EDITING MINILESSON.



- Read through the information on dialogue together as a whole class.
- Consider one of the following activities to help the students practise using dialogue correctly.
 - Record the dialogue from a familiar text on the board, without correct punctuation and dialogue tags. Have the students insert those into the text to make the dialogue complete.
 - As a class, brainstorm a list of possible dialogue tags for students to use in their writing. Create and display a word wall to hang in your classroom.
 - Provide a minilesson, if necessary, about quotation marks, commas and full stops to help the students review the punctuation marks commonly used in dialogue.
- Have the students go back to their writing and use the checklist in the corner of this page to edit their work.



HELP TO STRUCTURE PEER REVIEW TIME.



- Read the directions of Peer Review together as a class.
- Have the students pair up into learning partner sets for Peer Review. You may choose to select the learning partner sets yourself. Alternatively, allow the students to choose their own partners for this activity.
- Review the rubric with the students to make sure learning partners know what to look out for in the other person's writing.
- Have the students publish their writing in some format to share with you, their peers and their families.



Extension Activities

Use the mentor text from this lesson to facilitate a class discussion about what makes a narrative interesting (e.g., familiar topic of siblings playing, dialogue). Have the students point out their favourite aspect or feature of the narrative and explain why. Record their responses in a class list. Then, encourage them to use those aspects in their own writing.



Have the students further explore dialogue by turning their narratives into comic strips.

Have the students create a portfolio to showcase their writing. In it, encourage them to add a number of different narratives about various events in their lives.

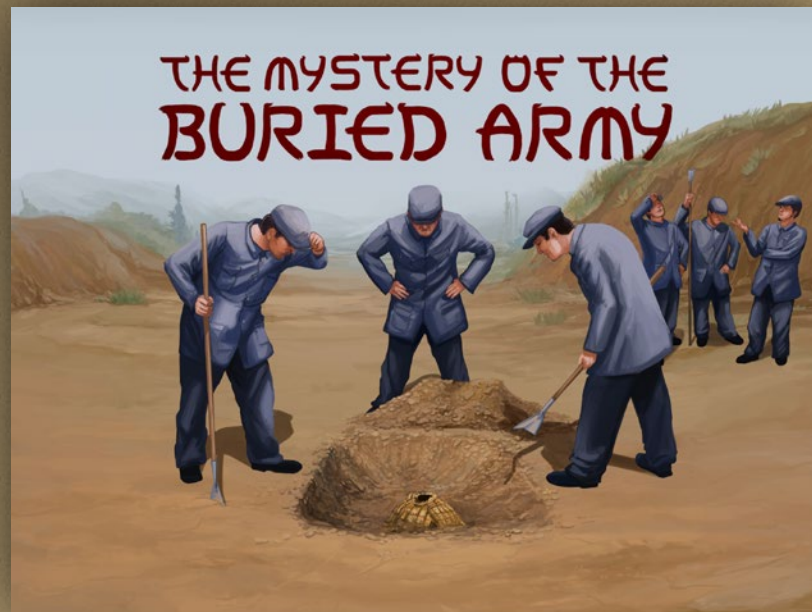
Have the students act out their narratives in small groups, assigning each person the role of a different character and reading their parts of the dialogue appropriately.



Use familiar fairy tales to explore the features and structure of other fiction texts. Have the students identify the main characters, setting and basic plot for each in a graphic organiser.

Narrative

STUDENT
EDITION



Reading a Narrative

A narrative is a type of text that tells a story.
When writing this type of text, the author includes the following:

- **characters:** the people, animals or creatures in the story **KEY FEATURES**
- **setting:** the time and place of the story

The structure of a narrative has a **plot**, or main events that happen in the beginning, middle and end of the story. **STRUCTURE**



NARRATIVE

Here is a sample **narrative**.

Treasure in Our Own Garden

One day last summer, my little brother Isaac and I were playing in our garden. The sun was shining. We were happy to be outside and ran around all day long. In the afternoon, we decided to dig up some dirt in the garden with our spades. All of a sudden, we hit something hard.

“What could it be?” Isaac asked.

“I don’t know,” I replied. I moved my spade around slowly in the dirt. Isaac poured some water on the spot. Then we saw it! It was a small tin box poking out under the plants.

I grabbed the box and pulled it out of the dirt. Next, Isaac splashed water on it until it was clean. I hit the box with a rock from the garden and it opened at once.

Isaac watched as I slowly pulled one thing out of the box. It was a piece of paper.

“What does it say?” Isaac wondered.

I read the note out loud.

“It says,” I began, “Mary and Louis 1995.” I had no idea what that could mean.

Isaac and I ran inside and showed the special note to our mum. Right away, she smiled.

“It looks like you’ve come upon a little treasure right in our own garden,” she said. “Mary and Louis are the kids who used to live in our house, years ago before we moved in. They were brother and sister, just like you two!”

Isaac and I smiled at each other. We knew just what to do. We got some paper and wrote on it. Then we put the note in the box and buried it in the garden, just where we had found it. On the note, we had written: *Sondra and Isaac 2016*.

MENTOR
TEXT

The **narrator** is Sondra.

The other **characters** are Isaac and Mum.

The underlined words are called **temporal words and phrases**. They show the order of events, or **sequence** of the story.



