

Grade 4

Unit 1

Writing Studio

Teacher Guide

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Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write narratives about playing a game. [W.4.3]

FORMATIVE ASSESSMENT

Activity Page 1.1

Playing Games Students write narratives about playing a game. [W.4.3]

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 preparing 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 *Fourth 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 kind of game is . . .
 - When playing this game . . .
 - The best part about this game is . . .
 - Something surprising about this game is . . .

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write narratives about playing a game. [W.4.3]

CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
 - » Narratives are stories.
- Clarify that although students have studied personal narratives, which are true stories about the writer, there may also be 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 about someone playing a game.
- 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

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.



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 games.

Transitioning/Expanding

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

Bridging

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



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 17 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 *Fourth 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 a narrator or 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 use a story map to identify and describe the purpose and features of a narrative. [W.4.3]

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## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Blank Story Map** Students use a story map to identify and describe the purpose and features of narrative. [W.4.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                               |
|------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                         |
| Connections: Telling Stories                   | Whole Group | 5 min.  |                                                                                                         |
| Read-Aloud: “Gabriel and the Unicorn”          | Whole Group | 7 min.  | <input type="checkbox"/> “Gabriel and the Unicorn”                                                      |
| Modeling: Completing a Story Map               | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 2.1                                                              |
| Completing a Story Map                         | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> images of the Unicorn Tapestries |
| Wrap-Up                                        | Partner     | 3 min.  |                                                                                                         |

## ADVANCE PREPARATION

- Prepare to display “Gabriel and the Unicorn.” Alternatively, you may wish to distribute a copy to each student.
- 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 images of the Unicorn Tapestries, which are held in the Metropolitan Museum of Art collection and are available on the museum website or in art history books.
- Prepare a list of terms from “Gabriel and the Unicorn” for preteaching.
  - tapestry
  - symbol
  - unicorn
  - brochure
  - curator
- Prepare to preteach “Gabriel and the Unicorn.”



## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to identify and describe the purpose and features of a narrative. [W.4.3]

## CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from Unit 1, *Personal Narratives* 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 that 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: “GABRIEL AND THE UNICORN” (7 MIN.)

- Tell students that they will learn about narratives by reading some narratives and by writing their own narratives. The narratives they will read in this unit are about a boy named Gabriel who learns some new things on his fourth grade class’s field trips.

## Support

Offer specific examples for each item named above. For example, explain that Cinderella is a character, the setting is the prince’s castle, and one part of the plot is that she loses her glass slipper.

- Tell students that as they listen to this first narrative, students 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.
- Display “Gabriel and the Unicorn.” Alternatively, you may wish to distribute a copy to each student.

### ➤ **Gabriel and the Unicorn**

- Read aloud “Gabriel and the Unicorn.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

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#### **Gabriel and the Unicorn**

Gabriel was not excited. Usually Gabriel liked field trips, but today his class was going to a museum. Mr. Brogan said this museum held important artworks from the medieval era, which they had been studying recently. Even though they were important, Gabriel wasn’t excited about seeing them. Mr. Brogan said the most important artworks were the Unicorn Tapestries. He explained that tapestries were embroidered cloths, but to Gabriel they sounded a lot like blankets hung on the wall.

A museum guide, Ms. Eames, led the class inside, explaining the museum’s history and pointing out lots of medieval artwork and objects. There were stained glass windows and paintings, but Gabriel’s favorite involved knights.

“There’s almost no complete armor surviving from the early Middle Ages in Europe,” Ms. Eames explained, “but we do have this helmet worn by a knight who probably lived before 1500.”

Ms. Eames explained that the museum had experts, called curators, who studied each object to figure out where and when it came from. She showed the class lots of different things, then said she had saved her favorite for last.

The class followed Ms. Eames into a big room. On every wall hung a tapestry. Many of them included a unicorn. One in particular was Gabriel’s favorite. It showed the unicorn in a small fence, with no people around. The unicorn’s tail was

up in the air as if he were using it to flick away a fly. The background of the tapestry had lots of plants and many colors in it. Ms. Eames explained how the tapestries told a story and how the unicorn was a symbol that represented things many medieval people believed. She answered lots of questions from Mr. Brogan's students.

Suddenly, Mr. Brogan said it was time for lunch, because they would have to go back to school soon. Gabriel realized that several hours had passed, and he could hardly believe it. The museum had been much more interesting than he expected.

As he followed Mr. Brogan outside, Gabriel saw a museum brochure with some pictures on it. He picked one up to show his family what he had seen. This field trip made him realize that seeing things could be a lot more fun than just hearing about them.



### Check for Understanding

Ask a student to summarize the story in their 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 in it, 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 "Gabriel Hunts for the Unicorn."
- 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.

### Activity Page 2.1



### Challenge

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

### Support

Provide images of the unicorn tapestries and guide students in matching descriptive words to parts of the tapestry design.



### Access

#### **Entering/Emerging**

Preteach “Gabriel and the Unicorn” and review vocabulary terms with heavy support.

#### **Transitioning/Expanding**

Preteach “Gabriel and the Unicorn” and review vocabulary terms with moderate support.

#### **Bridging**






Preteach “Gabriel and the Unicorn” and review vocabulary terms with light support.

