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| **Lesson Title:** | My Narrative |
| Subject Area: | English/ Language Arts |
| Grade Level: | Fifth |
| Unit Title: | Genres |
| GLCEs/ HSCE: | **W.GN.05.01 write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.** |
| METS-S/NETS-T | * Communicate information and ideas effectively to multiple audiences using a variety of media and formats |
| Essential Questions: | Why are the setting, plot, and time period important in stories?  What are some roles and functions of heroes, anti-heroes, and narrators?  Why are conflicts and resolutions important in a story? |
| Objectives: | * Write a minimum two page cohesive narrative piece incorporating time period and setting to enhance the plot. Using [www.diigo.com](http://www.diigo.com) be able to submit a rough draft, make comments on other student’s rough drafts, and take other student’s comments into consideration. |
| Tools and Resources: | * [www.diigo.com](http://www.diigo.com) * Internet * Word processer * <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm> |
| Rationale: | Brainstorming and gathering ideas together are an essential part of writing a good story. This lesson will help expose students to a wide variety of tools and resources to help guide their individual writing process. |
|  | **Sequence of Activities:** |
| Anticipatory Questions/Activity: | The students will use a quick journal writing activity to brainstorm ideas for a creative writing assignment that must be a cohesive narrative piece such as a mystery, tall tale, or historical fiction. Tell students to incorporate the time period and setting to enhance the plot. Students should keep in mind that the end narrative will be a minimum of two pages in length.  Some writing prompts include:   * People often say, “Don’t judge a book by its cover.” Describe a time when you misjudged someone based on his or her appearance or when someone misjudged you. * Most of us remember exactly where we were and what we were doing when we received shocking or important news. Tell the story of what you were doing when you heard about an important event and how that news affected you. * The true story of George Washington and his apple tree. |

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| Body of Lesson Plan:  ***Segment #1***  (Artifact: link to real world, website, book, picture, etc.)  ***Segment #2***  (Includes sample feedback loop)  ***Segment #3***  (Includes multiple intelligence strategy:  Hands-on, small groups, reteaching strategy) | Students will visit <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm> and students will make up their own story starters, print them out, and share with the class.  Teacher: In order to help you with your narratives, I have made up a brainstorming worksheet that will hopefully guide your writing process.  (pass out attached worksheet)  Have students complete the attached worksheet independently and then type out a rough draft.  After students write their rough drafts, ask them to pick six sentences out of their papers and make them more descriptive. Students will write their original sentence, and their new one underneath incorporating all of the following:  (worksheet provided)  **Onomatopoeia:** (a sound word) “Brrrrrring,” the phone rang loudly, startling me out of my skin.  **Threes:** (using three words or phrases to describe something) It was a bright, sunny, and cheerful summer morning.  **Hyperbole**: (exaggerating) The boy was as tall as a skyscraper.  Simile: (using “like” or “as” to compare something) The lake was as warm as bath water. The snow covered the roof tops like frosting on a cake.  **Strong Verbs:** (descriptive action words) Tom splashed into the river. (is better than) Tom went into the river.  **Descriptive Words:** (words that tell how something looks, feels, smells, sounds, or tastes) The soft cookies melted in my mouth. The loud car raced down the road.  **Good Lead Sentences:** (a beginning sentence that hooks the reader’s attention)  The most fascinating …  Did you know…  Imagine that…  Have you ever (seen, wondered about, tried)…  ***Segment #4***  (Detailed directions on how to complete activity)  The teacher will show students how to use [www.diigo.com](http://www.diigo.com)  The requirements are:   * Each student will make a diigo account. * Each student must submit a rough draft. * Each student must read two rough drafts and give helpful and nice suggestions that they believe will improve the other student’s narrative. * Each student must have one conversation with another student about the suggestion that was given after reading the rough draft. |

**DIIGO RUBRIC NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Diigo account | /10 |
| Rough draft | /10 |
| Read 1 rough draft/made 1 suggestion | /10 |
| Read 1 rough draft/made 1 suggestion | /10 |
| Conversation with peer | /10 |
| ***Final Score*** | ***/50*** |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Narrative Pre-Writing**

Is the story personal or imaginative?

Do you need to think about something that has happened or could happen in real life?

Think of the prompt, what strange or nonrealistic thing could happen?

Does the prompt make you think of a fun, happy time or a sad, depressing time?

As soon as you read the prompt, do you know what you want to write about? If not, list 5 possible topics that you could write about.

Do you not have that experience in your own life? Write about someone else's life.

What will the main idea of your story be?

Who is going to be in the story?

Where are you going to be throughout most of the story?

What will your name be in the story?

Are you going to be a villain (bad guy) or a hero (good guy)?

How much time will pass in your story? (Make sure you check the prompt)

What will the mood of the story be?

What noises do you hear around you in your story?

What things do you smell around you in your story?

What do you see around you in your story?

What things do you taste in your story?

What things do you feel in your story?

What will happen in your story? (Make a short list of events that you can use to help you order your story correctly)

From these events that you've just listed, what event is the climax or the most important event that has to do with the prompt?

In the end, what will happen to you?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*LET’S GET DESCRIPTIVE!*

Onomatopoeia: (a sound word) “Brrrrrring,” the phone rang loudly, startling me out of my skin.

Old Sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Threes: (using three words or phrases to describe something) It was a bright, sunny, and cheerful summer morning.

Old Sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hyperbole: (exaggerating) The boy was as tall as a skyscraper.

Old Sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Simile: (using “like” or “as” to compare something) The lake was as warm as bath water. The snow covered the roof tops like frosting on a cake.

Old Sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Strong Verbs: (descriptive action words) Tom splashed into the river. (is better than) Tom went into the river.

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Descriptive Words: (words that tell how something looks, feels, smells, sounds, or tastes) The soft cookies melted in my mouth. The loud car raced down the road.

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Good Lead Sentences: (a beginning sentence that hooks the reader’s attention)

The most fascinating …

Did you know…

Imagine that…

Have you ever (seen, wondered about, tried)…

Old Sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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