

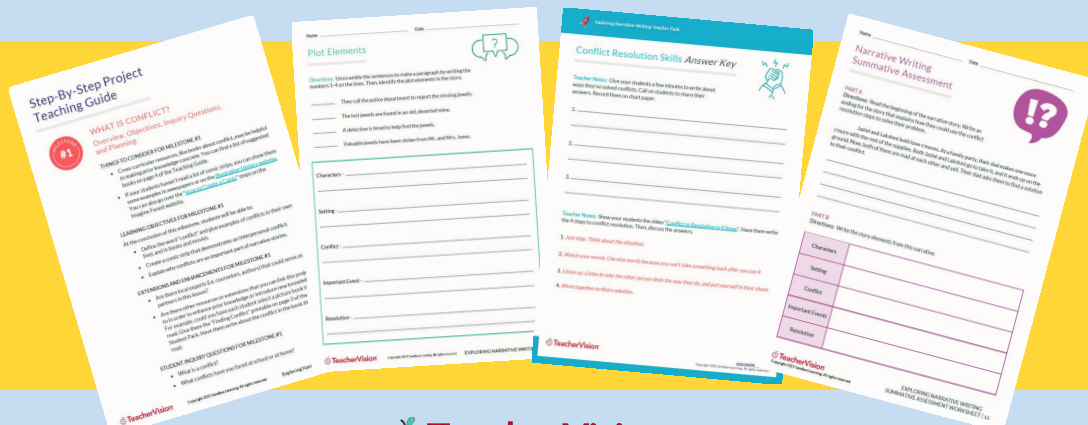
Exploring Narrative Writing

Write a Story



Language Arts Project-Based Learning Grades 2-4

Learn About Conflict Resolution
Apply Sequencing Skills
Write a Narrative Story



Lesson Plan: Exploring Narrative Writing

ABOUT THIS PROJECT-BASED LESSON

This project-based learning unit is designed to teach and reinforce the concepts in an elementary Language Arts unit on narrative writing and can be used in conjunction with existing curriculum materials.

The project is divided into 5 Milestones; each Milestone includes a self-contained student project activity. Done in sequence, the Milestones connect to enable students to produce a comprehensive capstone activity.

The minimum suggested duration for completing this project is 5 class periods. However, it is completely flexible and can be lengthened or shortened as necessary, based on available class time and interest level.

HOW TO USE THIS TEACHING GUIDE

Each Milestone for this project-based learning unit includes detailed daily activities presented in step-by-step order, with teaching notes, instructional guidance, and page references to resources and materials included in the Teacher Pack and Student Pack.

Daily activities are organized for you as follows:

- **Prepare (Bell-ringer/opener activity)**
Use these short opening activities at the beginning of class.
- **Present (Lecture/model)**
Use this portion of the lesson to deliver new subject material and project information, and to model any instructions or activity required for Produce or Participate elements.
- **Produce (Student project work)**
Use this portion of the lesson to allow students to work independently or in small groups on activities and other project elements.
- **Participate (Student/group share)**
Use this portion of the lesson to allow students to share out any project, research, or presentation materials.
- **Practice (Homework/assessment/independent)**
Use this optional portion of the lesson, if desired, to give students homework activities.

Step-By-Step Project Teaching Guide



WHAT IS CONFLICT?

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #1

- Cross-curricular resources, like books about conflict, may be helpful in making prior knowledge concrete. You can find a list of suggested books on page 4 of the Teaching Guide.
- If your students haven't read a lot of comic strips, you can show them some examples in newspapers or on the [Illustration History website](#). You can also go over the "[How to Create a Comic](#)" steps on the Imagine Forest website.

LEARNING OBJECTIVES FOR MILESTONE #1

At the conclusion of this milestone, students will be able to:

- Define the word "conflict" and give examples of conflicts in their own lives and in books and movies.
- Create a comic strip that demonstrates an interpersonal conflict.
- Explain why conflicts are an important part of narrative stories.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #1

- Are there local experts (i.e. counselors, authors) that could serve as partners in this lesson?
- Are there other resources or extensions that you can link this project to in order to enhance prior knowledge or introduce new knowledge? For example, could you have each student select a picture book to read. Give them the "Finding Conflict" printable on page 3 of the Student Pack. Have them write about the conflict in the book they read.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #1

- What is a conflict?
- What conflicts have you faced at school or at home?

