

WRITING NARRATIVE STORIES

Unit "CHANGE THE END OF A STORY". Writing narrative stories.

Date: 5 or 6 lessons

Level / age: 10 - 11 years old (5TH GRADE); Level A2 to B1

Text type (narrative, factual description, procedure...):
Narrative - Short story = **Aim of the unit**

Selected text

(written/oral/visual, author, available at, etc.):

Written; five stories about witches - available from "The Witches" by Roald Dahl

PENGUIN Ed. (pages 16-23)

TEACHING POINTS (as relevant):

Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	-1 st person narrator -Dialogue -Direct speech - Structure of a narrative: introduction, problem, solution
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	Creating suspense: -Many questions to create tension. Ex: "What tall lady?"/ "How, Grandmamma?"/"Stone?"/"What was he?" -A dialogue to create a fast rhythm -Creating fear
Linguistic	Language functions / structures	Narrating in the past Wh-questions: "What tall lady?"/"What was he?"
	Vocabulary	Witches features (general and specific from the book)
	Pronunciation	
	Academic language features	Adverbs of sequence (then, later, after, at the end, ...)
Cultural		Norwegian Culture
Strategic (learning and thinking strategies)		Extensive reading Drawing on known stories for ideas
Cross-curricular links		Drawing a picture for their own story
Emotional skills		Fear through stories of disappeared children
Development of values		Empathy with the main character

Unit Plan

RECEPTION

A. Reading

Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
Remember the stories they read in their own language (they have already read the whole book in their own language).	Narrating in the past / Drawing on known stories for ideas	Speaking	Whole class
Tell the story from the film (they have already watched the film).	Narrating in the past	Speaking	Whole class

Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
Students read the 5 stories from the book "The Witches"	Extensive reading	Reading	Individually
Teacher reads each story dramatically	Creating fear	Listening	Whole class
Choose their favourite story (out of five)	Drawing on known stories for ideas	Speaking	In pairs
Students copy the first part of the story (the beginning) from the original one, up to the "problem" part (second part)			Individually

B. Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
Teacher explains the typical structure of a narrative.	Structure of a narrative: introduction, problem, solution	Listening	Whole class
Students identify the different parts in each of the texts	Structure of a narrative: introduction, problem, solution	Reading	In pairs – whole class

<p>Teacher & students match each of the parts of the text with typical language features: <u>Introduction</u>-description (long noun phrases; "there was"); <u>problem</u>- "suddenly", "one day", "at last"; <u>solution</u>- ("he never came back" / "nobody found him" / "visitors lean their umbrellas up against him")</p>	<p>Structure of a narrative: <i>introduction, problem, solution</i> <i>Adverbs of sequence (then, later, after, at the end, ...)</i> <i>Suddenly...</i></p>	<p>Reading</p>	<p>Individually Corrected by groups with the same story</p>
---	---	----------------	--

C. Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
<p>Students find and underline the QUESTIONS that create suspense in Roald's stories (usually asked by the grandson and main character)</p>	<p><i>Many questions to create tension:</i> Are you really being truthful, Grandmamma? / What tall lady? / How did they vanish? / Did you ever see that painting? / What was he?</p>	<p>Reading</p>	<p>Individually Corrected by groups with the same story</p>
<p>Students find the information that creates fear and a fast rhythm</p>	<p><i>- Creating fear:</i> <i>*Short sentences to create a fast rhythm: they searched for miles around/ She went away with the tall lady/ The boy had turned to stone/ He wasn't Leif anymore</i></p>	<p>Reading</p>	<p>Individually Corrected by groups with the same story</p>

PRODUCTION

A. Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding ad correcting mistakes, etc.)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
Students create a bank of questions for suspense	Using wh- questions: -Where did the boy go? -Who gave him the apple? -When did she go with that lady? -What happened next?	Speaking	Teacher copies them on the board
Students remember the witches' features	Features of the witches: - General: pointed noses, disgusting voice, scary eyes,... - Specific from the book: wearing gloves, wigs and square shoes, big nostrils and blueish saliva, sharp nails.	Speaking	Teacher copies them on the board
Students think of an unexpected and original ending	Creating fear: -Children turned into strange things or animals. -Children who appear in strange places -Children who just disappear		They keep them in secret. They use their ideas to write their own story.

B. Free production (planning, organizing, drafting, editing...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup
Students copy the first half of the story (the beginning part) from Roald's one.		Reading and writing. Copying	Individually
Students choose their questions from the bank of questions and add them in their own part of the story, when the "problem" starts.	Wh-questions (previous table)	Reading – choosing – writing	Individually

Students choose the characteristics related to witches features from the word bank to produce fear in their stories	Witches features. (previous table)	Reading – choosing – writing	Individually
Students use the questions, witches' features and adverbs of sequence to continue their own story.	Grammar structures, vocabulary, adverbs of sequence.	Writing	Individually
Students write their own scary and unexpected ending of the story (draft copy) -Then, they do: SELF EVALUATION: using the RUBRIC	Using an unexpected ending Self-correction (rubric)	Writing	Individually
Teacher corrects each story and checks the rubrics		Writing	Individually
Students get back their draft copy with the teacher's correction, then they do their FINAL COPY and draw their own ILLUSTRATION of their story	Drawing and creating	Writing	Individually

RUBRIC

	ME	TEACHER
<i>I used adverbs of sequence: later, then, after that, ...</i>		
<i>I used "SUDDENLY"</i>		
<i>I asked questions for tension</i>		
<i>I invented an unexpected ending</i>		
<i>I used right grammar and spelling</i>		
<i>I made a neat final copy with a good illustration</i>		

WORKSHEET TO CREATE THE BANK OF “Witches’ features” (next page)



La Gran Bruja estiró su escuálido cuello y sonrió a su público, mostrando dos hileras de dientes puntiagudos y ligeramente azulados. Alzó aún más la voz y gritó:
—¡Aparecen las irratonerras!





**NUESTRA SEÑORA
DEL PILAR**
Madrid

COLEGIOS
MARIANISTAS

