

The Auto-biographical Narrative

Adding details to your writing

Warm-Up:

Change the boring verbs in this paragraph to something more exciting.

The boat **moved** through the water. The air was heavy. Birds **called**, and unseen creatures **moved** into the water. Stinging bugs **flew** around the boat. Suddenly, Jack heard something **traveling** in the dense bushes. He stifled a **call** when the thing came through the leaves onto the river bank.

Power Standards!

What skills are we working on today?

- Crafting narrative skills that include high details, dialogue, clear events
- Develop a better understanding of using transitions in writing
- Include figurative or sensory language in our writing to make our voice powerful and ALIVE

Objectives

- We will identify qualities of strong narrative writing.
- We will use a variety of transition words and phrases to show a shift in time or setting in our narratives.
- We will identify ways to use strong vocabulary and vivid verbs in our narratives.
- You will write paragraphs that use transition words and phrases.
- You will write sentences that use vivid verbs.

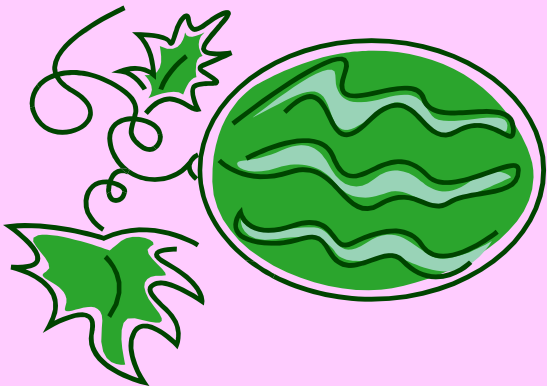
POP QUIZ! In the poll pod, what are some of the CHARACTERISTICS of a narrative?
Hint, hint: You may use your notes. 😊

Qualities of Good Personal Narrative Writing

- Write a little seed story, don't write all about a giant watermelon.
- Zoom in so you tell the most important parts of the story.

Seed vs Watermelon

- Fun times I have with my dog (watermelon)
- When I spotted my dog at the pound and realized he was the one for me (seed)
- My best friend (watermelon)
- When the person who is now my best friend arrived in our classroom (seed)
- The year I was on a soccer team and we won 6 games (watermelon)
- The championship soccer game (seed)



Practice: In the chat pod put up a pair: a watermelon & a seed

Start the Narrative Off Correctly...

Introduction

The “Hook” Start your paper with a statement about your story that catches the reader’s attention, for example: a relevant quotation, question, fact, or definition.

Set the Scene Provide the information the reader will need to understand the story: Who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction?

Thesis Statement The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story: “It was sunny and warm out when I started down the path”; offer a moral or lesson learned: “I’ll never hike alone again”; or identify a theme that connects the story to a universal experience: “Journeys bring both joy and hardship.”

You still need a thesis statement in your narrative! The thesis statement will drive your story, so make it relate to the prompt.

Objective: We will identify qualities of strong narrative writing.

Narrative Thesis Statements

Good:

- It was a trip I will never forget.
- Some memories linger in your mind for years to come, and my first fishing trip is one of those memories.

Not so good:

- My name is Sue and I am 12 and I'm going to tell you about my favorite trip.
- This is a story about my fishing trip.

Base group: In your assigned group, come up with both a poor AND a good thesis for a pretend story. You have 7 minutes to choose a story AND a speaker!

Objective: We will identify qualities of strong narrative writing.

Add the Guts...

Body Paragraph

- ➔ **“Show, Don’t Tell”** Good story telling includes details and descriptions that help the reader understand what the writer experienced. Think about using all five senses—not just the sense of sight—to add details about what you heard, saw, and felt during the event. For example, “My heart jumped as the dark shape of the brown grizzly lurched toward me out of the woods” provides more information about what the writer saw and felt than, “I saw a bear when I was hiking”.
- ➔ **Supporting Evidence** In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you.
- ➔ **Passage of Time** Writing about the events of your experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Some time transition words are *next, finally, during, after, when, and later*.
- ➔ **Transitions** In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another. For example, the end of one paragraph might be: “I turned and ran, hoping the bear hadn’t noticed me”, and the start of the next might be: “There are many strategies for surviving an encounter with a bear; ‘turn and run’ is not one of them.” The repetition of words connects the paragraphs. (What does the change in verb tense indicate?)*

Look at the difference in sentence one compared to sentence two.

It’s usually a good idea to end your sentences with a cliff hanger statement. Then, tell what happens next in the following paragraph.

Objective: We will identify qualities of strong narrative writing. Return to base group pods.

Narratives Need Transitions Too!

Time

- while
- after
- when
- meanwhile
- during
- next
- then
- so far
- immediately
- later, earlier
- soon
- sometimes
- afterwards
- following
- at length
- this time
- never
- always
- whenever
- in the meantime
- now, until now
- once
- simultaneously
- subsequently

Use transitions to link your paragraphs together.
You can also use transitions to link sentences *within* a paragraph together.

Objective: We will use transition words and phrases in our narratives.