- What conflicts have you read about in books or seen in movies?
- How can you design a comic strip that shows an interpersonal conflict?
- Why are conflicts important parts of narrative stories?

ASSESSMENT FOR MILESTONE #1

- **Formative Assessment for Individual Activity:** Check each student’s “What Is Conflict?” printable on page 4 of the Student Pack. Use the “What Is Conflict Answer Key” on page 5 of the Teaching Guide to check their work.
- **Formative Assessment for Group Activity:** Listen in as the groups present their comics to make sure the conflicts are interpersonal.
- **Summative Assessment:** Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, “Why are conflicts important parts of narrative stories?”

Student Pack

- Page 4
- Page 5
- Page 6

Teacher Pack

- Page 5

Project Activities for Milestone #1: What Is Conflict?

PREPARE (Bell-ringer/opener activity)

Give the students the “What Is Conflict?” printable on page 4 of the Student Pack. Show them the "[Sesame Street: Robin Williams: Conflict](#)" video. Have them write a definition for the word “conflict” and write about at least two different conflicts they’ve faced at school or at home. Use the “What Is Conflict Answer Key” on page 5 of the Teaching Guide to discuss the definition of conflict, and have the students share their experiences.

PRESENT (Lecture/model)

Tell the students that conflicts, or problems, are an important part of every narrative story. Have the students turn and talk about a story they read or a movie they watched that had a conflict. Have them record their answers at the bottom of the “What Is Conflict” printable. Call on students to share their answers.

Explain that the students will be writing a narrative story about resolving an interpersonal conflict, or an argument between two people.

PARTICIPATE (student/group share, group activity)

Give the students the “Creating a Comic Strip” printable on page 5 of the Student Pack. Have the students create a simple comic strip illustrating a one-to-one interpersonal conflict. They should draw the characters and add

speech bubbles. If they have extra time, they can add color to their comic strips.

In small groups, students should share their comic strips with each other and identify and discuss the conflict being presented.

Formative Assessment: Listen in as the groups present their comics to make sure the conflicts are interpersonal.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 6 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Why are conflicts important parts of narrative stories?”

ASSESSMENT

Formative Assessment for Individual Activity: Check each student’s “What Is Conflict?” printable on page 4 of the Student Pack. Use the “What Is Conflict Answer Key” on page 5 of the Teaching Guide to check their work.

Formative Assessment for Group Activity: Listen in as the groups present their comics to make sure the conflicts are interpersonal.

Summative Assessment: Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, “Why are conflicts important parts of narrative stories?”



RESOLVING CONFLICTS

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #2

- If you recently finished reading a chapter book or a picture book with your class, you can use it to model the story elements. Talk about the characters, setting, problem, events, and solution. Focus on the conflict in the story and how it was resolved.

LEARNING OBJECTIVES FOR MILESTONE #2

At the conclusion of this milestone, students will be able to:

- Explain how conflicts can be resolved.
- Identify the important parts of a narrative story.
- Plan a narrative story that has a clear conflict and resolution.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #2

- Could you have the students write short skits that show a conflict and how it is resolved? Give them the “Writing a Skit” printable on pages 7 and 8 of the Student Pack. Have them follow the directions to write the skit. Then, they should practice it with a partner or two and present it to the class.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #2

- How can conflicts be resolved?
- What are the important parts of a narrative story?
- How can you plan a narrative story that describes the conflict and explains how it is resolved?
- Max took Jamie’s ball at recess, and they are arguing over it. What are two ways this conflict could be resolved?

ASSESSMENT FOR MILESTONE #2

- **Formative Assessment for Individual Activity:** Check each student’s “Narrative Planning Organizer” on page 10 of the Student Pack to make sure their story has a clear conflict and resolution.
- **Formative Assessment for Group Activity:** Listen in as the students share their story ideas to make sure they included all the story elements.
- **Summative Assessment:** Have the students complete the response printable on page 12 of the Student Pack for the Inquiry Question, “Max

took Jamie’s ball at recess, and they are arguing over it. What are two ways this conflict could be resolved?”

