

# Narrative Writing

## YaYa's Day

### Objectives & Common Core Connections

- \* Focus on the purpose of narrative writing.
- \* Write sentences in sequence to recount events.
- \* Write sentences with details.
- \* Write a narrative.

**Introduction** Provide each student with a copy of the writing frame (page 54). 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. Tell students that when you write a narrative, you use sequence to help the reader understand what is happening.

**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:

- panda eating bamboo
- two pandas playing
- pandas sleeping

Have students follow the pictures as you suggest sample sentences for each one. Explain that you're going to begin by giving names to the pandas in the pictures—YaYa and YoYo. 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). For example:

- YaYa ate some bamboo for a snack.
- He played with YoYo for a long time.
- The pandas took a nap in a tree.

**Guided Practice** Help students complete the writing frame. 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 they add.

**Review** Invite volunteers to read their sentences to the class. Have listeners use items 1–3 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 55) as review. Encourage students to use what they learned in the lesson to complete the page. Tell them they can choose an animal from the Idea Box or think of one of their own. Suggest to students that they 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 they add. Depending on levels of ability, students can write or dictate their sentences. You might also invite them to title their stories.



# YaYa's Day



Use the pictures to tell a story.



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

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

Sentences in Order


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


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

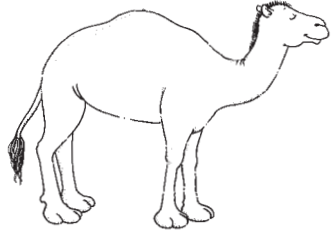
3. \_\_\_\_\_

**On Your  
Own**

Choose an animal from the Idea Box.  
Or think of another animal.  
Complete the page to tell a story about the animal's day.  
Use details.

 **Idea Box**

Tiger 

Camel 

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