

## Writing a Narrative Piece

**Subject:** Language Arts

**Grade Level:** 3<sup>rd</sup>

**Common Core State Standard:** CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**Goal:** The students will develop an understanding of how to write a narrative piece.

**Objective:** Given a healthy living prompt, the student will write a narrative including at least one main character and an appropriate beginning, middle, and end. (Bloom's Taxonomy Applying Level/DOK Level 2)

### A. Introduction/Motivation

1. Welcome the students to class.
2. Inform the students that they will be learning about how to write a narrative piece.
3. Review the parts of a narrative - story elements.
  - Go over the poster including the following information: (Attachment #1)
    - The **characters** are the individuals or animals that the story is about.
    - The **setting** is the where the story takes place – the location.
    - The **plot** is the structure of the story – what takes place in the story. It should have a beginning, middle, and end.
    - The **conflict** is the problem(s) in the story.
    - The **resolution** is how the problem in the story is solved – the solution.
4. Give each student a discussion card that contains one of the five story elements. (Attachment #2)
  - Tell the students to move by hopping around the room and find someone with a different card than you and discuss your story elements and what they mean.
  - Write the definition on the back of your card.
  - Continue to hop around the room to find people with a different card than you until you have partnered with all five story elements. (bodily/kinesthetic – P.E. Integration)
  - Go over the correct answers for all five story elements.
5. Tell the students that by the end of the lesson today they will be able to write a narrative about a healthy living topic that includes at least one main character and an appropriate beginning, middle, and end.

6. Inform the students that it is important to know how to write a narrative piece to entertain an audience and to write a story that makes sense and follows a logical order.

## B. Study Learning

1. Inform the students that there are five essential elements of a story: characters, setting, plot, conflict, resolution. These elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.
2. Explain that every narrative story should have all five of these elements. When you are reading a narrative, you should be able to determine what the story elements are. When you write a narrative, you have to make sure you include all of them.
3. Inform the students that a narrative can be a story written about a personal experience – something that has happened to you or that you have done, or it can be a story you make up.
4. Show the students a poster containing tips for writing a narrative. (Attachment #3)
  - A narrative should:
    - Include all five essential story elements.
    - Have a purpose.
    - Written from a clear point of view.
    - Use clear and concise language.
    - Be organized and follow a logical order.
5. Inform the students that the plot part of the story always has a clear beginning, middle and end, and there are words that can be used to distinguish between each of these parts.
6. Go over example story words. (Attachment #4)
  - **Beginning:** once upon a time, last night, one day, there once was, one night, last summer, in the beginning, it was a dark and stormy night...., (use a question)
  - **Middle:** then, all of a sudden, suddenly, later, next, so, but, still, yet, for, hence, therefore
  - **Ending:** finally, lastly, the end, in the end, at last
7. Review the writing process with the students and remind them that every time they write something, they should always go through these steps: (Attachment #5-

[http://www.busyteacherscafe.com/worksheets/writing\\_workshop/Writing%20Process%20Bulletin%20Board.pdf](http://www.busyteacherscafe.com/worksheets/writing_workshop/Writing%20Process%20Bulletin%20Board.pdf))

- Prewriting
- Drafting
- Revising and Editing
- Rewriting
- Publishing



8. Share the "Writer's Checklist" with the students and remind them of the things they should always do when writing, such as indent paragraphs, use correct spelling, and include details. (Attachment #6)
9. Introduce the book, *The Berenstain Bears Go to the Doctor*, and read the text aloud.
  - Ask appropriate before, during, and after reading questions.
  - Stop periodically and use "think alouds" to determine the five story elements. (Optional – have students fill in a story map as the book is read or after.)
  - Health - Have a class discussion about why it is important for healthy living to visit the doctor on a regular basis and to take care of our bodies.
10. Draw a chart on the board that has three columns. Label the first column *beginning*, the second column *middle*, and the last column *end*.
  - Lead the students in a discussion about the beginning, middle, and end of the story just read and fill in the chart. Also, discuss how it held your attention and was full of details.
11. Provide the students with a copy of the "Personal Narrative Sample Paper" or pull it up on the Smart Board. (Attachment #7)
  - Read the story aloud to students and discuss the various parts of the story.
  - Have the students determine the beginning, middle, and end of the story.
12. Inform the students that both of the stories just read are examples of narratives – one is written about the Berenstain Bears and is in the form of a book, and the other one is a personal narrative written as a paper.