Student Pack

- Page 9
- Page 10
- Page 11
- Page 12

Project Activities for Milestone #2: Resolving Conflicts

PREPARE (Bell-ringer/opener activity)

Review the meaning of the word “conflict,” and tell the students that when we have a conflict, we have to find a way to resolve it. Give the students the “Resolving Conflicts” printable on page 9 of the Student Pack. Give them a few minutes to answer the questions. When they are finished, have a few students share their responses.

PRESENT (Lecture/model)

Tell the students that when we’re writing narrative stories and telling about the conflict, we have to be descriptive. Play the game “I Spy” by having a student choose an object in the classroom to describe. Have the rest of the class guess the item. Discuss the words they used to clearly describe the object.

PARTICIPATE (Student/group share, group activity)

Give the students the “Narrative Planning Organizer” on page 10 of the Student Pack. Have them use it to map out the main plot elements of their narrative story.

Give each student a partner. Have them share their story elements with their partner. Give each student the “Picture the Order” printable on page 11 of the Student Pack. Have the students draw the important events in their partners’ stories.

Formative Assessment: Listen in as the students share their story ideas to make sure they included all the story elements.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 12 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Max took Jamie’s ball at recess, and they are arguing over it. What are two ways this conflict could be resolved?”

ASSESSMENT

Formative Assessment for Individual Activity: Check each student’s “Narrative Planning Organizer” on page 10 of the Student Pack to make sure their story has a clear conflict and resolution.

Formative Assessment for Group Activity: Listen in as the students share their story ideas to make sure they included all the story elements.

Summative Assessment: Have the students complete the response printable on page 12 of the Student Pack for the Inquiry Question, “Max took Jamie’s ball at recess, and they are arguing over it. What are two ways this conflict could be resolved?”



SEQUENCING EVENTS

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #3

- If your students need to review how to sequence events in a story, have them use the [Tiny Tap website](#) to practice this skill.

LEARNING OBJECTIVES FOR MILESTONE #3

At the conclusion of this milestone, students will be able to:

- Unscramble sentences to create a paragraph.
- Review the important story elements and identify them in a paragraph.
- Write the story elements for their narrative stories.
- Explain why it's important for the events to be in order in a narrative story.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #3

- Could you have the students write their own paragraphs and put the sentences out of order? Give them the “Mixed Up Sentences” printable on page 13 of the Student Pack. Have the students write a paragraph that contains a conflict and a resolution. Then, they should mix up the sentences and give the bottom of the page to a partner. The partner will try to unscramble the sentences.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #3

- How can you put sentences in order to make a paragraph?
- What are the five important story elements, and how can you find them in a story?
- How can you include the story elements in your narrative story?
- Why is it important to have the events in order in a narrative story?

ASSESSMENT FOR MILESTONE #3

- **Formative Assessment for Individual Activity:** Check each student's “Plot Elements” printable on page 15 of the Student Pack. Use the “Plot Elements Answer Key” on page 8 of the Teaching Guide to check their answers.
- **Formative Assessment for Group Activity:** Circulate as the students work and discuss the story elements in their narrative stories.

- **Summative Assessment:** Have the students complete the response printable on page 17 of the Student Pack for the Inquiry Question, “Why is it important to have the events in order in a narrative story?”
- **Summative Assessment:** Have the students complete the “Narrative Writing Quick Quiz” on page 9 of the Teaching Guide. Use the “Narrative Writing Quick Quiz Answer Key” on page 10 of the Teaching Guide to correct the quizzes prior to starting Milestone #4.

Student Pack

- Page 14
- Page 15
- Page 16
- Page 17

Teacher Pack

- Page 6
- Page 7
- Page 8
- Page 9
- Page 10

Project Activities for Milestone #3: Sequencing Events

PREPARE (Bell-ringer/opener activity)

Project the “Sentence Scramble” printable on page 6 of the Teaching Guide or write the sentences on the board. Give the students the “Building a Paragraph” printable on page 14 of the Student Pack. Instruct the students to unscramble the paragraph and write a brief resolution for the conflict.

