

Grade 3

Unit 1

Writing Studio

Teacher Guide

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Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.”
[W.3.3]

FORMATIVE ASSESSMENT

Activity Page 1.1

An Alternate Ending Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.” [W.3.3]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Writing Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	17 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Third Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 4, *Developing Narrative Writing*.

Universal Access

- Prepare sentence starters as follows:
 - One interesting character from a story is . . .
 - When I read my favorite story, I always wondered about . . .
 - If my favorite character lived in a different place, then . . .

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.” [W.3.3]

CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
 - » Narratives are stories.
- Clarify that there may true narratives, such as biographies, or fictional narratives that are written about characters.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives consisting of a new story about a character they have read or heard about.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

Think about the story “Aladdin and the Wonderful Lamp, Part I.” How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave’s treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

Support

Review the definitions of *fiction* and *nonfiction*.

Challenge

Have students name an example of a fictional narrative.



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about narratives.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about narratives.

Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about narratives.



NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a narrative in response to the prompt.
- Remind students that they should write as complete a narrative as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their narratives. You will use the *Third Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative:
 - includes Aladdin and other characters.
 - shows how characters react to events or situations.
 - uses specific words to show the order of events.
 - uses concrete words to describe events, characters, or other parts of the narrative.
 - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

~~~~~End Lesson~~~~~

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of a narrative. [W.3.3]

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students identify and describe the purpose and features of a narrative. [W.3.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials           |
|------------------------------------------------|-------------|---------|---------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                     |
| Connections: Telling Stories                   | Whole Group | 5 min.  |                     |
| Read-Aloud: “The Magician’s Quest”             | Whole Group | 7 min.  |                     |
| Modeling: Completing a Story Map               | Whole Group | 5 min.  | ☐ Activity Page 2.1 |
| Completing a Story Map                         | Independent | 10 min. | ☐ Activity Page 2.1 |
| Wrap-Up                                        | Partner     | 3 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display “The Magician’s Quest.”
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

### Universal Access

- Prepare a list of the following terms from “The Magician’s Quest” for preteaching:
  - pebble
  - scurried
  - shabby
  - shawl
- Prepare to preteach “The Magician’s Quest.”



## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students identify and describe the purpose and features of a narrative. [W.3.3]

## CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from Unit 1, *Classic Tales: The Wind in the Willows* if they wish.
  - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and give a reason why they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
  - I like the characters in the story.
  - I like the things that happen in the story, or the plot.
  - I like the setting of the story, or where it takes place.
  - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

## READ-ALoud: “THE MAGICIAN’S QUEST” (7 MIN.)

- Tell students that they will learn about narratives by reading some examples and by writing their own.
- Tell students that as they listen to the first narrative, they should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.

## Support

Offer specific examples for each narrative element. For example, explain that Rapunzel is a character, the setting is the tower, and one part of the plot is that the Prince asks Rapunzel to let down her long hair.

- Explain that just as students wrote narratives that told new stories about a familiar character, this narrative tells a story about the magician from “Aladdin and the Wonderful Lamp.” It describes the magician before he decided to find Aladdin. You may wish to explain that this story is invented; it is not part of the story as it is typically told in Iran.
- Display “The Magician’s Quest.”

### ➤ **The Magician’s Quest**

- Read aloud “The Magician’s Quest.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

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#### **The Magician’s Quest**

Once a magician from Africa heard amazing tales of a magic lamp. Legend said that the person who had this lamp would be able to have any wish he wanted come true.

The magician had been happy once, because when he was younger it was easy to perform magic. People loved watching his tricks and always gave him a few coins in return. They especially liked when he played a flute and made snakes dance or when he hid a pebble and challenged villagers to find it.

“You’re the greatest magician ever!” they exclaimed.

Recently, though, things had changed. Many people left the village to get jobs in the city. The people who stayed had seen all his tricks, and they had no money to spare. Many nights, the magician and his wife went to bed hungry, because they had no money for food.

One day, the magician stayed in the village from sunrise until sunset.

“Come see the finest tricks in all of Africa!” he called. But the villagers looked away and scurried off without stopping or speaking to the magician. As the magician stood there all day long, he began to think about the lamp and the things he would wish for if he had it.

First he would wish for enough food that his family would never

go hungry. Then he would wish for a new shawl for his wife. She used to have many shawls, but they had torn, and only one remained. It was thin and shabby, and the colors had faded. The magician also imagined how he could use his wishes to help the other people in his village.

That night, after standing in the hot, dusty marketplace all day, the magician went home. He had no food for dinner, because he had earned no money. No one had even said hello to him, although he stood there for hours. His wife looked up as he entered their hut.

“That’s it!” he declared. “I am going to find that lamp, and I am not coming home without it.”



### Check for Understanding

Ask a student to summarize the story in his or her own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happened, or the language. Tell students to give a reason for their choice.
  - » Answers may vary, but students should supply a reason for their selection.

### MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that the story map is a tool writers can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in “The Magician’s Quest.”
- Introduce the elements of the story map. Students should be familiar from primary instruction with the basic elements (title, setting, character, and plot) listed on the map, but you may review their definitions if needed.
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
  - » “The Magician’s Quest”

### Activity Page 2.1



- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). You may wish to have students complete their own copies of the map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read, “*Title*,” then ask a student to identify the title, which you will write in the correct space.

### COMPLETING A STORY MAP (10 MIN.)

- Ask students to complete the remaining sections of the story map independently. For the elements regarding dialogue and concrete words and details, students should respond based on what the story does. They will respond to those questions for planning in later activities.
- Review student responses.

#### Challenge

Ask students to take a sentence of the story that is not in dialogue and rewrite it in dialogue.

#### Support

Ask students to review the definition of *dialogue*.



#### Access

#### Entering/Emerging

Preteach “The Magician’s Quest” and review vocabulary terms with heavy support.

#### Transitioning/Expanding

Preteach “The Magician’s Quest” and review vocabulary terms with moderate support.

#### Bridging

Preteach “The Magician’s Quest” and review vocabulary terms with light support.

|                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b><br><i>The Magician’s Quest</i>                                                                                                                                          |                                                                                                                                                                                                                                    |
| <b>Character(s)</b><br><i>a magician<br/>his wife</i>                                                                                                                                | <b>Setting(s)</b><br><i>Africa and village</i>                                                                                                                                                                                     |
| <b>Plot</b>                                                                                                                                                                          | <b>Beginning</b><br><i>A magician used to be very popular and successful. Now he is not and cannot make any money.</i>                                                                                                             |
|                                                                                                                                                                                      | <b>Middle</b><br><i>The magician thinks about all the wishes he would make if he had the lamp.</i> <ul style="list-style-type: none"> <li>• food for family</li> <li>• new shawl for wife</li> <li>• help for villagers</li> </ul> |
|                                                                                                                                                                                      | <b>End</b><br><i>He goes home without any food or money. He sees his wife.</i>                                                                                                                                                     |
| <b>Final Thought</b><br><i>The magician decides to find the lamp.</i>                                                                                                                |                                                                                                                                                                                                                                    |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>what people say about the magician’s tricks; what he says to his wife</i>           |                                                                                                                                                                                                                                    |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b><br><i>the wife’s shawl</i> |                                                                                                                                                                                                                                    |

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**WRAP-UP (3 MIN.)**

- Ask students to turn and talk with a partner about whether or not their feelings about the magician have changed after hearing this new story. If they have changed, students should explain which elements of “The Magician’s Quest” helped them see the magician in a new way.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will start planning their own narratives and learning how writers develop each of the elements in a narrative.