- Point out that the plot elements (beginning, middle, and end) offer another way to think about the elements students included in writing personal narratives (topic sentence, memorable details, concluding sentence). However, since students already learned in Unit 1, *Personal Narratives*, how to write narrative paragraphs, they will begin to write longer narratives in which each plot element (beginning, middle, end) occupies its own paragraph. (The sample narratives in this unit illustrate this.)
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
  - » “Gabriel and the Unicorn”
- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). Students should complete their own copies of 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 or with a partner. For the elements regarding dialogue and concrete words and details, students should respond based on the contents of the story. They will respond to those questions for planning in later activities.
- Review student responses.

[Sample Answers]

|                                                                                                                                               |                                                                                                                                                                                                                                                                          |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b>                                                | <i>Gabriel and the Unicorn</i>                                                                                                                                                                                                                                           |                                                                                                                          |
|  <b>Character(s)</b>                                         | <i>Gabriel</i><br><i>Ms. Eames the museum guide</i><br><i>Mr. Brogan</i>                                                                                                                                                                                                 |  <b>Setting(s)</b><br><i>art museum</i> |
|  <b>Plot</b>                                                 | <b>Beginning</b><br><i>Mr. Brogan's fourth grade class goes to a museum of medieval art.</i> <ul style="list-style-type: none"><li>• <i>They had learned about the Middle Ages in school.</i></li><li>• <i>Gabriel wasn't excited to see a lot of old art.</i></li></ul> |                                                                                                                          |
|                                                                                                                                               | <b>Middle</b><br><i>In the museum</i> <ul style="list-style-type: none"><li>• <i>saw some kinds of medieval art and artifacts</i></li><li>• <i>saw a knight's helmet</i></li></ul>                                                                                       |                                                                                                                          |
|                                                                                                                                               | <b>End</b><br><i>Saw the Unicorn Tapestries</i> <ul style="list-style-type: none"><li>• <i>The tapestries were more exciting than he expected.</i></li><li>• <i>They told a story.</i></li></ul>                                                                         |                                                                                                                          |
|  <b>Final Thought</b>                                      | <i>Sometimes seeing things is better than hearing about them.</i>                                                                                                                                                                                                        |                                                                                                                          |
| <b>Indicate one place where your narrative will include dialogue:</b><br><i>Ms. Eames explaining things in the museum</i>                     |                                                                                                                                                                                                                                                                          |                                                                                                                          |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b><br><i>when Gabriel sees the tapestries</i> |                                                                                                                                                                                                                                                                          |                                                                                                                          |

### WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which element of a narrative they think is most important. Students should give a reason for their choice.
- 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

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**PRIMARY FOCUS OF LESSON**

Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

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**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Blank Story Map** Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                   |
|------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: Elements of a Narrative           | 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"/> Writing Prompt for Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                        | Partner     | 5 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Prepare to project or display the blank story map. 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.
- Prepare to display or distribute the writing prompt for Activity Page 3.1, available in Teacher Resources.

### Universal Access

- Prepare to project or display a blank story map, available as a Blackline Master in Teacher Resources.
- Prepare images and vocabulary related to sporting events, such as images of athletes, equipment, or stadiums and terms such as *referee*, *umpire*, *opponent*, and *scoreboard*.

## Lesson 3

# Introducing Narrative Writing



**Primary Focus:** Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

## CONNECTIONS: ELEMENTS OF A NARRATIVE (3 MIN.)

- Ask students to work with a partner to review the elements of a narrative. Students should name the element and describe how it works in a narrative.
- Tell students that in this lesson they will learn how to plan a narrative that includes all of these elements.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to write a story about another one of Gabriel's class field trips.
- Ask students to name a few field trips a class may take.
  - » Answers will vary but may include trips to museums, zoos, aquariums, or historic sites.
- Ask why field trips are important.
  - » Answers may vary, but they may include that field trips help students see new things or things they have learned about in school, that they help students learn, or that they help students experience something new.
- Explain that you want to write a story in which Gabriel and his classmates experience something new on a field trip. 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 might expect from the field trip.

### 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.



I know I want to write a narrative about Gabriel and his class experiencing something new on their field trip. I think I'll write about how they go to see an opera. One important opera is named *The Magic Flute*. It's by a famous composer named Mozart. I think I'll write about Gabriel and his class going to see a performance of *The Magic Flute*.

The first element on the map is the title. I think I might call my narrative "Gabriel's First Opera," 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 someone seeing an opera for the first time. [Write *Gabriel's First Opera* under *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.

|                                                                                                                                   |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <b>Title</b><br><i>Gabriel's First Opera</i>                                                                                                                                                                 |
|                                                | <b>Character(s)</b><br><i>Gabriel, Mr. Brogan</i>                                                                                                                                                            |
|                                                | <b>Setting(s)</b><br><i>theater</i>                                                                                                                                                                          |
| <br><b>Plot</b>                                | <b>Beginning</b><br><i>Mr. Brogan's fourth grade class goes to see the opera "The Magic Flute."</i><br>• <i>Opera is a story told through singing.</i><br>• <i>Gabriel thinks the story sounds exciting.</i> |
|                                                                                                                                   | <b>Middle</b><br><i>the performance</i><br>• <i>fancy costumes</i> • <i>favorite character</i>                                                                                                               |
|                                                                                                                                   | <b>End</b><br><i>loved the opera</i><br>• <i>learns more about Mozart's other operas</i>                                                                                                                     |
|                                                | <b>Final Thought</b><br><i>wants to go to another opera soon</i>                                                                                                                                             |
| <b>Indicate one place where your narrative will include dialogue:</b><br><i>Gabriel's reaction to the start of the opera</i>      |                                                                                                                                                                                                              |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b><br><i>performers' costumes</i> |                                                                                                                                                                                                              |



## Check for Understanding

Ask students how planning narratives differs from planning other text types.

