

# Narrative Writing

## Molly's Book

### Objectives & Common Core Connections

- \* Focus on the purpose of narrative writing.
- \* Write sentences in sequence to recount events.
- \* Write sentences with details.
- \* Use temporal words to signal event order.
- \* Write a narrative.

**Introduction** Provide each student with a copy of the writing frame (page 57). Read the title and first line. Also draw attention to the illustrations. Tell students that they will write a narrative about what is happening in the pictures. Review that a narrative is a story or an account of something that is written to entertain the reader. A narrative can be about something that really happened, or it can be make-believe (like the story on this page). Tell students that when you write a narrative, you use sequence to help the reader understand what is happening. Using time words helps show the sequence of events.

**Model** You might say: *You can make up sentences for a story or narrative based on these pictures.* Begin by inviting students to describe what each picture shows. For example:

- doll jumps off bed
- doll gets book
- doll reads book

Have students follow the pictures as you suggest sample sentences for each one. Explain that you're going to begin by giving a name to the doll in the pictures—Molly. Tell students that you will also include details to give more information to the reader. Write each

sentence and then go back and add the details (underlined below). Also introduce the use of time words, such as *first*, *next*, and *then*. Explain that these words help a reader understand sequence in a text. Circle the time words in each sentence. For example:

- First, Molly jumped off the bed.
- Next, she got a book from the shelf.
- Then, she sat on a chair to read.

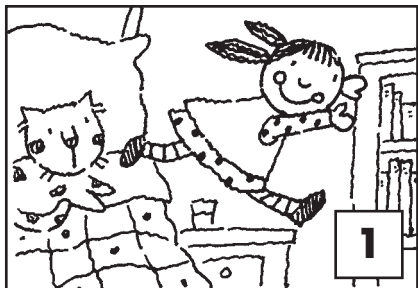
**Guided Practice** Help students complete the writing frame. Begin by asking them to write a time word under each picture to indicate its sequence in the story. Then, read aloud each direction and guide students in following it. Coach them in stating their writing purpose. Depending on levels of ability, students can write or dictate their sentences. Encourage them to use their own words and sentences and to underline the details and circle the time words they add.

**Review** Invite volunteers to read their sentences to the class. Have listeners use items 1–4 and 6 on the assessment checklist (page 64) to evaluate the effectiveness of other students' work.

**Independent Practice** Use the On Your Own activity (page 58) as review. Encourage students to use what they learned in the lesson to complete the page. Tell them they can choose a toy from the Idea Box or think of one of their own. Suggest that students draw three pictures on separate sheets of paper to illustrate their narrative first and then write a sentence for each picture. Remind them to underline the details and circle the time words. Depending on levels of ability, students can write or dictate their sentences. You might also invite them to title their stories.

# Molly's Book

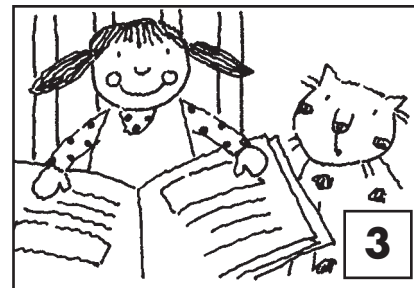
Use the pictures to tell a story.



Time \_\_\_\_\_  
Word \_\_\_\_\_



Time \_\_\_\_\_  
Word \_\_\_\_\_



Time \_\_\_\_\_  
Word \_\_\_\_\_

- Tell what your writing purpose is.
- Write three sentences in order to tell what happens.
- Use details and time words.

Writing Purpose \_\_\_\_\_

Sentences in Order


1. \_\_\_\_\_


2. \_\_\_\_\_

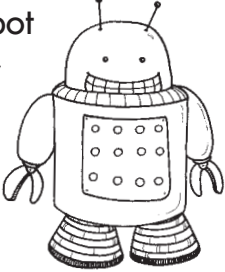
3. \_\_\_\_\_

On Your Own

Choose a toy from the Idea Box.  
Or think of another toy.  
Complete the page to tell a story about something the toy does.  
Use details and time words.

 Idea Box

Teddy Bear 

Robot Toy 

My Idea:  
\_\_\_\_\_  
\_\_\_\_\_

Writing Purpose \_\_\_\_\_

\_\_\_\_\_

Sentences in Order

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Student Assessment Checklist

## Narrative Writing

1. Understood the writing purpose. ....
2. Wrote two or more sentences in order to tell what happens. ....
3. Wrote sentences with details. ....
4. Used time words. ....
5. Wrote an ending sentence. ....
6. Wrote a narrative (story). ....

**More Things  
to Check**

- Capital Letters
- Periods
- Spelling