Writing a Narrative



PROMPT

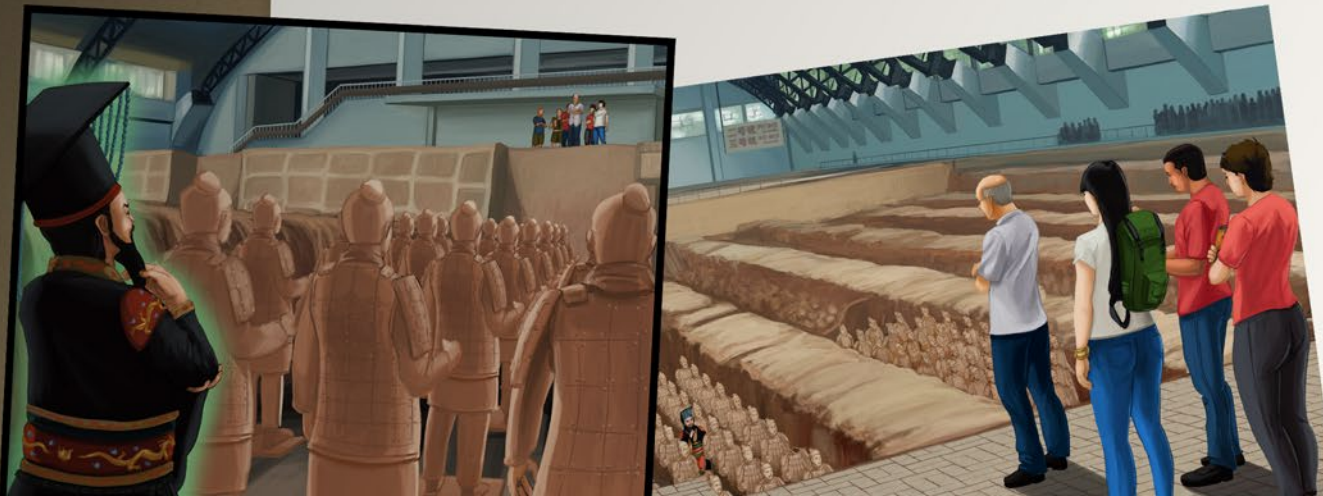
You will now write your own **narrative**.
Choose one of the following prompts to answer.

Write a **narrative** about a family trip. In your writing, be sure to include details about the following:

- characters
- setting
- plot

Write a **narrative** about a very special holiday. In your writing, be sure to include details about the following:

- characters
- setting
- plot



PLAN



WRITE



REVISE



EDIT



PEER REVIEW

NARRATIVE

Plan your **narrative** using the following graphic organiser.

NARRATOR
About me:

OTHER CHARACTERS

Character 1:

Character 2:

Character 3:

Character 4:

SETTING

Time:

Place:

PLOT

First,

Then,

Next,

In the end,

Writing
a Narrative



PROMPT



PLAN



WRITE



REVISE



EDIT



PEER
REVIEW

Revising Minilesson

When you revise your work, try to use **descriptive details**.

Descriptive Details

Instead of ...	Try using ...
said	exclaimed, cried, shouted, whispered
went	travelled, ran, skipped
the cat	the soft, fluffy, friendly cat
the building	the tiny, cramped house
The lollipop was good.	The red-and-white striped lollipop tasted like the sweetest cherries she had ever eaten.
It was raining.	Sheets of rain poured out of the sky.
The girl was smart.	Angela won the spelling bee every year. In fact, she always won everything.

Descriptive details help to make a story more interesting to the reader. To make a detail descriptive, try to include words that use the five senses: touch, taste, smell, sight and hearing.

Go back to your **narrative**. Use the following ideas to help you revise your work. Place a tick beside each step after you have completed the task.

Checklist

- Check that you have used descriptive details well.
- Add one new descriptive detail to your writing.

Writing a Narrative



PROMPT



PLAN



WRITE



EDIT



PEER REVIEW

Editing Minilesson

When you edit your work, pay careful attention to **dialogue**.

Punctuating Dialogue

Quotation marks are used around the words directly spoken by a character.

"Good morning,"
David said.

"Hey," Sydney replied.
"How's it going?"

Dialogue Tags

Use words like these to let the reader know who is speaking.

"I need to go to the store,"
said my sister. "Don't you
have to get something
there, too?"

"I'm not sure,"
she **replied**.

"Maybe," I **thought**,
"we can all go
together."

"Where have you
been?" **asked** Dad.

"Mum!" **exclaimed** Susan.

"What is it?" **cried** Mum.

Dialogue is a conversation between characters in a story.

Go back to your **narrative**. Use the following ideas to help you edit your work. Place a tick beside each step after you have completed the task.

Checklist

- Add some dialogue.
- Check that you have used dialogue tags and quotation marks correctly.

Writing a Narrative



PROMPT



PLAN



WRITE



REVISE



EDIT



PEER REVIEW

NARRATIVE

You have finished planning, writing, revising and editing. Now it's time to share your work!

Peer Review

1. Trade papers with a partner.
2. Use the rubric to review your partner's narrative. Read each statement at the top of the chart. Then mark the level that describes your partner's paper.
3. Lastly, during a meeting with your partner, share your feedback.

Narrative Rubric

My name _____

My partner's name _____

My partner's narrative has the <i>key features</i> and <i>structure</i> of this genre.	My partner's narrative uses <i>descriptive details</i> well.	My partner's narrative uses <i>dialogue</i> correctly.
Starting Out <input type="checkbox"/>	Starting Out <input type="checkbox"/>	Starting Out <input type="checkbox"/>
On the Way <input type="checkbox"/>	On the Way <input type="checkbox"/>	On the Way <input type="checkbox"/>
Good <input type="checkbox"/>	Good <input type="checkbox"/>	Good <input type="checkbox"/>
Really Good <input type="checkbox"/>	Really Good <input type="checkbox"/>	Really Good <input type="checkbox"/>
Excellent <input type="checkbox"/>	Excellent <input type="checkbox"/>	Excellent <input type="checkbox"/>

Writing
a Narrative



PROMPT



PLAN



WRITE



REVISE



EDIT