- » Answers may vary but could include that only narratives include dialogue and plot, while all text types need good evidence or detail.

- 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 (10 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative about someone who watches a sporting event. (The example is about Gabriel, since he is a familiar character, but your students may write about any character they wish.) They should use Activity Page 3.1, Blank Story Map, to help their planning.
- Display or distribute the Writing Prompt for Activity Page 3.1 and review it with students.

### ➤ Writing Prompt for Activity Page 3.1

Compose a narrative about someone who watches a sporting event. The narrative may be fiction or nonfiction.

Make sure that your narrative includes all the elements of good narrative writing.

- Ask students to name some different sporting events someone might watch.
  - » Answers may vary but could include the Olympics, a football game, a baseball or softball game, a soccer game, a gymnastics meet, a lacrosse game, a basketball game, or other sporting events.
- If you are selecting the sporting event for the narrative, tell students what it is. If you are allowing students to select the sporting event, 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 about their answer.
  - What is the best thing about this sporting event?

- What is the most confusing thing about this sporting event?
  - Who would you usually see at this sporting event?
  - What is the most interesting thing about this sporting event?
  - What is the most surprising thing about this sporting event?
  - What kind of adventure might you have at this sporting event?
- Display Activity Page 3.1 and distribute a copy of it to each student.
  - Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a narrative about someone who watches a sporting event. You will fill out the story map projection as students 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 people might have different experiences. For example, someone who has never played soccer might be confused at a game, but someone who has played might understand it better.



### Access

#### Entering/Emerging






Review sports images and vocabulary terms and provide heavy support as students work on the story map.

#### Transitioning/Expanding

Review sports images and vocabulary terms and provide moderate support as students work on the story map.

#### Bridging

Review sports images and vocabulary terms and provide light support as students work on the story map.

|                                                                                                                                               |                                                                                                                                                                                   |                                                                                                       |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------|
|  <b>Title</b>                                                |                                                                                                                                                                                   | <i>Gabriel's Track Meet</i>                                                                           |            |
|  <b>Character(s)</b>                                       |                                                                                                                                                                                   |  <b>Setting(s)</b> |            |
| <i>Gabriel</i><br><i>Coach Maynard</i>                                                                                                        |                                                                                                                                                                                   | <i>the middle school track</i>                                                                        |            |
|  <b>Plot</b>                                               | <b>Beginning</b>                                                                                                                                                                  |                                                                                                       |            |
|                                                                                                                                               | <i>Gabriel's dad takes him to watch a middle school track meet.</i><br>• <i>shows how to tell the different distances runners will race</i><br>• <i>points out the scoreboard</i> |                                                                                                       |            |
|                                                                                                                                               | <b>Middle</b>                                                                                                                                                                     |                                                                                                       | <b>End</b> |
| <i>The meet starts.</i><br>• <i>different events happening at once</i><br>• <i>relay races and individual races</i><br>• <i>pole vaulting</i> |                                                                                                                                                                                   |                                                                                                       |            |
| <i>Meets the coach</i><br>• <i>Gabriel asks how to run like the athletes.</i><br>• <i>Coach Maynard says lots of practice and training.</i>   |                                                                                                                                                                                   |                                                                                                       |            |
|  <b>Final Thought</b>                                      |                                                                                                                                                                                   |                                                                                                       |            |
| <i>Coach says maybe Gabriel can join the team when he gets to middle school.</i>                                                              |                                                                                                                                                                                   |                                                                                                       |            |
| <b>Indicate one place where your narrative will include dialogue:</b>                                                                         |                                                                                                                                                                                   |                                                                                                       |            |
| <i>when talking to Coach Maynard</i>                                                                                                          |                                                                                                                                                                                   |                                                                                                       |            |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b>                                            |                                                                                                                                                                                   |                                                                                                       |            |
| <i>watching pole vaulting</i>                                                                                                                 |                                                                                                                                                                                   |                                                                                                       |            |

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**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 about a character who watches a sporting event.
- 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 what their character might do at this sporting event, they should discuss the following things with a partner.
  - What is the most exciting thing the character experiences at this sporting event?
  - How is this kind of sporting event like the other sports this character usually watches?
  - What is the most surprising thing the character experiences while watching this sporting event?
  - What does the character have with him or her while watching this sporting event?
  - What is the most frightening thing the character experiences while watching this sporting event?
  - What is the most boring thing the character experiences while watching this sporting event?
- 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.

