

Independent working time (20 minutes)

- Hand out five index cards to each student. Explain that they will need to include events that happen at the beginning, middle, and end of their stories. Tell them that they will also need to include thoughts, actions, and feelings that go with each of those events.
- Have students use their index cards to help them sequence events as they write their narratives. Remind them to include sequence words between the events, such as first, next, and then, and to also include closure for the story.

Differentiation

Support:

- Have students write descriptions of the events on their index cards, but skip writing the entire narrative.

Enrichment:

- Challenge students to create a sequence map of their stories by visually representing what happens at each step.

Assessment (5 minutes)

- Assess how students use sequencing events as they write their narratives. Note their inclusion of sequence words and details about their thoughts, actions, and feelings during those events, as well as a sense of closure for their story.

Review and closing (20 minutes)

- Have students share their completed narratives with a partner.
- Call on student volunteers to share their narratives with the whole class. Allow time for other students to ask questions about the stories to help the presenter share ideas clearly about the events that happened.
- Encourage presenters to express their feelings and ideas clearly in their narratives.