

Narrative Writing

Pepe's Pet

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.
- * Provide a conclusion.
- * Write a narrative.

Introduction Provide each student with a copy of the writing frame (page 60). 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:

- boy opens box with baby dinosaur
- boy puts dinosaur in wagon
- dinosaur rides in back of pickup truck
- boy rides on dinosaur's back

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 boy in the pictures—Pepe. 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). Review the use of time words, such as *then* and *now*, and circle them. For example:

- Pepe got a baby dinosaur for his birthday.
- He liked to take it for rides in a wagon.
- Then, the dinosaur grew too big.

Point out that a story has an ending or conclusion. Give as an example:

- Now, the dinosaur takes Pepe for rides!

Guided Practice Help students complete the writing frame. Read aloud each direction and guide them in following it. Coach students in stating their writing purpose. Depending on levels of ability, they can write or dictate their sentences. Encourage students to use their own words and sentences and to underline the details and circle the time words they add.

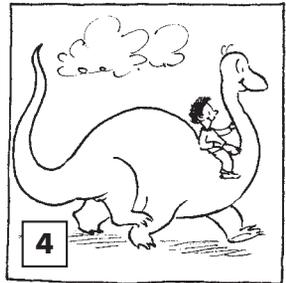
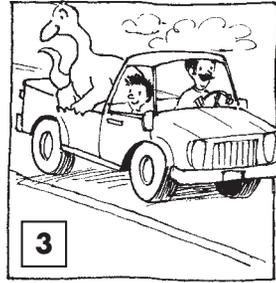
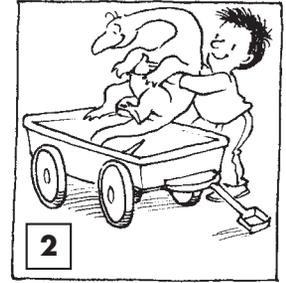
Review Invite volunteers to read their sentences to the class. Have listeners use items 1–6 on the assessment checklist (page 64) to evaluate the effectiveness of other students' work.

Independent Practice Use the On Your Own activity (page 61) as review. Encourage students to use what they learned in the lesson to complete the page. Tell them they can choose a make-believe pet from the Idea Box or think of one of their own. Suggest that students draw four 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.

Pepe's Pet

★ Use the pictures to tell a story.

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



Writing Purpose _____

Sentences in Order

1. _____

2. _____

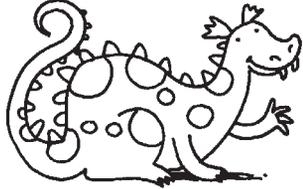
3. _____

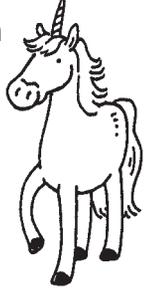
Ending Sentence _____

★
**On Your
Own**
★

Choose a make-believe pet from the Idea Box.
Or think of your own idea.
Complete the page to tell a story about the pet.
Use details and time words.

 **Idea Box**

Dragon 

Unicorn 

My Idea:

Writing Purpose _____

Sentences in Order

1. _____

2. _____

3. _____

Ending Sentence _____

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