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End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to write narratives about a character who watches a sporting event. **[W.4.3]**

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## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Drafting Paper** Students collaborate to write narratives about a character who watches a sporting event. **[W.4.3]**

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                        |
|------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                  |
| Connections: In Review                         | Whole Group | 2 min.  |                                                                                                                  |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. | <input type="checkbox"/> Completed story map for "Gabriel's First Opera"<br><input type="checkbox"/> chart paper |
| Writing a Narrative                            | Whole Group | 13 min. | <input type="checkbox"/> Activity Page 3.1<br><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) to support students in adding detail to their writing.

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** Students collaborate to write narratives about a character who watches a sporting event. [W.4.3]

## 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 Gabriel going to the opera. Students also planned a class narrative about a character watching a sporting event.

## 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. (A sample 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 "Gabriel's First Opera." [Add *Gabriel's First Opera* 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 the setting, or why Gabriel is at the opera. [Write *Mr. Brogan's class had one field trip left in the school year: a trip to see the opera The Magic Flute.* on your paper.] That's the main beginning, but maybe I should add more detail about what Gabriel knows about the opera. That will help explain the plot, or

what will happen next. [Write *Mr. Brogan had taught the class all about opera to help students prepare. Gabriel knew that opera was a kind of play, but instead of talking, the actors sang all the words.* to complete that paragraph.]

- Use the think-aloud strategy to complete the remaining parts of the narrative draft: the remaining body paragraphs and the conclusion.
- Optional: you may wish to illustrate how you are writing the dialogue, explaining proper use of quotation marks and other punctuation for dialogue. Alternatively, have students review these steps, which they learned in Unit 1, *Personal Narratives*. 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 *however* to show transition between thoughts and ideas.
- 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. (A sample appears below.)

### **Gabriel's First Opera**

Mr. Brogan's class had one field trip left in the school year: a trip to see the opera *The Magic Flute*. Mr. Brogan had taught the class all about opera to help students prepare. Gabriel knew that opera was a kind of play, but instead of talking, the actors sang all the words.

Gabriel thought the plot of *The Magic Flute* sounded pretty exciting. Mr. Brogan said it was almost like a fairy tale, with a lost prince who falls in love with a princess. The princess has been captured by an evil sorcerer, and the prince has to rescue her with the help of a magic flute.

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

"It's starting!" he whispered to the classmate next to him.



Gabriel hardly moved as he watched lots of different performers come onto the stage and sing. His favorite was the man dressed like a bird. He had a costume with bright green feathers and an orange beak. Gabriel knew from Mr. Brogan's lessons that this was Papageno, a bird catcher. Gabriel watched as Papageno helped the prince. After what seemed like only a few minutes, people started clapping. Gabriel realized the first act, or part of the opera, was over. He couldn't believe it had gone so fast!

The second act went just as quickly, and Papageno remained Gabriel's favorite character. When the prince and princess finally met, Gabriel felt as happy as he did when reading his favorite book. On the bus home, Gabriel asked Mr. Brogan to tell him about more operas. He couldn't wait to see another one.

- 
- Ask students to name their favorite details from the narrative.
    - » Answers may vary, but they should be based on the content of the story.

---

### **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 about someone watching a sporting event.
- 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.

## Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might write about what questions Gabriel has about the athletes he sees.

## Support

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

## Activity Page 4.1



## 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.

Okay, I know that you all decided to write about Gabriel going to a track meet, and we started planning that in the last class. Now turn and tell one of your classmates one thing about the athletes Gabriel might see at the track meet, and 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 covers 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 these suggestions.

End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information about jousting from informational text. [W.4.8]

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## FORMATIVE ASSESSMENT

Activity Page 5.1

**Graphic Organizer** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9B]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                    |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>  |             |         |                                                                                                                                              |
| Connections: A Different Sport                  | Whole Group | 5 min.  | <input type="checkbox"/> Narrative Writing Prompt for Activity Page 5.1                                                                      |
| 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<br><input type="checkbox"/> Student readers for Unit 2, <i>Empires in the Middle Ages, Part 1</i> |
| Wrap-Up                                         | Small Group | 3 min.  |                                                                                                                                              |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 2, *Empires in the Middle Ages, Part 1*. 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 review the relevant passage from their Student Readers.
- Prepare to distribute the Narrative Writing Prompt for Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute Student Readers for Unit 2, *Empires in the Middle Ages, Part 1*. (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.

### Universal Access

- Prepare to reteach information about jousting from Unit 2, *Empires in the Middle Ages, Part 1*.

## Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9A]

## CONNECTIONS: A DIFFERENT SPORT (5 MIN.)

- Ask students to review the topic of the narrative they completed drafting in the previous lesson.
  - » Students composed narratives about someone watching a sporting event.
- Tell students that their next narrative will be about watching a jousting match.
- Display the Narrative Writing Prompt for Activity Page 5.1 and distribute a copy to each student.

### ▶ Narrative Writing Prompt for Activity Page 5.1

Write a narrative about someone watching a jousting match. You may choose to write about a character from the medieval era or someone who is watching a recreation of a match today. Make sure to incorporate dialogue and good descriptive details in your story.