~~~~~End Lesson~~~~~

3

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to plan a retelling of a narrative from a different character's perspective. **[W.3.5]**

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Story Map Students collaborate to plan a retelling of a narrative from a different character's perspective. **[W.3.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Perspective | Partner | 3 min. | <input type="checkbox"/> blank story map |
| Modeling: Planning with Story Maps | Whole Group | 10 min. | <input type="checkbox"/> blank story map |
| Planning with Story Maps | Whole Group | 12 min. | <input type="checkbox"/> Activity Page 3.1 for classroom display and individual copies for each student |
| Wrap-Up | Partners | 5 min. | |

ADVANCE PREPARATION

- Prepare to project or display the blank story map, available in Teacher Resources as a Blackline Master. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.

Lesson 3

Introducing Narrative Writing



Primary Focus: Students collaborate to plan a retelling of a narrative from a different character's perspective. [W.3.5]

CONNECTIONS: PERSPECTIVE (3 MIN.)

- Ask students to review the definition of perspective.
 - » *Perspective* is how someone sees or experiences something.
- Remind students that in Unit 1, *Classic Tales: The Wind in the Willows*, Lesson 2, they practiced standing in different parts of the classroom to see how their perspective changed depending on where they were standing.
- Explain that a perspective can depend not only on a character's location but also on their values, beliefs, or circumstances.
- Tell students to imagine that they were at a party where the only thing to eat was a chocolate cake with peanut butter frosting. Ask students to think about how each of the following people would react:
 - someone with a peanut allergy
 - someone who is on a diet
 - someone who loves sweets but does not get to eat them often
 - » Answers may vary but could include that the person with a peanut allergy might be frightened because the cake could make him or her sick, the person on a diet might be sad because they should not eat the cake, and the person who loves sweets might be excited.
- Explain that when writing, it is important to think about the different perspectives characters in a narrative could have.
- Remind students that in Unit 1, *Classic Tales: The Wind in the Willows*, they practiced rewriting narratives from a new character's perspective. Tell students that in this lesson they will plan how to rewrite part of the Aladdin narrative from a different character's perspective.

Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to rewrite the Aladdin story from the princess's perspective.
- Ask students to name what they know about the princess from the stories they have read.
 - » Answers may vary but may include that she sold the magic lamp, she was moved by the genie to Africa, and that when Aladdin arrived in Africa, she greeted him joyfully.
- Ask what else students might want to learn about the princess.
 - » Answers may vary, but they may include what she thought when her father told her she was going to marry Aladdin.
- Explain that you want to write a story that imagines the last chapter of the Aladdin story from the princess's perspective. Because you want to plan your work, you are going to start by filling out a story map.
- Project a blank story map.






➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on what the students believe the princess might say in certain situations.

