

Introductory Paragraphs

➤ Objective

Students will work in small groups to brainstorm ideas for their narrative essays. They will also discuss ways authors begin a narrative and study opening lines from classic works. After researching weather, students will draft descriptive sentences related to their narratives.

➤ Introduction

In this module, you will plan and write a narrative about an experience you or a character has had observing weather and its effect on people or nature. Your narrative will begin with an introductory paragraph that contains a thesis statement. Today you will brainstorm ideas about the narrator, setting, and context of your narrative. You will examine different ways authors begin a story and consider the effect weather has on people, places, and events.

➤ Instruction

In a narrative essay, the introductory paragraph has a thesis statement. The thesis statement introduces the setting and context of the situation, including the narrator and characters involved. It is important to introduce the story in an interesting way to catch readers' attention so they will want to keep reading.

➤ Guided Practice

Distribute "Building a Narrative" (page 136). You will work with a small group to brainstorm ideas for the introductory paragraph of your narrative essay. You will each complete the graphic on this page for the narrator or main character of your essay, with assistance from group members. Brainstorm information about the experience your narrative will describe: details about related events, other people who were there, and the setting. When you consider setting, think about the time of day or time of year, the weather, and the place.

Distribute "Beginnings" (page 137) and discuss the list of techniques authors use to start a narrative. Work with a partner to read sample opening lines from famous books. Decide which technique each example demonstrates and write it on the lines below the quote. Then discuss and answer the questions about ways to begin a narrative.

➤ Independent Practice

Distribute "Weather Report" (page 138). With your partner, research to learn about the weather for the place and time of year that relates to your narrative experience. Complete the chart using the example as a guide. Then use the sample opening lines from "Beginnings" as models and write several sentences that might be part of an introductory paragraph for your essay. Incorporate the ideas you brainstormed with your small group, as well as details you learned about the weather for your story.

➤ Review

Review the techniques used in the sample opening lines and prompt students to recall other openings in books they have read that refer to weather to introduce a setting and narrative context.

➤ Closing

You brainstormed ideas for introducing the narrator, setting, and context of your narrative and thought about the role weather might play.

➤ Answers

"Beginnings" (page 137): 1. Create drama; 2. Use sensory or descriptive details to introduce the setting; 3. Use figurative language; 4. Get right into the story; 5. Use sensory or descriptive details to introduce the setting and character; 6. Use descriptive details to introduce the character and story situation.

Name(s): _____

Building a Narrative

Write the name of the narrator or main character for your narrative essay on the girl's shirt.



With others in your group, brainstorm details about the experience your character will describe. Include other people who were there, the setting, and the actions within the experience. When you consider setting, think about the time of day or time of year, the weather, and the place.

Answer the questions below to help you think about the narrative experience. Write your answers on a separate piece of paper.

- What was the weather like?
- How did the weather affect the experience/events?
- What happened?
- How did the narrator or main character respond?
- What would have changed if the weather had been different?

Refer to your responses to write details about the narrative in the speech bubbles above.

Name(s): _____

Beginnings

➤ Part One

Study the following ways an author might choose to begin a narrative:

- Use sensory or descriptive details to introduce the character, setting, and/or story situation.
- Start with dialogue.
- Create drama.
- Use figurative language (e.g., metaphor, onomatopoeia).
- Get right into the story.

➤ Part Two

With a partner, read the following opening lines from famous books. On the lines below each quote, write the technique the author used.

1. "It was the best of times, it was the worst of times, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair."

2. "It was a dark and stormy night. The rain fell in torrents, halted occasionally by a violent gust of wind which swept up the streets. It rattled along the house tops and disturbed the flame of the lamps struggling against the darkness."

3. "The cold passed reluctantly from the earth, and the retiring fogs revealed an army stretched out on the hills, resting."

4. "The sun did not shine, it was too wet to play, so we sat in the house all that cold, cold wet day. I sat there with Sally. We sat here we two and we said 'How we wish we had something to do.'"

5. "Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares."

6. "It was so glorious out in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows, and the stork went about on his long red legs, and chattered Egyptian, for this was the language he had learned from his good mother."