Find the transitions





As I woke up, I slowly stumbled from my bed. Still foggy from sleep, I walked to the bathroom down the hall. When I arrived at the door, I didn't bother to turn the light on. I stumbled to the sink and immediately grabbed the toothbrush. Because I was still half asleep, I didn't pay attention to what I was doing. Suddenly, right before I clamped down on the toothbrush, I realized I grabbed my sister's toothbrush. I quickly put it down as I remembered that I dropped it in the toilet the day before. (Do you see the 4 transitional phrases?)

Find the transitions

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Things to Remember While Writing Narrative Paragraphs

Start a new paragraph for:

- A change of time  Early the next morning...
- A change of place  On the other side of the street stood...
- A change of action  At the moment the lights went out.
- A change of character  Unexpectedly, Tom rounded the corner.
- A change in speaker

These are all TRANSITIONS in your story! (stop, shift to example writing)

Pay attention to the details!

- In narratives, your supporting details are the descriptions you include!
 - Don't be scared to include dialogue.
 - Always write in the 1st person point of view.
 - Get rid of those boring verbs!

Look at all the ways you can say “said”:

whispered
bragged
exclaimed
bellowed

asked
complained
muttered
moaned

whined
demanded
cried
shrieked

thought
argued
yelled
warned

Objective: We will use vivid verbs and strong vocabulary in our narratives.

What to Include in Narrative Conclusions

- The conclusion of a narrative presents the moral (or lesson) of the story.
- Reflect on the significance of your event.
- Ask yourself these questions as you write the conclusion:
 - What lesson have you learned?
 - How has the event affected your life?

Autobiographical Narrative Rough Draft Graphic Organizer

Directions: Use complete sentences to compose a personal narrative about a situation or event of your choice. See the ideas on the message board for suggestions.

<u>Introduction Paragraph</u> <ul style="list-style-type: none">• Hook/Grabber• Background information	"AHH!" Once upon a time I moved to a new school. It was hard!!!!!!!!!!!!!!!!!!!!!! This is my story about my first day of school at my new school.
<u>Body Paragraph 1</u> <ul style="list-style-type: none">• Share your experience• Use descriptive language (5 senses, action verbs, figurative language)	So i didn't <u>wanna</u> go to the new school but my mom made me. But it wasn't so bad.
<u>Body Paragraph 2</u> <ul style="list-style-type: none">• Continue to describe the experience• Use descriptive language (5 senses, action verbs, figurative language)	First I walked in the door. I saw a shiny hallway. The floor was white. The walls were green. And I smelled that school smell. I wonder why schools smell like that my house doesn't smell or maybe it does to other people and I just don't noticed. Anyways, then I met the principal.
<u>Body Paragraph 3</u> <ul style="list-style-type: none">• Continue to describe the experience• Use descriptive language (5 senses, action verbs, figurative language)	Then I met some other kids. And they were cool. It was pretty awesome. So it wasn't so bad. 😊
<u>Conclusion Paragraph</u> <ul style="list-style-type: none">• Explain how this experience affected you.• Link this to something in the introduction.	In conclusion, that's what happened on my first day of school. I hope you liked my story. Was your first day of school awesome?????

The Good, the Bad, and the Ugly...

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<u>Introduction Paragraph</u> <ul style="list-style-type: none"> • Hook/Grabber • Background information 	<p>Like a tiger stalking an antelope, I carefully observe my prey. My breathing slows, feet shift slightly, and my fingers twitch in anticipation. Then I pounce! "Natalie," my brother warns. "Be nice." I hesitate before glancing at the injured Oreo lying helpless on the saucer.</p>
<u>Body Paragraph 1</u> <ul style="list-style-type: none"> • Share your experience • Use descriptive language (5 senses, action verbs, figurative language) 	<p>My shoulders shrug as I refocus on the hunt. Now that the cookie appears sufficiently incapacitated, I move in for the kill. My first inclination is to gulp the delectable treat whole, but no. I want to relish every nibble.</p>
<u>Body Paragraph 2</u> <ul style="list-style-type: none"> • Continue to describe the experience • Use descriptive language (5 senses, action verbs, figurative language) 	<p>As one hand grips the base of the Oreo, the other swiftly twists the top clean off. My teeth crush the chocolate cookie with a delicious chomp. Emitting a small growl, I <u>sweep</u> the crumbs from my lips with my tongue. I then turn my attention to the creamy frosting. The sugary filling disappears in three swift licks.</p>
<u>Body Paragraph 3</u> <ul style="list-style-type: none"> • Continue to describe the experience • Use descriptive language (5 senses, action verbs, figurative language) 	<p>Only the bottom layer of chocolate goodness remains. I gaze soberly at the round remnant before gulping in one clean bite. Satisfied with my conquest, I sigh appreciatively and recall each delicious crumb.</p>
<u>Conclusion Paragraph</u> <ul style="list-style-type: none"> • Explain how this experience affected you. • Link this to something in the introduction. 	<p>A quick glance around the room reveals the crumbly carnage all over the floor. The tiger in me whisks the remains of its prey into a dustpan before curling up on the couch. I yawn sleepily, content to nap until it becomes time to devour yet another Oreo.</p>

Reminders

- Shorter LLs next week due to testing reminder calls.
- Ms. S. is OUT 4/21-5/10!

Exit Ticket

Make this sentence more descriptive:

The baby cried.