I know I want to write a narrative that retells part of the story from the princess's perspective. I think I'll write about how she realized she was not in Persia any longer.

The first element on the map is the title. I think I might call my narrative "The Princess's Perspective," because I want to use the title to indicate what the main event of the story is. When readers see this title, they will know the story is about how the princess felt about things. [Write *The Princess's Perspective* by *Title*.] I know I can change my mind later, but for now I'll write that on the map.

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows:

| | |
|---|--|
|  Title | |
| <i>The Princess's Perspective</i> | |
|  Character(s) |  Setting(s) |
| <i>the princess
palace staff</i> | <i>Africa</i> |
|  Plot | Beginning
<i>The princess is in the palace and goes outside. She realizes that the palace is not in Persia any more.</i> |
| | Middle
<i>The princess learns she is in Africa. She cannot find Aladdin. She feels very lonely and scared.</i> |
| | End
<i>The princess discovers that some of the palace staff are also in Africa.</i> |
|  Final Thought | |
| <i>The princess and palace staff plot to escape.</i> | |
| Fill in the blank to indicate one place where your narrative will include dialogue: | |
| <i>when they plot to escape</i> | |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: | |
| <i>when the princess realizes she is in Africa</i> | |



Check for Understanding

Ask students to suggest ways they might add detail or dialogue to the narrative.

- » Answers may vary but could include suggestions of dialogue, such as when the princess discovers the palace staff. They could also include ideas about more detail concerning Africa.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

PLANNING WITH STORY MAPS (12 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative that retells the story from another character's perspective. (The example is about the Sultan, but your students may write about any character they wish.) They should use Activity Page 3.1, Blank Story Map, to plan.
- Ask students to name some different characters they might write about.
 - » Answers may vary but could include the Sultan, the genie of the lamp, or the genie from the ring.
- If you are selecting the character students will write about, tell students who it is. If you are allowing students to select the character, take a quick poll or vote to determine it.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail to support their answer.
 - What is the most exciting thing the character experiences in the narrative?
 - What is the most surprising thing the character experiences in the narrative?
 - What does the character care most about?
 - What is the most frightening thing that happens to the character in this narrative?
 - What is the most boring thing that happens to the character in this narrative?
- Display Activity Page 3.1 and distribute a copy of it to each student. Explain that you all will work together to plan how to retell the narrative from a different character's perspective. You will fill out the story map projection as students should fill out their individual maps.
- Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

Activity Page 3.1



Challenge

Ask students to think about how different characters might have a different reaction to events based on what they wanted to happen.



Access

Entering/Emerging

Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide heavy support as students work on the story map.

Transitioning/Expanding

Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide moderate support as students work on the story map.

Bridging

Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide light support as students work on the story map.

| | |
|---|---|
|  Title
<i>The Sultan's Anger</i> | |
|  Character(s)
<i>the Sultan
Aladdin
the princess</i> |  Setting(s)
<i>Persia</i> |
|  Plot | Beginning
<i>After marrying Aladdin, the princess disappears.</i> |
| | Middle
<i>The Sultan is very worried, because he does not know how a palace can just disappear. He thinks about how much he loves his daughter and promised when she was a child that he would always take care of her.</i> |
| | End
<i>The Sultan sends all his advisors to look for the princess. He disguises himself as a villager and goes to look for her.</i> |
|  Final Thought
<i>The Sultan vows not to stop looking until he finds his daughter.</i> | |
| Fill in the blank to indicate one place where your narrative will include dialogue:
<i>when the Sultan disguises himself and talks to villagers</i> | |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:
<i>when the Sultan speaks to people in the village</i> | |

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative retelling the story from another character's perspective.
- Explain that the map offers an outline of important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.

- Tell students that as a way to think about how their character might react to the narrative's event, they should discuss the following things with a partner:
 - What might this character feel about the events in the narrative?
 - How would this character behave in response to the events in this story?
 - What would the character say to Aladdin, the princess, or other characters in the narrative?
 - What would the character think about what happens in the narrative?
- If time permits, allow students to share their ideas with the class. You may also wish to keep a note of these details to incorporate into the narrative you will draft in the next lesson.

End Lesson

4

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: In Review | Whole Group | 2 min. | |
| Modeling: Writing a Narrative | Whole Group | 10 min. | |
| Writing a Narrative | Whole Group | 13 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Small Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

Universal Access

- Prepare a list of the five senses (smell, sight, touch, taste, hearing) and images of people using them to support students in adding detail to their writing.

Lesson 4

Introducing Narrative Writing



Primary Focus: Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
 - » Students saw a model for a planned narrative about the princess's version of the Aladdin story. Students also planned a class narrative about another character's perspective of the story.

MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (An example story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing. First, a narrative needs a title. I know from my map that I want to call my story "The Princess's Perspective." [Add *The Princess's Perspective* to the top of your document.]

Next, a narrative needs an introduction that sets up the situation in the plot, or what will happen in the story. I want to explain what the princess has been doing before she learns she is not in Persia anymore. [Write *One afternoon the princess was resting at the palace after a long day.* on your paper.] That's the main beginning, but maybe I should add more detail about what the princess's day has been like. That will help explain the

plot, or what will happen next. [Write *She was tired, because she had been at the market all morning. She bought fresh fruit and flowers to decorate the palace. She also traded an old, dirty lamp for a shiny new one.*] I know, too, that I want to make sure to add descriptions of how the princess felt or what she thought about the events of the day. [Write *The princess knew Aladdin would be pleased with her work.* to complete the paragraph.]