Remember 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 about jousting to use in their narratives.
- Before students start working in their groups, explain that the author of “Gabriel’s First Opera” took notes on the opera before writing that narrative.
- Display the completed graphic organizer and review elements of it to show how it helped the writer think about opera. You may wish to point out that these notes contain some facts (such as a definition of what opera is) and some things that are opinions (such as what a character finds boring or exciting). This is okay in planning a narrative, because characters in the narrative will have opinions. You may also need to imagine some things a character is likely to feel or experience at a particular event. A completed graphic organizer follows for reference.

| Watching Something New                                                              |                                                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                                                        | <i>the opera</i>                                                                                                    |
| <b>Definition</b>                                                                   | <i>a kind of play in which performers sing rather than speak their lines</i>                                        |
| <b>Important elements</b>                                                           | <i>acts—the parts of an opera</i>                                                                                   |
| <b>Who participates in this?</b>                                                    | <i>performers and singers</i>                                                                                       |
| <b>What clothes, props, or equipment do participants need?</b>                      | <i>They wear fancy costumes and have props such as a magic flute.</i>                                               |
| <b>Where do you watch this?</b>                                                     | <i>at a theater</i>                                                                                                 |
| <b>What does this sound like?</b>                                                   | <i>Music is varied, but it is also very important. There is more singing than talking.</i>                          |
| <b>How long does this last?</b>                                                     | <i>usually a few hours</i>                                                                                          |
| <b>What is the most exciting thing about this?</b>                                  | <i>the story or the costumes</i>                                                                                    |
| <b>What is the most boring thing about this?</b>                                    | <i>If you don't know the story ahead of time, you might get confused.</i>                                           |
| <b>How does this end?</b>                                                           | <i>Everyone claps for the performers.</i>                                                                           |
| <b>What do people do while they watch?</b>                                          | <i>Sit quietly. Sometimes they clap at the end of an important song.</i>                                            |
| <b>List any other interesting facts about this topic in the space that follows.</b> | <i>Opera is not usually in English. A lot of operas are sung in Italian. Mozart's operas are written in German.</i> |

### Activity Page 5.1



## GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Display Activity Page 5.1 and distribute a copy to each student.
- Allow students to consult the Student Readers from Unit 2, *Empires in the Middle Ages, Part 1*, to gather information on jousting.
- Guide students through the process of answering the questions about jousting. 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 graphic organizer follows. Note that it includes quotation marks to indicate material quoted from the Student Reader; you may challenge students to properly punctuate any statements they quote directly from the text.

| Watching Something New                                                       |                                                              |
|------------------------------------------------------------------------------|--------------------------------------------------------------|
| Topic                                                                        | <i>jousting</i>                                              |
| Definition                                                                   | <i>“pretend battles between two or more knights”</i>         |
| Important elements                                                           | <i>knights, armor, horses, lances</i>                        |
| Who participates in this?                                                    | <i>knights</i>                                               |
| What clothes, props, or equipment do participants need?                      | <i>armor, horses, lances</i>                                 |
| Where do you watch this?                                                     | <i>outside</i>                                               |
| What does this sound like?                                                   | <i>horses galloping</i>                                      |
| How long does this last?                                                     | <i>until one knight knocks another off his horse</i>         |
| What is the most exciting thing about this?                                  | <i>how the knights hold such long lances while galloping</i> |
| What is the most boring thing about this?                                    | <i>Maybe if it took a long time it would get boring.</i>     |
| How does this end?                                                           | <i>One knight wins.</i>                                      |
| What do people do while they watch?                                          | <i>cheer and shout</i>                                       |
| List any other interesting facts about this topic in the space that follows. | <i>If you won a joust, you would earn respect.</i>           |

## Support

Refer students to the Student Reader for Unit 2, *Empires in the Middle Ages, Part 1*, for additional review on jousting.

## Challenge

Ask students to consider how different people (a king, knight, or serf) would view jousting matches differently.

- » Answers may vary, but a knight might feel nervous, a serf might be excited not to work, and a king might feel curious about his knights' skills.



## Access

### Entering/Emerging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering heavy support as students summarize the text's key information.

### Transitioning/Expanding

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering moderate support as students summarize the text's key information.

### Bridging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering light support as students summarize the text's key information.

---

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

- Ask students to work in pairs to describe what might stand out the most to someone watching a jousting match.
- Tell students that in the next lesson they will use this information to plan their narratives.

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


Introducing Narrative Writing

6

PRIMARY FOCUS OF LESSON

Students work collaboratively to plan a narrative about watching a jousting match. **[W.4.5]**

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Story Map Students work collaboratively to plan a narrative about watching a jousting match. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Jousting | 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"/> Narrative Writing Prompt for Activity Page 5.1
<input type="checkbox"/> Activity Page 5.1
<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 for Activity Page 5.1, distributed in the previous lesson.

Universal Access

- Prepare sentence frames/starters to guide students' thinking about what people might see at a jousting match.
 - The horses would _____.
 - Knights would wear _____.
 - People watching the match would _____.
 - At a jousting match, you would hear _____.
 - A knight would probably say _____ when he won.
 - The king would tell the winning knight _____.

Lesson 6

Introducing Narrative Writing



Primary Focus: Students work collaboratively to plan a narrative about watching a jousting match. [W.4.5]

CONNECTIONS: JOUSTING (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to turn and talk to a partner about the information they gathered about jousting in the previous lesson.