### **Guided Practice**

13. Go to the Scholastic Story Starters (creative writing prompts) <http://www.scholastic.com/teachers/story-starters/> on the computer/projector or on the Smart Board. (Optional - Students could also do this on individual Ipads or on the computer at the computer center. They could also write their stories in small groups rather than whole class.)
  - Allow the students to provide input in going through the process of choosing a creative writing prompt.
  - Once the prompt is chosen, write a story with the students that includes an appropriate beginning, middle, and end.
  - Remind the students that their story must include all of the story elements and be written in order.
  - Go over the beginning, middle, and end of the story when it is finished.

### **Independent Practice**

14. Give each student two story elements task cards. (Attachment #8)
  - Call on students to read the paragraphs orally.
  - Allow the students time to answer the questions about the beginning, middle, and end of the stories individually.
  - Go over the correct answers.

### **C. Culmination**

1. Review the poster containing the five story elements and the definitions of each. (Attachment #1)
2. Review the poster containing tips for writing a narrative. (Attachment #3)
3. Review story words that can be used when writing the beginning, middle, and end of a narrative story. (Attachment #4)
4. Divide the students into small groups of 3 or 4 students.
  - Give each group a copy of the “Story Train” handout (Attachment #9) and the “Food Pyramid” handout (Attachment #10)
  - Inform the students that they are going to work together to create a short story about going to the grocery store to buy healthy food or eating healthy food.
  - Go over the Food Pyramid and review how many servings of each food group should be eaten daily. (Health)
  - Instruct the students to write their story in parts- beginning, middle, and end on the Story Train in the appropriate boxes.
  - Remind the students to include all of the story elements and to be creative!
  - Allow time for the groups to create and share their stories.
5. Clarify any questions or misconceptions at this time.

### **D. Follow-Up**

1. Tell the students to clear their desks except for a pencil and a piece of paper.
2. Instruct the students to write a narrative on their paper that includes at least one main character and an appropriate beginning, middle, and end.
  - Inform the students that their narrative must be about healthy living – either exercising daily or visiting the doctor regularly for checkups. (Health)
  - Tell the students that their narrative can be a personal narrative if they so choose.
  - Allow time for students to write their narrative.
  - Instruct the students to turn their stories in when they finish.

### **Materials and Resources:**

1. Computer, projector and/or Smart Board
2. “Five Essential Story Elements” poster (Attachment #1)
3. Story Elements Discussion Cards (Attachment #2)
4. “Writing a Narrative Piece Poster” (Attachment #3)
5. “Story Words” handout (Attachment #4)
6. “The Writing Process” handout (Attachment #5)
7. “Writer’s Checklist” handout (Attachment #6)
8. Book, *The Berenstain Bears Go to the Doctor*
9. “Personal Narrative Sample Paper” (Attachment #7)



10. Story elements task cards (Attachment #8)
11. "Story Train" handout (Attachment #9)
12. "Food Pyramid" handout (Attachment #10)
13. Dry erase board and markers
14. Pencil and paper

**Adaptations for Lower Grades:**

- Provide stories and examples written on a lower grade level.
- Choose a book on a lower reading level than book, *The Berenstain Bears Go to the Doctor*
- Select easier topics for the writing activities.
- Simplify the story element terms.
- Simplify the tips for writing a narrative essay.

**Adaptations for Upper Grades:**

- Provide stories and examples written on a higher grade level.
- Choose a book on a higher reading level than book, *The Berenstain Bears Go to the Doctor*
- Select more in depth topics for the writing activities and require students to add more details to their stories.