-
- Use the think-aloud strategy to complete the remaining parts of the narrative draft.
 - Optional: you may wish to illustrate how you are writing the dialogue, explaining proper use of quotation marks and other punctuation for dialogue. You may also wish to highlight how your narrative incorporates other important elements of writing (which students have learned in previous units), such as using the word *because* to show transition between reasons and evidence.
 - Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
 - Read your narrative aloud. Alternatively, you may wish to invite two students to read the part of the characters. (A sample appears below.)

The Princess's Perspective

One afternoon the princess was resting at the palace after a long day. She was tired, because she had been at the market all morning. She bought fresh fruit and flowers to decorate the palace. She also traded an old, dirty lamp for a shiny new one. The princess knew Aladdin would be pleased with her work.

As the sun started to set, the princess decided to go wait at the palace gates for Aladdin. She walked down the long hallway, thinking about all the things she wanted to tell him about her day.

The princess felt a raindrop when she stepped outside into the palace grounds. She looked to the sky, surprised. It was not the rainy season!

As she opened the palace gate, the princess gasped.

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.

“Aladdin! Aladdin!” she screamed, but he did not answer. She felt very scared and lonely. She looked down and saw her hands start to shake. She ran through the palace’s rooms, looking frantically for someone to help her. At last she heard a voice.

“Your majesty,” the palace butler said, “I am here. Do not worry.”

The princess had always liked the butler, because he had worked for her father the Sultan since she was a little girl. The butler explained that he had come to make sure she was safe.

“We are in Africa,” he said. “One of the gardeners spoke to some people outside the gates, and they told us. I do not know how we got here, but I promise your majesty that I will get you home safely.”

The princess felt her hands stop shaking so violently. She was still scared, but she felt comforted by the butler.

“I trust you,” she said, “because you were one of my father’s most loyal servants. Now let’s figure out how to get home.” Together the princess and the butler began plotting their escape.

-
- Ask students to name some details the narrative includes about how the princess felt or what she thought.
 - » Answers may vary but could include that the princess’s shaking hands show how she felt scared.

WRITING A NARRATIVE (13 MIN.)

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative that explains a different character’s perspective.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.

- Review the map aloud with students.



Check for Understanding

Ask students to explain each element of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about the Sultan's perspective, and we started planning that in the last class. Now turn and tell one of your classmates one feeling the Sultan might have about the princess's disappearance. Make sure to give some details about them. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure it covered each part of the map.

WRAP-UP (5 MIN.)

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate their suggestions.

End Lesson

Activity Page 4.1



Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might write about how the Sultan feels when the princess returns.

Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.



Access

Entering/Emerging

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative.

Transitioning/Expanding

Have students discuss in small groups how to use the five senses to add more detail to the narrative.

Bridging

Have students consider how to use the five senses to add more detail to the narrative.

5

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students generate ideas for a new scene for a narrative they have read. [W.3.8]

FORMATIVE ASSESSMENT

Activity Page 5.1

Alternate Endings Students generate ideas for a new scene for a narrative they have read. [W.3.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: A Different Ending | Whole Group | 5 min. | <input type="checkbox"/> Narrative Writing Prompt |
| Modeling: Gathering Information for a Narrative | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Gathering Information for a Narrative | Small Group | 17 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Student Readers for Unit 1, <i>Classic Tales: The Wind In The Willows</i> (optional) |
| Wrap-Up | Small Group | 3 min. | |

ADVANCE PREPARATION

- This lesson draws on content from Unit 1, *Classic Tales: The Wind in the Willows*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to the relevant passage from their Student Readers.
- Prepare to distribute the Narrative Writing Prompt to each student and to display or project a copy of it.
- Prepare to distribute Student Readers for Unit 1, *Classic Tales: The Wind in the Willows*. (optional)
- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

Lesson 5

Introducing Narrative Writing



Primary Focus: Students generate ideas for a new scene for a narrative they have read. [W.3.8]

CONNECTIONS: A DIFFERENT ENDING (5 MIN.)

- Ask students to review the ending of “Aladdin and the Wonderful Lamp.”
 - » The palace is lifted up from Africa and returned to Persia. The next day, the Sultan sees the palace and throws a long celebration. Aladdin and the princess live in peace, pleasure, and safety, and Aladdin eventually becomes the Sultan.
- Tell students that they will write alternate endings to the story.
- Display the Narrative Writing Prompt and distribute a copy to each student.

➤ Narrative Writing Prompt

Write an alternate ending to “Aladdin and the Wonderful Lamp” by imagining what would happen if the magician followed Aladdin and the princess back to Persia. What would he say or do? What would Aladdin and the princess do to protect themselves from his magic?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your story.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.



Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information to use in their narratives.
 - Before students start working in their groups, explain that the author of “The Princess’s Perspective” took notes on the story before writing that narrative.
 - Display “A New Scene” and review elements of it to show how it helped the writer think about what might happen in the new scene. Remind students that they will need to imagine some things a character is likely to feel, say, do, or experience at a particular event.
-

A New Scene

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the scene now, before you rewrite it?
 - » to show that Aladdin got the princess and the palace back to Persia
 2. What will be the main point of the alternate ending?
 - » to show how the princess and her staff realize they are in Africa and what it was like from the princess’s perspective
 3. How will these characters act? What do they do that is different from the original?
 - » The original doesn’t explain how they learned where they were; it just shows Aladdin’s perspective. This ending shows that the princess has a perspective, too.
 4. Who is the main character of the new scene?
 - » the princess
 5. Who else is involved in the new scene?
 - » the butler
 6. How does this new scene end?
 - » They plot to return home.
 7. What will you title the new scene?
 - » The Princess’s Perspective
 8. List any other interesting ideas about the new scene’s main character, plot, or other elements in the space that follows.
 - » The princess feels scared. She wants Aladdin to help her, but he is not there.
-

GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

Activity Page 5.1



Challenge

Ask students to consider how different characters might respond to the events in the narrative differently.

Support

Refer students to the Student Reader for Unit 1, *Classic Tales: The Wind in the Willows*, for additional review on the magician and other characters.

- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- You may wish to allow students to consult the Student Readers from Unit 1, *Classic Tales: The Wind in the Willows*, to gather information on the narrative and its characters.
- Guide students through the process of answering the questions. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. A sample of answers follow.

A New Scene

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?
 - » Aladdin and the princess defeat the magician and live happily ever after in Persia.
2. What will be the main point of the alternate ending?
 - » That the magician follows them back to Persia, and they have to protect themselves from him again.
3. How will these characters act? What do they do that is different from the original?
 - » The magician doesn't trust the princess and casts a spell to protect himself at her dinner. He hides out in the palace and goes back to Persia, where he tries to torment them.
4. Who is the main character of the alternate ending?
 - » the magician
5. Who else is involved in the alternate ending?
 - » the princess, Aladdin, the Sultan
6. How does this alternate ending end?
 - » The Sultan throws the magician in the dungeon.

7. What will you title the new scene?
 - » The Palace Paralyzed
 8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.
 - » Add details about where the magician hides in the palace.
-

WRAP-UP (3 MIN.)

- Ask students to discuss in pairs what might stand out the most to Aladdin and the princess in this scene.
- Tell students that in the next lesson they will use this information to plan their narratives.

~~~~~End Lesson~~~~~



#### Access

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#### Entering/Emerging

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering heavy support as students summarize the text's key information.

#### Transitioning/Expanding

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering moderate support as students summarize the text's key information.

#### Bridging

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering light support as students summarize the text's key information.

## 6

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students work collaboratively to plan a new scene for a narrative they have read. [W.3.5]

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Blank Story Map** Students work collaboratively to plan a new scene for a narrative they have read. [W.3.5]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                                     |
|------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                               |
| Connections                                    | Partner     | 4 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                    |
| Modeling: Planning a Narrative                 | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1                                                                                                    |
| Planning A Narrative                           | Small Group | 18 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Narrative Writing Prompt<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up                                        | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                                    |

## ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in small groups.
- Make sure each student has Activity Page 5.1, completed in the previous lesson, and the Narrative Writing Prompt, distributed in the previous lesson.

### Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
  - The magician would trick them by \_\_\_\_\_.
  - The princess would feel \_\_\_\_\_.
  - The magician would be defeated by \_\_\_\_\_.
  - My scene is different from the original because \_\_\_\_\_.

## Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students work collaboratively to plan a new scene for a narrative they have read. [W.3.5]

## CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 5.1.

## MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



### Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.






## PLANNING A NARRATIVE (18 MIN)

- Have students work to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title, characters, setting: 2 min.
  - Plot: 12 min. (4 min. each on beginning, middle, and end)

### Activity Page 6.1



- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed story map follows.

|                                                                                                                                                           |                                                                                                                                                                     |                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--|
|  <b>Title</b>                                                            |                                                                                                                                                                     | <i>The Palace Paralyzed</i>                                                                         |  |
|  <b>Character(s)</b>                                                     |                                                                                                                                                                     |  <b>Setting(s)</b> |  |
| <i>Aladdin<br/>princess</i>                                                                                                                               |                                                                                                                                                                     | <i>the palace</i>                                                                                   |  |
|  <b>Plot</b>                                                             | <b>Beginning</b><br><i>The magician's magic protects him from the poison. Aladdin wishes for the palace to move back to Persia. The magician follows them.</i>      |                                                                                                     |  |
|                                                                                                                                                           | <b>Middle</b><br><i>Without the lamp, the magician can't move the palace again. He uses his magic to cast a spell on the palace so no one can go in or out.</i>     |                                                                                                     |  |
|                                                                                                                                                           | <b>End</b><br><i>The Sultan hires his own magicians to defeat the African magician. He throws the magician into the dungeon and saves Aladdin and the princess.</i> |                                                                                                     |  |
|  <b>Final Thought</b>                                                  |                                                                                                                                                                     |                                                                                                     |  |
| <i>They lived happily ever after.</i>                                                                                                                     |                                                                                                                                                                     |                                                                                                     |  |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b>                                                                |                                                                                                                                                                     |                                                                                                     |  |
| <i>The magician curses the palace.</i>                                                                                                                    |                                                                                                                                                                     |                                                                                                     |  |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b> |                                                                                                                                                                     |                                                                                                     |  |
| <i>the magician hides in the palace, the Sultan reunites with Aladdin and the princess</i>                                                                |                                                                                                                                                                     |                                                                                                     |  |

### WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's story map.
- Tell students that in the next lesson, they will start drafting their stories.