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 in small groups 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



Challenge

Challenge students to add another character or plot development to their narrative plan.

Support

Ask how different characters might react to the jousting match. Guide students in thinking about how this could lead to plot points; e.g., a knight might bow to the king before starting the match.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about what someone might see at a jousting match.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about what someone might see at a jousting match.

Bridging

Provide sentence frames or starters to help students think about what someone might see at a jousting match.

- 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.

| | |
|---|--|
| Title
<i>A Jolly Joust</i> | |
| Character(s)
<i>Gabriel</i>
<i>Gabriel's dad</i>
<i>knights</i> | Setting(s)
<i>amphitheater</i> |
| Plot | Beginning
<i>Gabriel tells his dad about jousting.</i> <ul style="list-style-type: none"> • <i>contest between knights</i> • <i>try to knock each other off their horses</i> • <i>use long stick-like objects called lances</i> |
| | Middle
<i>Gabriel's dad takes him to a jousting match.</i> <ul style="list-style-type: none"> • <i>fancy costumes</i> • <i>favorite horse and knight</i> • <i>people eating huge turkey legs</i> • <i>match was exciting</i> |
| | End
<i>One knight won.</i> <ul style="list-style-type: none"> • <i>The knight who fell was just fine.</i> • <i>The knights shook hands.</i> • <i>The loser congratulated the winner.</i> |
| Final Thought
<i>Jousting was a lot of fun to watch!</i> | |
| Indicate one place where your narrative will include dialogue:
<i>knights talking to each other</i> | |
| Indicate where your narrative should include concrete words and details to describe things:
<i>horses and knights' costumes</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

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students draft a narrative about watching a jousting match.

[W.4.3, W.4.3A, W.4.3B, W.4E]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students draft a narrative about watching a jousting match.

[W.4.3, W.4.3A, W.4.3B, W.4E]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Narrative Elements | Whole Group | 2 min. | |
| Modeling: Drafting Narratives | Whole Group | 8 min. | <input type="checkbox"/> Completed Story Map for “Gabriel’s First Opera”
<input type="checkbox"/> “Gabriel’s First Opera” |
| Drafting Narratives | Independent | 17 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display completed story map for “Gabriel’s First Opera,” which was completed in Lesson 3, and the text of “Gabriel’s First Opera,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 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 narrative about watching a jousting match.
[W.4.3, W.4.3A, W.4.3B, W.4E]

CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their stories about watching a jousting match.



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 (8 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 use good details and include narrative techniques such as dialogue and description.
- 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 jousting, Activity Page 5.1, to help them draft their narratives.

Activity Page 7.1



Challenge

Ask students to incorporate temporal words to help show pacing in their narratives.

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 small group.

Bridging

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

- Display the completed story map for “Gabriel’s First Opera,” which was completed in Lesson 3, and the text of “Gabriel’s First Opera,” 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 (17 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 on jousting 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 and planning where to include dialogue and good descriptive words: 3 min.
 - Beginning of narrative: 4 min.
 - Middle of narrative: 4 min.
 - End of narrative, including final thought: 4 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 add more words to create good descriptions and show pacing.

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


Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students add detail to a narrative about watching a jousting match.
[W.4.3, W.4.3C, W.4.3D]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students add detail to a narrative about a jousting match.
[W.4.3, W.4.3C, W.4D]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---------------------|
| Introducing Narrative Writing (30 min.) | | | |
| 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:
 - Gabriel settled into his seat.
 - Gabriel stood and clapped with the rest of the audience.
 - More people came onto the stage.
 - Gabriel listened as a man dressed as a bird sang.
- Prepare to display the following sample paragraph from “Gabriel’s First Opera.”

Universal Access

- Prepare a temporal word list with the following terms:
 - first
 - next
 - last
 - finally
 - initially
 - ultimately
 - then
 - afterwards
 - eventually

Lesson 8

Introducing Narrative Writing



Primary Focus: Students add detail to a narrative about watching a jousting match. [W.4.3, W.4.3C, W.4.3D]

CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences.
 - Gabriel settled into his seat.
 - Gabriel stood and clapped with the rest of the audience.
 - More people came onto the stage.
 - Gabriel listened as a man dressed as a bird sang.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to suggest words they might add to each sentence to show the order of these events or how they are connected.
 - » Answers may vary, but a sample follows.
 - First Gabriel settled into his seat.
 - Then Gabriel listened as a man dressed as a bird sang
 - Eventually more people came onto the stage.
 - Finally Gabriel stood and clapped with the rest of the audience.
- 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 one from “Gabriel’s First Opera” and read it aloud.

➤ Gabriel's First Opera

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *At first* before *He looked*, making sure to change *He* to *he*. Explain to students that this helps signal to readers that this was the first thing Gabriel did as he waited.
- 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 *finally* between *lights* and *dimmed*.
- Explain that it is also useful to add good descriptive words to writing. For example, you could add how the theater looked or sounded.
- Add the words *large*, *fancy* before *theater*. 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 rules about watching the opera or describing how the program felt or looked.
-

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 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.