➤ Part Three

Use the back of this page to answer the questions below.

1. Which techniques were most effective?
2. How can referring to the weather introduce setting and context for a narrative?

Name(s): _____

Weather Report

Use weather sites, newspapers, weather apps, and other print and online resources to research the weather. Focus on the location of your narrative experience and the time of year the events take place. Fill out the chart below, using the example as a guide.

Example:

| | |
|----------------------------------|--------------------|
| Sky Condition | showers likely |
| High Temperature | 68°F |
| Low Temperature | 56°F |
| % Chance of Precipitation | 70% chance showers |
| Wind | WSW 5 MPH |

| | |
|----------------------------------|--|
| Sky Condition | |
| High Temperature | |
| Low Temperature | |
| % Chance of Precipitation | |
| Wind | |

Using this page and “Beginnings” (page 137), write several sentences to describe the weather in your narrative, including as many sensory details as possible. Include one or two sentences about how the weather will affect the narrator, another character, the events in the experience, or the setting.

Body Paragraphs

➤ Objective

Students will discuss actions and responses people demonstrate in various situations involving weather.

➤ Introduction

Today you will participate in a class discussion about how people respond and act in different types of weather, and draw pictures to show dialogue and action. You will also outline the events that happen in the experience you will describe in your narrative essay and practice writing sentences about those events with transition words.

➤ Instruction

People respond in different ways to things that happen to them. Characters react by talking or acting. Authors use dialogue and concrete words to show speech and action in a narrative. Descriptive words that involve the senses help readers envision the details of the setting and event. Authors use transition words in narratives to show the passage of time. Transition words can also show characters moving from one place to another. These words and phrases connect events in an experience in a logical order and help readers follow the action.

➤ Guided Practice

As a class, discuss what students do in different types of weather. Conduct a role-play activity and prompt students to demonstrate their actions and responses in various weather-related situations. Distribute "Rain or Shine (page 140). Prompt #1: *What do you do when you are in the middle of an activity and the weather changes?* Prompt #2: *How do people's actions and reactions differ if the weather changes from good to bad or from bad to good?* Discuss descriptive words and sensory details students could incorporate into their writing, using a thesaurus as a resource. Have students complete Part Two independently.

➤ Independent Practice

Distribute "Steps in Your Experience" (page 141). *Think about the events that are part of the experience you will narrate. What happened first? What happened last? Write each event on its own step, in the order in which it happened. Include the most important parts of the experience that you will write about in your narrative essay. Then use the words in the word box, or other appropriate transition words and phrases, to write sentences about the events.*

➤ Review

Review student work from "Steps in Your Experience" for appropriate use of transition words.

➤ Closing

You considered character actions in response to a situation and practiced writing dialogue and using transition words.

Name(s): _____

Rain or Shine

➤ Part One

Participate in the class discussion and observe classmates' actions and responses to weather prompts. Then write words, including sensory details, to describe the situations.

Prompt #1: _____

Prompt #2: _____

➤ Part Two

Think about the situations you discussed with classmates. Draw pictures in the boxes below to show how weather affects an experience. In your drawing, include dialogue and actions to show how the characters react in the situation.