~~~~~  
End Lesson
~~~~~

### Challenge

Challenge students to add another character or plot development to their scene.

### Support

Ask how different characters, such as the Sultan, magician, or princess, might react to the events in the scene. Guide students in thinking about how this could lead to plot points.



### Access

#### Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about the alternate scene.

#### Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about the alternate scene.

#### Bridging

Provide sentence frames or starters to help students think about the alternate scene.

## 7

# Introducing Narrative Writing

---

**PRIMARY FOCUS OF LESSON**

Students draft a new scene for a narrative they have read. [W.3.3, W.3.3A, W.3.3D]

---

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students draft a new scene for a narrative they have read.

[W.3.3, W.3.3A, W.3.3D]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                              |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Narrative Elements                | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Narratives                  | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for “The Princess’s Perspective”<br><input type="checkbox"/> “The Princess’s Perspective” |
| Drafting Narratives                            | Independent | 18 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                        | Partner     | 3 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to display completed story map for “The Princess’s Perspective,” which was completed in Lesson 3, and the text of “The Princess’s Perspective,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs from the small groups they worked with in planning their narratives.

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students draft a new scene for a narrative they have read.  
[W.3.3, W.3.3A, W.3.3D]

## CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their new scenes for the Aladdin narrative.



### Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then using another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene.
- Ask students what tools they already have to help them draft.
  - » Students will use the completed story map, Activity Page 6.1, and the notes they took on the new scene, Activity Page 5.1, to help them draft their narratives.



- Display the completed story map for “The Princess’s Perspective,” which was completed in Lesson 3, and the text of “The Princess’s Perspective,” which was completed in Lesson 4.
- Pick a section of the story map and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

### **DRAFTING NARRATIVES (18 MIN.)**

- Distribute Activity Page 7.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 5.1 and 6.1, on which they took notes and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 6 min.
  - Middle of narrative: 5 min.
  - End of narrative, including final thought: 6 min.

A sample narrative is included in Lesson 8.

### **WRAP-UP (3 MIN.)**

- Have students exchange papers with a student who was in their planning group. Students should read each other’s narratives and discuss similarities and differences between them.
- Tell students that in the next lesson they will continue drafting their narratives, and they will get to add more words to create good descriptions and show pacing.