A Jolly Joust

Gabriel had learned about jousting at school, where his fourth grade class was studying the Middle Ages. He had told his father all about jousting. First he explained that is a contest between knights. Then he explained that the knights rode horses and used long, stick-like objects to knock each other off their horses. Gabriel said he wished he had lived when jousts happened so he could see one.

Early one Saturday morning, Gabriel's dad woke him up before the alarm clock rang.

"I have a surprise for you," he said.

Gabriel's dad had tickets for them to attend a medieval festival in a nearby town. The festival was even going to have a jousting match. Gabriel got ready faster than normal because he was so excited.

When they got to the festival, Gabriel saw a lot of people in interesting costumes. One man was dressed like the king, and he wore a purple velvet robe and a gold crown with colored jewels. Others wore armor like knights. Even the horses had blankets on their backs and armor on their heads.

Eventually the joust started. Gabriel's favorite knight was riding a tall, black horse with a gold and blue blanket. The knights rode in. First they bowed at the king, then they bowed at each other. They rode toward each other several times, but they did not hit each other. Gabriel was surprised at how fast the horses ran. It was very exciting.

Suddenly, Gabriel's knight got hit by the other knight's lance. It hit his shoulder. The crowd gasped loudly. Gabriel's knight leaned over a bit in the saddle, but he did not fall off. The knights ran back at each other a few more times, until finally Gabriel's knight landed a blow with his lance. The other knight fell off his horse. He landed on his feet, though, and he was just fine. He walked to Gabriel's knight, and they shook hands.

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.

“Congratulations!” the losing knight said. “That was a great match.”

Gabriel’s dad suggested that they stay at the festival a bit longer. He’d seen people snacking on turkey legs, and he wanted to try one. Gabriel thought that sounded fine. He was having a great time, and he was so happy to have seen a real joust. Jousting was a lot of fun to watch!

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 *Fourth Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

End Lesson

Teacher Resources

| | |
|---------|------------------|
| Grade 4 | Writing Studio 1 |
|---------|------------------|

Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Narrative Writing
- “Gabriel and the Unicorn”
- Writing Prompt for Activity Page 3.1
- Narrative Writing Prompt for Activity Page 5.1
- Watch Something New: Opera
- Watch Something New: Jousting (Activity 5.1)
- “A Jolly Joust” Story Map
- Sample Paragraph - “Gabriel’s First Opera”

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Graphic Organizer

Writing Prompt

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.

Fourth Grade Writing Rubric: Narrative Writing

STD W.4.3

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

| Category | 4 | 3 | 2 | 1 |
|------------------------------|--|--|---|---|
| Content and Accuracy | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> • establish the situation, narrator, and characters • organize events in sequential order • incorporate dialogue and descriptions • use a variety of transitional words/phrases • use sensory details to convey the experience • provide a conclusion to the series of events | <p>The composition includes all but one of the key components</p> <ul style="list-style-type: none"> • establish the situation, narrator, and characters • organize events in sequential order • incorporate dialogue and descriptions • use a variety of transitional words/phrases • use sensory details to convey the experience • provide a conclusion to the series of events | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> • establish the situation, narrator, and characters • organize events in sequential order • incorporate dialogue and descriptions • use a variety of transitional words/phrases • use sensory details to convey the experience • provide a conclusion to the series of events | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> • establish the situation, narrator, and characters • organize events in sequential order • incorporate dialogue and descriptions • use a variety of transitional words/phrases • use sensory details to convey the experience • provide a conclusion to the series of events |
| Organization | The composition stays on topic throughout several well-developed paragraphs. | The composition stays on topic in a complete, well-developed paragraph. | The composition periodically veers off topic. | The composition consistently veers off topic. |
| Writing Conventions | 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. |
| Exceptional Qualities | The composition contains original and imaginative characters and plot points. | N/A | N/A | N/A |

Gabriel and the Unicorn

Gabriel was not excited. Usually Gabriel liked field trips, but today his class was going to a museum. Mr. Brogan said this museum held important artworks from the medieval era, which they had been studying recently. Even though they were important, Gabriel wasn't excited about seeing them. Mr. Brogan said the most important artworks were the Unicorn Tapestries. He explained that tapestries were embroidered cloths, but to Gabriel they sounded a lot like blankets hung on the wall.

A museum guide, Ms. Eames, led the class inside, explaining the museum's history and pointing out lots of medieval artwork and objects. There were stained glass windows and paintings, but Gabriel's favorite involved knights.

“There's almost no complete armor surviving from the early Middle Ages in Europe,” Ms. Eames explained, “but we do have this helmet worn by a knight who probably lived before 1500.”

Ms. Eames explained that the museum had experts, called curators, who studied each object to figure out where and when it came from. She showed the class

lots of different things, then said she had saved her favorite for last.

The class followed Ms. Eames into a big room. On every wall hung a tapestry. Many of them included a unicorn. One in particular was Gabriel’s favorite. It showed the unicorn in a small fence, with no people around. The unicorn’s tail was up in the air as if he were using it to flick away a fly. The background of the tapestry had lots of plants and many colors in it. Ms. Eames explained how the tapestries told a story and how the unicorn was a symbol that represented things many medieval people believed. She answered lots of questions from Mr. Brogan’s students.