When the students finish, use the “Building a Paragraph Answer Key” on page 7 of the Teaching Guide to check the paragraph. Call on students to share their ideas about how to solve the conflict.

PRESENT (Lecture/model)

Show the students the “[Story Elements](#)” video to review the important story elements.

PARTICIPATE (Student/group share, group activity)

Give the students the “Plot Elements” printable on page 15 of the Student Pack. Have them sequence the events at the top of the page and write the story elements at the bottom.

As the students complete the “Plot Elements” printable, give them the “Narrative Story Elements” printable on page 16 of the Student Pack. Have them use their “Narrative Planning Organizer” from Milestone 2 to put their story events in order.

Formative Assessment: Circulate as the students work and discuss the story elements in their narrative stories.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 17 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Why is it important to have the events in order in a narrative story?”

ASSESSMENT

Formative Assessment for Individual Activity: Check each student's "Plot Elements" printable on page 15 of the Student Pack. Use the "Plot Elements Answer Key" on page 8 of the Teaching Guide to check their answers.

Formative Assessment for Group Activity: Circulate as the students work and discuss the story elements in their narrative stories.

Summative Assessment: Have the students complete the response printable on page 17 of the Student Pack for the Inquiry Question, "Why is it important to have the events in order in a narrative story?"

Summative Assessment: Have the students complete the "Narrative Writing Quick Quiz" on page 9 of the Teaching Guide. Use the "Narrative Writing Quick Quiz Answer Key" on page 10 of the Teaching Guide to correct the quizzes prior to starting Milestone #4.



WRITING NARRATIVE STORIES

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #4

- If some students need extra time to complete their narrative stories, have them work on it for homework or at another time during school. They will need a completed narrative story prior to starting Milestone 5.

LEARNING OBJECTIVES FOR MILESTONE #4

At the conclusion of this milestone, students will be able to:

- Explain how to use the 4 steps to conflict resolution to solve a problem.
- Write a narrative story by including all of the story elements.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #4

- Could you have your students role play some conflict resolution strategies? Give them the “Role Playing Conflict Resolution” printable on page 18 of the Student Pack. Put them with a partner, and have them read the script together. Then, they should discuss a way to resolve the conflict. Have them role play their conflict resolution skills for the class.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #4

- What steps can you use to resolve a conflict?
- How can you include all of the story elements in your narrative story?
- Patrick and Isaiah have one bike to share, and they both want to ride it at the same time. How can they use the 4 steps to conflict resolution to solve this problem?

ASSESSMENT FOR MILESTONE #4

- **Formative Assessment for Individual Activity:** Check each student’s “Conflict Resolution Skills” printable on page 19 of the Student Pack. Use the “Conflict Resolution Skills Answer Key” on page 11 of the Teaching Guide to check their answers.
- **Formative Assessment for Group Activity:** Meet with the students as they work to make sure they are including all of the narrative story elements in their stories.
- **Summative Assessment:** Have the students complete the response printable on page 20 of the Student Pack for the Inquiry Question, “Patrick and Isaiah have one bike to share, and they both want to ride it at the same time. How can they use the 4 steps to conflict resolution to solve this problem?”

Project Activities for Milestone #4: Writing Narrative Stories

PREPARE (Bell-ringer/opener activity)

Give the students the “Conflict Resolution Skills” printable on page 19 of the Student Pack. Have them write about three ways they solved conflicts. Allow the students to share what they wrote. Make a chart with all of their conflict resolution ideas.

PRESENT (Lecture/model)

Show the students the video “[Conflict to Resolution in 4 Steps](#)”. Have them list the 4 steps at the bottom of the “Conflict Resolution Skills” printable. Discuss the answers by using the “Conflict Resolution Skills Answer Key” on page 11 of the Teaching Guide.

PARTICIPATE (Student/group share, group activity)

Tell the students that they can add these conflict resolution strategies in their narrative stories to show how the conflict is solved. Have them take out their “Narrative Story Elements” chart from Milestone 3. They should use it to write their stories.