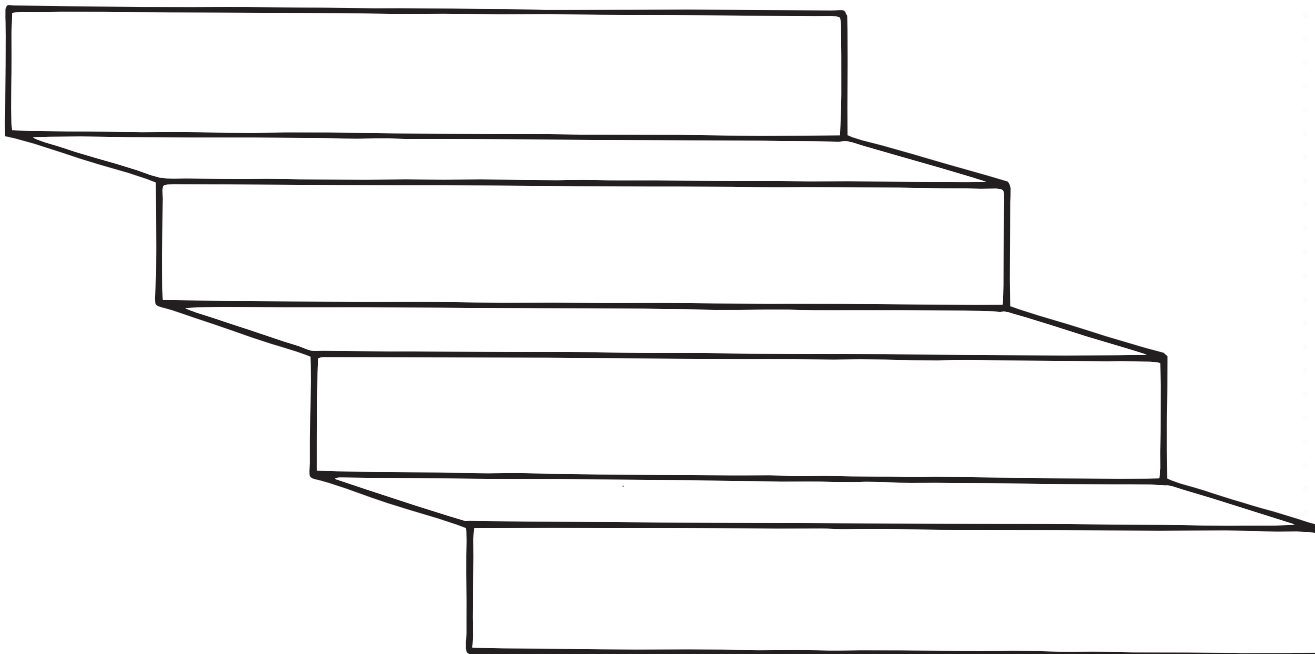
| | | |
|--|--|--|
| | | |
| | | |

Name(s): _____

Steps in Your Experience

➤ Part One

On the steps below, write events that happened during your narrative experience in order. List only the most important parts that you will include in your narrative.



➤ Part Two

Use transition words or phrases from the word bank below to write sentences about the events in your narrative experience. Include other transition words as needed or appropriate.

a few days after

but

in front of

another

by the time

so

as

for a while

the next day

at that moment

however

when

Conclusions

➤ Objective

Students will discuss possible ways to end a narrative, receive suggestions from partners, answer reflective questions, and draft conclusions for their narratives.

➤ Introduction

Today you will work with a partner to discuss ways to end a narrative. You will also answer thinking questions and use your responses, along with suggestions you receive from your partner, to write a sample conclusion for your narrative.

➤ Instruction

Effective narrative writing gives readers a powerful emotional experience. This means what happened to the characters in the narrative influences the reader in some way. The conclusion in a narrative essay brings the experience to a close. It's important to allow readers to come to their own conclusions. The narrator may reflect on how this experience changed the way he or she thinks or will do things in the future. Alternatively, the ending of a narrative essay may impact readers in some way by including a thought to ponder or a lesson learned from the experience.

➤ Guided Practice

Distribute "In Conclusion" (page 143). Authors use a variety of methods to end a narrative. Discuss the suggestions on this page with a partner. How might each option apply to your narrative? Brainstorm possible conclusions using each technique. Suggest one or two options for your partner to try with his or her narrative. Respond both verbally and in writing to your partner's suggestion.

➤ Independent Practice

Distribute "Powerful Endings" (page 144). Read these questions and reflect on the experience you described in your narrative. Answer the questions and then consider your responses. Use your insights from answering these questions along with the suggestions you received from your partner on "In Conclusion" to write a sample conclusion for your narrative.

➤ Review

Review the tips for ending a narrative on "In Conclusion," offering print, online, or student-generated examples of each tip.

➤ Closing

Today you thought about how to write a conclusion for your narrative by discussing tips with a partner and answering questions about your narrative.

Name(s):

In Conclusion

➤ Part One

The following are tips for how to end a narrative. Read and then discuss with a classmate.