~~~~~  
End Lesson
~~~~~

### **Activity Page 7.1**



### **Challenge**

Ask students to describe why they have sequenced their narrative’s events in the order selected. Challenge them to try a different order.

### **Support**

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



### **Access**

#### **Entering/Emerging**

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

#### **Transitioning/Expanding**

In a preteaching session, have students narrate the events on their story maps to a small group.

#### **Bridging**

In a preteaching session, have students narrate the events on their story maps to others.

## 8

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students continue drafting the new scene for a narrative they have read.  
[W.3.3, W.3.3B, W.3.3C]

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students continue drafting the new scene for a narrative they have read. [W.3.3, W.3.3B, W.3.3C]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials           |
|------------------------------------------------|-------------|---------|---------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                     |
| Connections: The Best Words                    | Whole Group | 5 min.  |                     |
| Modeling: Revision                             | Whole Group | 10 min. |                     |
| Revision                                       | Independent | 13 min. | ☐ Activity Page 7.1 |
| Wrap-Up                                        | Partner     | 2 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display the following sentences:
  - The princess knew Aladdin would be pleased with her work.
  - She bought fresh fruit and flowers to decorate the palace.
  - She also traded an old, dirty lamp for a shiny new one.

### Universal Access

- Prepare a temporal word list with the following terms:
  - first
  - next
  - last
  - finally

## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students continue drafting the new scene for a narrative they have read. [W.3.3, W.3.3B, W.3.3C]

## CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences:
  - The princess knew Aladdin would be pleased with her work.
  - She bought fresh fruit and flowers to decorate the palace.
  - She also traded an old, dirty lamp for a shiny new one.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to suggest words they might use to revise each sentence to show the order of these events or how they are connected.

» Answers may vary, but a sample follows.

First she bought fresh fruit and flowers to decorate the palace. Next she traded an old, dirty lamp for a shiny new one. At last the princess knew Aladdin would be pleased with her work.

- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

## MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display sample paragraph from “The Princess’s Perspective” and read it aloud.

### ➤ Sample Paragraph

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *Finally* before *She turned*, making sure to change *She* to *she*. Explain to students that this helps signal to readers that this was the last thing the princess did in this paragraph.
- Ask students to suggest a word or phrase they might add to the paragraph's final sentence to show the order of events.
  - » Answers may vary, but they could include adding *first* before *She looked around*.
- Explain that it is also useful to add good descriptive words to writing. For example, you could add more about what the princess saw.
- Add the sentence *In the distance she saw a lion, which she had never seen in Persia.* before *She turned and ran back into the house.* You may wish to add additional descriptions if time permits.



### Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include naming some additional animals that live only in Africa.

## REVISION (13 MIN.)

- Make sure students have Activity Page 7.1, on which they drafted their narratives in the previous lesson.
- Guide students through the process of revising their narratives to add in temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 7 min.
  - Descriptive words: 6 min.

### Activity Page 7.1



A sample narrative follows.

---

### **The Palace Paralyzed**

One night, the princess invited the magician to dinner at the palace. She pretended that she had forgiven him for moving the palace to Africa.

“I know we were enemies,” she said, “but you’re one of the only people I know here. Please come let me make you some of my favorite foods.”

The magician agreed, but he was nervous. He didn’t know if he could trust the princess, so used his magic to make sure he could not be harmed within the palace walls. At dinner, the princess gave the magician a poisoned drink. She thought he died, but thanks to his magic, he only fell into a deep, deep sleep.

Once the magician was asleep, Aladdin wished the palace back to Persia. When the magician woke up, he realized what had happened. First, he felt angry that the princess would try to poison him. Then he used his magic to paralyze the palace, making it so that no one could go in or out of it. Finally, he decided to hide so no one would discover him in the palace. He found a closet in the farthest wing of the palace, and he curled up in it, hiding behind the many robes.

Aladdin and the princess were delighted to see the Sultan again. The morning after their return to Persia, they woke up early to go greet him. When they got to the palace gates, though, they were stuck closed. First they called the butler for help. Next they called the palace’s strongest man. Finally they called all the men in the palace, hoping that together they could open the gates. But no one could open the gates.

Suddenly the Sultan appeared outside the gates.

“Daughter! Aladdin!” he cried. “I am so happy that you have returned. Open the gates so that I might greet you with a hug.”

The princess and Aladdin explained what had happened. They told the Sultan that the magician must have cursed them even after his death. The Sultan called the greatest magicians from all of Persia to gather at the palace gates and help. They explained that the magician must still be alive, because a paralyzing spell such as this one could only be made from inside the palace.

The Sultan’s magicians worked together for several long days, but they finally developed magic strong enough to break the spell. Once the palace gates opened, the Sultan sent in all his army, and eventually they found the magician hiding in the closet. The Sultan threw him in the dungeon so that he would never be able to hide again, and Aladdin and the princess lived happily together for the rest of their lives.

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### WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about narratives in a future lesson.
- You may wish to collect student work and evaluate using the *Third Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

---

End Lesson

### Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

### Support

Allow student pairs to collaborate on revision suggestions.



### Access

#### Entering/Emerging

Preteach temporal words. Offer heavy support and ask questions based on the five senses (How does this sound/feel/look/taste/smell?) to guide students in adding descriptive words to their narratives.

#### Transitioning/Expanding

Preteach temporal words. Offer moderate support and ask questions based on the five senses as students add description to their narratives.

#### Bridging

Preteach temporal words. Offer light support and ask questions based on the five senses as students add description to their narratives.





# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 3 | Writing Studio 1 |
|---------|------------------|



# Teacher Resources

- Writing Prompt for Activity Page 1.1
- Third Grade Writing Rubric: Narrative Writing
- “The Magician’s Quest”
- Narrative Writing Prompt
- Sample Answers for Activity Page 5.1 “A New Scene”
- “The Palace Paralyzed”
- Sample Paragraph 1

## Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Activity Page 5.1

## Writing Prompt

Think about the story “Aladdin and the Wonderful Lamp, Part I.” How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave’s treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.

## Third Grade Writing Rubric: Narrative Writing

### STD W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

| Category                     | 4                                                                                                                                                                                                                                                                                                                                                            | 3                                                                                                                                                                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                                                           | 1                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• introduce the situation, narrator, and characters</li> <li>• recount events in order</li> <li>• incorporate dialogue</li> <li>• include details to describe actions, thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the situation, narrator, and characters</li> <li>• recount events in order</li> <li>• incorporate dialogue</li> <li>• include details to describe actions, thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the situation, narrator, and characters</li> <li>• recount events in order</li> <li>• incorporate dialogue</li> <li>• include details to describe actions, thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the situation, narrator, and characters</li> <li>• recount events in order</li> <li>• incorporate dialogue</li> <li>• include details to describe actions, thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> |
| <b>Organization</b>          | The composition stays on topic and is several paragraphs long.                                                                                                                                                                                                                                                                                               | The composition stays on topic in a complete paragraph.                                                                                                                                                                                                                                                                                                                     | The composition periodically veers off topic.                                                                                                                                                                                                                                                                                                                               | The composition consistently veers off topic.                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Conventions</b>   | The composition includes advanced phonetic principles and grammatical conventions beyond grade-level expectations.                                                                                                                                                                                                                                           | The composition consistently includes grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                              | The composition inconsistently includes grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                            | The composition does not include grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                                             |
