

Narrative Writing

Cat Nap

Objectives & Common Core Connections

- * Establish characters and a situation.
- * Write a good opening sentence.
- * Organize the events and use transitional words.
- * Use dialogue.
- * Write a concluding sentence.
- * Write a narrative.

Introduction Provide each student with a copy of the writing frame (page 60). Discuss the title, first line, and illustrations. Tell students that they will use the illustrations to develop a narrative. Remind them that a narrative can be about a real or an imagined event.

Model Summarize the situation in the illustrations. You might say: *A girl makes her bed and then goes to school. Her cat gets in bed and plays. Later, the girl and her mother find the messy bed. Cat feels guilty and goes to hide.* Model a sentence to begin a narrative. For example:

- Eva promised to make her bed every day if her parents would let her have a cat.

Point out that you have given the girl in the illustrations a name. Coach students in interpreting what the pictures show. For example:

- Eva makes bed and leaves
- her cat plays in bed
- see messy bed
- guilty cat

Work with students to develop complete sentences and organize the events. Invite them

to give the cat a name. Remind them that they can use dialogue to show what the characters are thinking and transitional words to pace events. For example:

- One day, Eva made her bed as usual and then left for school.
- Along came Tiger. “That’s a good place to play.”
- When Eva came home, her mother pointed to her bed and said, “Eva, you made a promise.”
- Very quietly, Tiger slipped away.

Point out that a good narrative usually has an ending or conclusion. For example:

- “I guess I should learn how to make a bed,” thought Tiger.

Guided Practice Have students complete the writing frame. Encourage them to use their own dialogue and concluding sentence.

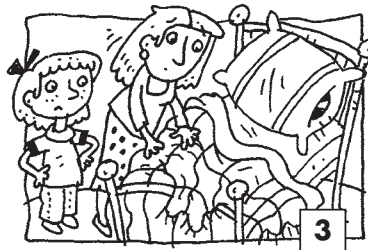
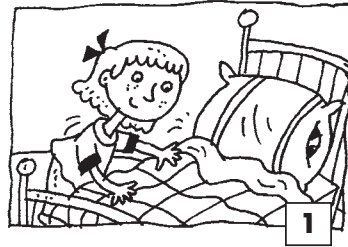
Review Invite volunteers to share their finished narratives with the class. Have listeners use items 2–4, 6, 7, and 9–11 on the assessment checklist (page 64) to evaluate the effectiveness of other students’ work.

Independent Practice Use the On Your Own activity (page 61) as homework or review. Encourage students to use what they learned in the lesson to complete the assignment. Tell them that they can choose a topic from the Idea Box or one of their own. Remind students that they should include three characters in their narratives. Also suggest that they include a title.

Cat Nap

What do cats do when you're not home?

- Tell what is happening and describe the three characters.
- Write a good opening sentence.
- Organize the events in order.
- Use transitional words.
- Use dialogue to make the story clear.
- Write a concluding sentence.
- Write your narrative on another sheet of paper.



What Is Happening _____

Character 1

Character 2

Character 3

Opening Sentence _____

Order of Events _____


Transitional Words _____

Dialogue _____

Concluding Sentence _____

On Your Own

Choose a story topic about a misbehaving pet from the Idea Box or think of one of your own. Complete this page. Then, write your narrative on another sheet of paper.


Idea Box

Pesky Parrot My Idea: _____

Runaway Rabbit _____

Messy Mouse _____

What Is Happening _____

Character 1 Character 2 Character 3

Opening Sentence _____

Order of Events _____

Transitional Words _____

Dialogue _____

Concluding Sentence _____

Student Assessment Checklist

Narrative Writing

1. Focused on the writing purpose.
2. Established the situation.
3. Established real or imagined characters.
4. Developed a good opening sentence.
5. Addressed the audience appropriately.
6. Organized the events in sequence.
7. Included dialogue.
8. Used sensory words.
9. Used transitional words.
10. Provided a conclusion.
11. Wrote a narrative.

**More Things
to Check**

- Capitalized proper nouns.
- Capitalized the first word of sentences.
- Used correct punctuation.
- Spelled words correctly.
- Followed correct paragraph form.