Suddenly, Mr. Brogan said it was time for lunch, because they would have to go back to school soon. Gabriel realized that several hours had passed, and he could hardly believe it. The museum had been much more interesting than he expected.

As he followed Mr. Brogan outside, Gabriel saw a museum brochure with some pictures on it. He picked one to show his family what he had seen. This field trip made him realize that seeing things could be a lot more fun than just hearing about them.

Writing Prompt

Compose narrative about someone who watches a sporting event. The narrative may be fiction or nonfiction.

Make sure that your narrative includes all the elements of good narrative writing.






Narrative Writing Prompt

Write a narrative about someone watching a jousting match. You may choose to write about a character from the medieval era or someone who is watching a recreation of a match today. Make sure to incorporate dialogue and good descriptive details in your story.

Remember to include all the elements of a narrative in your story.

| Watching Something New | |
|--|---|
| Topic | <i>the opera</i> |
| Definition | <i>a kind of play in which performers sing rather than speak their lines</i> |
| Important elements | <i>acts—the parts of an opera</i> |
| Who participates in this? | <i>performers and singers</i> |
| What clothes, props, or equipment do participants need? | <i>They wear fancy costumes and have props such as a magic flute.</i> |
| Where do you watch this? | <i>at a theater</i> |
| What does this sound like? | <i>Music is varied, but it is also very important. There is more singing than talking.</i> |
| How long does this last? | <i>usually a few hours</i> |
| What is the most exciting thing about this? | <i>the story or the costumes</i> |
| What is the most boring thing about this? | <i>If you don't know the story ahead of time, you might get confused.</i> |
| How does this end? | <i>Everyone claps for the performers.</i> |
| What do people do while they watch? | <i>Sit quietly. Sometimes they clap at the end of an important song.</i> |
| List any other interesting facts about this topic in the space that follows. | <i>Opera is not usually in English. A lot of operas are sung in Italian. Mozart's operas are written in German.</i> |

| Watching Something New | |
|---|--|
| Topic | <i>jousting</i> |
| Definition | <i>“pretend battles between two or more knights”</i> |
| Important elements | <i>knights, armor, horses, lances</i> |
| Who participates in this? | <i>knights</i> |
| What clothes, props, or equipment do participants need? | <i>armor, horses, lances</i> |
| Where do you watch this? | <i>outside</i> |
| What does this sound like? | <i>horses galloping</i> |
| How long does this last? | <i>until one knight knocks another off his horse</i> |
| What is the most exciting thing about this? | <i>how the knights hold such long lances while galloping</i> |
| What is the most boring thing about this? | <i>Maybe if it took a long time it would get boring.</i> |
| How does this end? | <i>One knight wins.</i> |
| What do people do while they watch? | <i>cheer and shout</i> |
| List any other interesting facts about this topic in the space that follows. | <i>If you won a joust, you would earn respect.</i> |

| | | |
|--|--|---|
|  | Title <i>A Jolly Joust</i> | |
| |  Character(s)
<i>Gabriel</i>
<i>Gabriel's dad</i>
<i>knights</i> |  Setting(s)
<i>amphitheater</i> |
|  Plot | Beginning
<i>Gabriel tells his dad about jousting.</i> <ul style="list-style-type: none"> • <i>contest between knights</i> • <i>try to knock each other off their horses</i> • <i>use long stick-like objects called lances</i> | |
| | Middle
<i>Gabriel's dad takes him to a jousting match.</i> <ul style="list-style-type: none"> • <i>fancy costumes</i> • <i>favorite horse and knight</i> • <i>people eating huge turkey legs</i> • <i>match was exciting</i> | |
| | End
<i>One knight won.</i> <ul style="list-style-type: none"> • <i>The knight who fell was just fine.</i> • <i>The knights shook hands.</i> • <i>The loser congratulated the winner.</i> | |
|  | Final Thought

<i>Jousting was a lot of fun to watch!</i> | |
| <p>Indicate one place where your narrative will include dialogue:</p>
<p style="text-align: center;"><i>knights talking to each other</i></p> | | |
| <p>Indicate where your narrative should include concrete words and details to describe things:</p>
<p style="text-align: center;"><i>horses and knights' costumes</i></p> | | |

Gabriel's First Opera

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

Activity Pages

| | |
|---------|------------------|
| Grade 4 | Writing Studio 1 |
|---------|------------------|

NAME: _____






DATE: _____

Playing Games

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

Writing Prompt

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.

| | |
|--|--|
|  Title | |
|  Character(s) |  Setting(s) |
|  Plot | Beginning |
| | Middle |
| | End |
|  Final Thought | |
| <p>Indicate one place where your narrative will include dialogue:</p> | |
| <p>Indicate where your narrative should include concrete words and details to describe things:</p> | |

Watching Something New

| | |
|---|--|
| Topic | |
| Definition | |
| Important elements | |
| Who participates in this? | |
| What clothes, props, or equipment do participants need? | |
| Where do you watch this? | |
| What does this sound like? | |
| How long does this last? | |
| What is the most exciting thing about this? | |
| What is the most boring thing about this? | |
| How does this end? | |
| What do people do while they watch? | |
| List any other interesting facts about this topic in the space that follows. | |

Core Knowledge Language Arts

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