

Lesson Skill: Writing process — narrative writing

Strand Writing

SOL 1.13

2.12

Materials

- Short, simple narrative with an obvious beginning, middle, and end; a distinct main character; and action that occurs in a single day
- Chart paper
- Markers
- Quality photographs with interesting composition that include at least one person in each
- Large sticky notes
- Narrative Graphic Organizer (attached)

Lesson

1. Review with students what the narrative mode of writing is. Display three pieces of chart paper labeled Beginning, Middle, and End. Read a narrative story aloud to the class, and then discuss the events with students. Have them come to a consensus on what occurred at the beginning, middle, and end of the story, and record their responses on the chart paper. Emphasize that when good writers are writing a narrative, they include a strong beginning, middle, and end. Discuss what may happen if the writer forgets to include the beginning or end of the narrative.
2. Display a photograph, and ask students what they see, e.g., the age of the person(s), facial expressions, posture, types of clothing, buildings, weather, additional objects. Have students choose one person in the photograph to use as the main character in a narrative. Ask them to imagine what that person may have been doing before the photograph, or at the *beginning* (B); during the photograph, or in the *middle* (M); and after the photograph, or at the *end* (E). Encourage them to add details and descriptions.
3. Pair students, and distribute a photograph and three large sticky notes to each pair. Have partners label each note with a B, M, or E. Explain to the partners that they will work together to complete the three sticky notes, using the chart paper model.
4. Model for students how to create a captivating beginning sentence, some interesting, sequential middle sentences, and a concise ending sentence. Then show them how to transfer the sentences in correct order onto a sheet of paper to create a narrative.
5. Ask partners to write their own narratives by creating good beginning, middle, and ending sentences on their sticky notes, arranging the notes in order, and transferring the sentences to a sheet of paper. Encourage them to refer back to the model. Have students share their completed narrative stories with the class. As a summary, ask them what good writers include when writing a narrative story.

Note: This lesson could be adapted with photographs for writing about setting.

Strategies for Differentiation

- Introduce *beginning*, *middle*, and *end* by using a narrative and pictures that students can immediately relate to, such as one written about them.
- Prepare a narrative for students, and cut it into three parts: the beginning, middle, and end. Let students put the narrative back together in the correct order.
- Have students use the attached Narrative Graphic Organizer to create a narrative with a beginning, middle, and end.

Narrative Graphic Organizer

Beginning	Middle	End
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