

Everyday Writing with

Coach Write



Teacher's Guide

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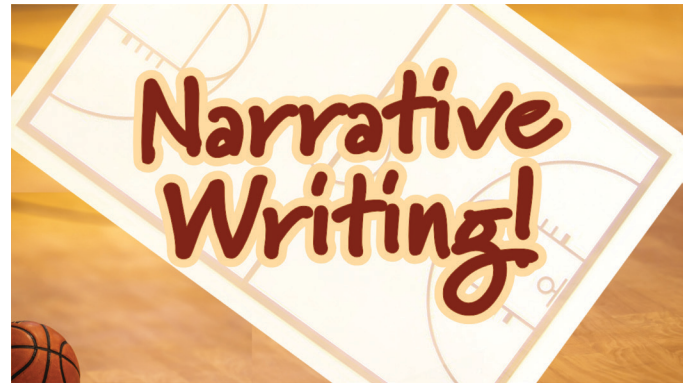
Narrative Writing

Ohio Standards:

W.K.3, W1.3, W2.3, W3.3, W3.3c

This lesson introduces narrative writing and how you can write a simple story and make revisions to your writing. Students will write simple stories using temporal words.

Watch:



Watch the video “Narrative Writing.”

Vocabulary:

Narrative — Writing that tells a story or describes an event, an experience or a sequence of events that can be real or made up.

Moral — The lesson that you learn from the story.

Revise — To fix a writing mistake that you made or to find a different or better way of writing what you mean.

Discuss:

Use the following questions as a guide for a class discussion after viewing the video:

- What is narrative writing? (Writing that tells a story or describes an event, an experience or a sequence of events that can be real or made up.)
- Why do people write narratives? (Mostly to entertain readers; sometimes to teach a lesson within a story.)
- What happened at the beginning of Coach Write’s story? (Hare challenged Tortoise to a dribbling contest.)
- What happened in the middle of Coach Write’s story? (Hare took a nap while Tortoise dribbled.)
- What happened at the end of Coach Write’s story? (Tortoise won the contest.)
- What was the moral of the story Coach Write told about the tortoise and the hare? (Never give up. Even though the tortoise was slower, it never gave up.)

Review:

- When you write a narrative you tell a story.
- You describe an event, an experience or a sequence of events.
- Narrative writing can be about real events that have happened or it can be a story that is made up.
- Good writers reread what they wrote to make revisions or changes that make it better.

About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. The following is a simple story to model through a think-aloud for children to see how you can develop a beginning, middle and end to a story.

"I am going to write a narrative today. It will be a story with a beginning, middle and end. Remember a narrative can be about real events or about something I made up from my own mind. I have an idea to write a story about a girl who plants a seed. I am going to draw you three pictures of my story."

Draw three simple illustrations. Depending on the student handout you are using, label the drawings "first," "then" and "last," or "beginning," "middle" and "end."

Beginning — drawing of a seed on soil in a pot.

Middle — drawing of a sprout in the pot.

End — drawing of a flower growing from the pot.

"Now I will use my pictures to write a story. My first sentence will tell you about the first drawing. I will write who is in my story and what is happening."

A little boy is happy to plant and water a seed in a pot.

"In my second drawing a sprout is growing. This took awhile to happen, of course, so I will tell that to my reader."

A little boy is happy to plant and water a seed in a pot. A few days later a sprout appears!

"I will end my story writing about the last picture that has a flower growing from the pot."

A little boy is happy to plant and water a seed in a pot. A few days later a sprout appears! Weeks later, the proud boy has grown a red flower!

"Good writers read what they wrote and check it over. Let's go through our writing checklist to see if I should make any changes." (You may want to purposely leave an error or two when writing to model revisions.)

- Did I use a capital letter to start my sentences?
- Do I have punctuation at the end of my sentences?
- Do my sentences make sense when someone else reads it?
- Do I have a beginning, middle and end to my story?

Make adjustments and give support to students as needed. Some students may find it easier to write first and then illustrate their pictures. Encouraging conversation with a partner will help students to develop their story ideas. Telling their story verbally can be a great start before writing it down. Students who are hesitant to write may be encouraged by providing them with three pictures to write about.

Narrative Writing Handout 1:

Students are given three pictures to write a story using a temporal word from the top of the page (first, then, finally.)

Narrative Writing Handout 2:

Students draw three to four pictures, each for the beginning, middle and end of a story. Using transitional words or phrases (first, to begin, then, next, later, suddenly, in the end, finally), students write out their story.



Narrative Writing: Handout A

Name _____

The Bird

First,	Then,	Last,
		

[illegible]

Narrative Writing: Handout B

Name _____

Write a story!

Draw pictures about the beginning, middle and end of your story.

Beginning	Middle	End

Write your story. Choose transitional words and phrases to include in your story.

First, to begin, then, next, later, suddenly, in the end, finally

[illegible]