| <b>Exceptional Qualities</b> | The composition contains vivid imagery.                                                                                                                                                                                                                                                                                                                      | N/A                                                                                                                                                                                                                                                                                                                                                                         | N/A                                                                                                                                                                                                                                                                                                                                                                         | N/A                                                                                                                                                                                                                                                                                                                                                                                   |

# The Magician’s Quest

Once a magician from Africa heard amazing tales of a magic lamp. Legend said that the person who had this lamp would be able to have any wish he wanted come true.

The magician had been happy once, because when he was younger it was easy to perform magic. People loved watching his tricks and always gave him a few coins in return. They especially liked when he played a flute and made snakes dance or when he hid a pebble and challenged villagers to find it.

“You’re the greatest magician ever!” they exclaimed.

Recently, though, things had changed. Many people left the village to get jobs in the city. The people who stayed had seen all his tricks, and they had no money to spare. Many nights, the magician and his wife went to bed hungry, because they had no money for food.

One day, the magician stayed in the village from sunrise until sunset.

“Come see the finest tricks in all of Africa!” he called. But the villagers looked away and scurried off without stopping or speaking to the magician. As the magician stood there all day long, he began to think about the lamp and the things he would wish for if he had it.

First he would wish for enough food that his family would never go hungry. Then he would wish for a new shawl for his wife. She used to have many shawls, but they had torn, and only one remained. It was thin and shabby, and the colors had faded. The magician also imagined how he could use his wishes to help the other people in his village.

That night, after standing in the hot, dusty marketplace all day, the magician went home. He had no food for dinner, because he had earned no money. No one had even said hello to him, although he stood there for hours. His wife looked up as he entered their hut.

“That’s it!” he declared. “I am going to find that lamp, and I am not coming home without it.”

# Narrative Writing Prompt

Write an alternate ending to “Aladdin and the Wonderful Lamp” by imagining what would happen if the magician followed Aladdin and the princess to back to Persia. What would he say or do? What would Aladdin and the princess do to protect themselves from his magic?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your story.



## A New Scene

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?

*Aladdin and the princess defeat the magician and live happily ever after in Persia.*

2. What will be the main point of the alternate ending?

*That the magician follows them back to Persia, and they have to protect themselves from him again.*

3. How will these characters act? What do they do that is different from the original?

*The magician doesn't trust the princess and casts a spell to protect himself at her dinner. He hides out in the palace and goes back to Persia, where he tries to torment them.*

4. Who is the main character of the alternate ending?

*the magician*

5. Who else is involved in the alternate ending?

*the princess, Aladdin, the Sultan*

6. How does this alternate ending end?






*The Sultan throws the magician in the dungeon.*

7. What will you title the alternate ending?

*The Palace Paralyzed*

8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

*Add details about where the magician hides in the palace.*

|                                                                                                                                                                                                                                                  |                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b> <i>The Palace Paralyzed</i>                                                                                                                       |                                                                                                                                                                     |
|  <b>Character(s)</b><br><i>Aladdin<br/>princess</i>                                                                                                             |  <b>Setting(s)</b><br><i>the palace</i>                                           |
|  <b>Plot</b>                                                                                                                                                    | <b>Beginning</b><br><i>The magician's magic protects him from the poison. Aladdin wishes for the palace to move back to Persia. The magician follows them.</i>      |
|                                                                                                                                                                                                                                                  | <b>Middle</b><br><i>Without the lamp, the magician can't move the palace again. He uses his magic to cast a spell on the palace so no one can go in or out.</i>     |
|                                                                                                                                                                                                                                                  | <b>End</b><br><i>The Sultan hires his own magicians to defeat the African magician. He throws the magician into the dungeon and saves Aladdin and the princess.</i> |
|  <b>Final Thought</b><br><i>They lived happily ever after.</i>                                                                                                |                                                                                                                                                                     |
| Fill in the blank to indicate one place where your narrative will include dialogue:<br><i>The magician curses the palace.</i>                                                                                                                    |                                                                                                                                                                     |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:<br><i>the magician hides in the palace, the Sultan reunites with Aladdin and the princess</i> |                                                                                                                                                                     |

## **Sample Paragraph 1**

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.



# Activity Pages

|         |                  |
|---------|------------------|
| Grade 3 | Writing Studio 1 |
|---------|------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## An Alternate Ending

Follow your teacher's instructions and use the space below to write a narrative responding to the following prompt.

### Writing Prompt

Think about the story "Aladdin and the Wonderful Lamp, Part I." How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave's treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.






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|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------|
|                                                                   | <b>Title</b>         |                                                                                                      |
|                                                                   | <b>Character(s)</b>  |  <b>Setting(s)</b> |
| <br><b>Plot</b>                                                  | Beginning            |                                                                                                      |
|                                                                                                                                                    | Middle               |                                                                                                      |
|                                                                                                                                                    | End                  |                                                                                                      |
|                                                                 | <b>Final Thought</b> |                                                                                                      |
| Fill in the blank to indicate one place where your narrative will include dialogue:                                                                |                      |                                                                                                      |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: |                      |                                                                                                      |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Alternate Endings

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?

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2. What will be the main point of the alternate ending?

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---

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3. How will these characters act? What do they do that is different from the original?

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4. Who is the main character of the alternate ending?

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5. Who else is involved in the alternate ending?

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6. How does this alternate ending end?

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7. What will you title the alternate ending?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

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# Core Knowledge Language Arts

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