- Use descriptive words to paint a mental picture.
- End with a specific action.
- If characters speak in the narrative, it's possible to end with dialogue.
- Offer a thought about what happened.
- Share what you or your narrator learned or realized as a result of the experience.
- Reflect on the experience so your readers will also reflect.

➤ Part Two

Trade papers. Suggest one or more tips that might be helpful for your partner to use in his or her conclusion. Complete the following sentence frame.

I think you could try ending your narrative with _____ because _____

Return your partner's paper to him or her. Now write a response to your partner's suggestion.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name(s): _____

Powerful Endings

➤ Part One

Consider what makes an effective conclusion. Answer the questions below.

1. What happened at the end of your experience?

2. What did you or the narrator learn or discover by going through this experience?

3. How did this experience change the way you or the narrator thinks or behaves?

4. How might this experience influence your readers?

5. What might readers reflect on or learn as a result of reading your narrative?

6. What made this experience important?

➤ Part Two

Write a sample conclusion using the tips your partner gave you and your answers above.

First Draft and Peer Review

➤ Objective

Students will use a graphic to guide them through the process of writing first drafts of their narrative essays and then read their drafts aloud to classmates as part of a peer-review activity.

➤ Introduction

Today you will write the first draft of your narrative essay. Then you will read your writing aloud to a partner and participate in a peer-review activity.

➤ Instruction

When an author writes a first draft, he or she puts all his or her notes and ideas together into one complete narrative, in order from introduction to conclusion. In your first draft, you will put your notes and practice sentences from activities in previous lessons together to write your narrative essay. Your draft will include an introductory paragraph, in which you introduce a narrator, situation, and setting in a thesis statement. The body paragraphs will describe the events that were part of the narrative experience, in the order they happened. You will use concrete words and sensory details to describe the experience, and dialogue and actions to show how characters reacted to what happened. And, finally, you will write a conclusion that ends the narrative in a way that makes sense and leaves readers with something to think about.

➤ Guided Practice

Distribute “Making Connections” (page 146). Match each part of a narrative essay with its description in Part One of “Making Connections.” Use the guide below in Part Two to write your rough draft. Gather your notes and ideas from the activities mentioned and color each icon as you write that part of your narrative.

➤ Independent Practice

Read your first draft aloud to a classmate. After you read, review the parts of a narrative essay described in Part One of “Making Connections.” Notice areas in which you’d like to make changes and mark those places. Offer and receive feedback from your partner about parts that need strengthening and make additional notes.

➤ Review

Review the parts of a narrative as outlined on “Making Connections” and review characteristics of each.

➤ Closing

You wrote the first draft of your narrative essay and read it aloud to a partner to consider areas in which you’d like to make changes when you write your second draft.

➤ Answers

“Making Connections” (page 146): Introductory Paragraph—A, E, G; Body Paragraphs—B, D, F; Conclusion—C

Name(s): _____

Making Connections

➤ Part One

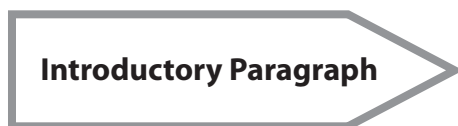
Read the list of writing tasks and purposes that are part of a narrative essay. Write each one in the appropriate column of the chart below to show where in the essay each part belongs.

- A** Establishes a situation
- B** Consist of events that are part of the experience
- C** Flows naturally from a described experience
- D** Includes concrete words and sensory details to describe experiences and events
- E** Describes a setting
- F** Uses dialogue and actions to show character responses to events
- G** Introduces a narrator

| Introductory Paragraph | Body Paragraphs | Conclusion |
|------------------------|-----------------|------------|
| | | |

➤ Part Two

Use the guide below to write your rough draft. Gather your notes and ideas from the activities mentioned and color each icon as you write that part of your narrative.



Introductory Paragraph

Building a Narrative (page 136)

Weather Report (page 138)



Body Paragraphs

Rain or Shine (page 140)

Steps in Your Experience (page 141)



Conclusion

In Conclusion (page 143)

Powerful Endings (page 144)