Formative Assessment: Meet with the students as they work to make sure they are including all of the narrative story elements in their stories.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 20 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Patrick and Isaiah have one bike to share, and they both want to ride it at the same time. How can they use the 4 steps to conflict resolution to solve this problem?”

ASSESSMENT

Formative Assessment for Individual Activity: Check each student’s “Conflict Resolution Skills” printable on page 19 of the Student Pack. Use the “Conflict Resolution Skills Answer Key” on page 11 of the Teaching Guide to check their answers.

Formative Assessment for Group Activity: Meet with the students as they work to make sure they are including all of the narrative story elements in their stories.

Summative Assessment: Have the students complete the response printable on page 20 of the Student Pack for the Inquiry Question, “Patrick and Isaiah have one bike to share, and they both want to ride it at the same time. How can they use the 4 steps to conflict resolution to solve this problem?”



PUBLISHING NARRATIVE STORIES

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #5

- You might want to collect the students' stories prior to starting Milestone 5 to give them some feedback on their writing. Alternatively, you could have writing conferences with your students after they finish peer editing to offer additional suggestions.

LEARNING OBJECTIVES FOR MILESTONE #5

At the conclusion of this milestone, students will be able to:

- Self-assess their narrative stories.
- Use peer and teacher feedback to improve their writing.
- Publish their narrative stories.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #5

- Could you have a writing celebration so your students can share their stories with the class? They can practice identifying the conflict and resolution in each story.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #5

- How can you use a checklist to self-assess your narrative story?
- What is one way you improved your story? How did that make it better?

ASSESSMENT FOR MILESTONE #5

- **Formative Assessment for Individual Activity:** Make sure the students are finding the story elements as they self-assess with the "Narrative Checklist."
- **Formative Assessment for Group Activity:** Use the "Narrative Writing Rubric" on page 14 of the Teaching Guide to assess the students' stories.
- **Summative Assessment:** Have the students complete the response printable on page 22 of the Student Pack for the Inquiry Question, "What is one way you improved your story? How did that make it better?"
- **Summative Assessment:** Give the students the "Narrative Writing Summative Assessment" on page 12 of the Teaching Guide. Use the "Narrative Writing Summative Assessment Answer Key" on page 13 of the Teaching Guide to correct the assessments.

Student Pack

- Page 21
- Page 22

Teacher Pack

- Page 12
- Page 13
- Page 14

Project Activities for Milestone #5: Publishing Narrative Stories

PREPARE (Bell-ringer/opener activity)

Say the name of one of the narrative story elements, and call on students to share how they incorporated that story element into the narrative story they wrote.

PRESENT (Lecture/model)

Give each student the “Narrative Checklist” on page 21 of the Student Pack. Read each statement and discuss what should be included in their narrative stories.

PARTICIPATE (Student/group share, group activity)

Have the students use the checklist to assess their own writing. They should check off each story element as they find it in their story.

As the students finish self-assessing, give them a partner. Their partner should read their story and fill out the chart at the bottom of the page by telling two things they did well and one thing they can improve.

Have the students make changes to their drafts based on the peer feedback. Then, they should publish their stories by writing them neatly or typing them.

Summative Assessment: Use the “Narrative Writing Rubric” on page 14 of the Teaching Guide to assess the students’ stories.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 22 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “What is one way you improved your story? How did that make it better?”

ASSESSMENT

Formative Assessment for Individual Activity: Make sure the students are finding the story elements as they self-assess with the “Narrative Checklist”.

Formative Assessment for Group Activity: Use the “Narrative Writing Rubric” on page 14 of the Teaching Guide to assess the students’ stories.

Summative Assessment: Have the students complete the response printable on page 22 of the Student Pack for the Inquiry Question, “What is one way you improved your story? How did that make it better?”

Summative Assessment: Give the students the “Narrative Writing Summative Assessment” on page 12 of the Teaching Guide. Use the “Narrative Writing Summative Assessment Answer Key” on page 13 of the Teaching Guide to correct the assessments.