



# Lesson plan

## Narrative writing practice

## Lesson plan – Narrative writing practice

Narrative writing	
<b>Learning objectives</b>	To practise narrative writing techniques.
<b>Lesson objectives</b>	<p>Learners will recognise narrative techniques.</p> <p>Learners will put narrative techniques into practice.</p> <p>Learners will become familiar with the past tenses when writing a narrative piece of writing.</p>
<b>Previous learning</b>	Learners have worked on improving their range of vocabulary.
<b>Additional resources</b>	<p>The art of storytelling:  <a href="http://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box">www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box</a></p> <p>Examples of visual representations of narrative structures:  <a href="https://ccea.org.uk/learning-resources/creative-writing/structure/narrative-structures">https://ccea.org.uk/learning-resources/creative-writing/structure/narrative-structures</a></p> <p>Creative writing prompts:  <a href="http://www.writersdigest.com/prompts/">www.writersdigest.com/prompts/</a>  <a href="http://www.shiocton.k12.wi.us/cms_files/resources/45%20Narrative%20Prompts.doc">www.shiocton.k12.wi.us/cms_files/resources/45%20Narrative%20Prompts.doc</a></p> <p>How to write a narrative essay:  <a href="http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm">http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</a></p> <p>The use of the direct speech / dialogue in the short stories in narrative composition:  <a href="http://www.skillsworkshop.org/resources/speech-marks">www.skillsworkshop.org/resources/speech-marks</a></p>

Plan		
Lesson activity 1	Classroom activities	Resources
	<p>Cut out pictures from a magazine or ask learners to draw a sequence of pictures (storyboard) that tell a story.</p> <p><b>Task:</b> Tell a story based on pictures or photos: e.g.</p> 	<ul style="list-style-type: none"> <li>• Magazine pictures</li> <li>• Personal photos</li> <li>• Comic books (without words)</li> <li>• Personal drawings (storyboard):</li> </ul> 
	<p><b>Plan:</b></p> <ol style="list-style-type: none"> <li>1. Initial situation (Who? Where? When? What? How? Why?)</li> <li>2. Catalyst or trigger</li> <li>3. Adventures</li> <li>4. Outcome/resolution (action that restores balance)</li> <li>5. Final situation</li> </ol>	<p>A checklist for what they need to include in their narrative:</p> <p><a href="https://bpcenglish.wordpress.com/2017/10/02/creative-writing/">https://bpcenglish.wordpress.com/2017/10/02/creative-writing/</a></p>

Plan	
<b>Lesson activity 2</b>	<p>Some learners might find it helpful to have a vocabulary sheet with key words when preparing their narrative plan.</p> <p>More able learners could be asked to write part of the narrative story after completing the narrative plan.</p> <p>Learners are shown typical sample titles from past papers:</p> <ul style="list-style-type: none"> <li>• Which one would you choose? THINK – PAIR – SHARE*</li> <li>• What do you need for a good story? THINK – PAIR – SHARE</li> </ul> <p>* Each learner is paired with another. Learners share their thinking with their partner. The teacher expands the 'share' into a whole-class discussion.</p> <p>Introduction to basics of plot line:</p> <ol style="list-style-type: none"> <li>1. Time: Year? Review or chronological?</li> <li>2. Who: Character(s)</li> <li>3. Place(s)</li> <li>4. Issue/Problem</li> <li>5. Perspective: either from the outside, as an observant, omniscient narrator, or from the point of view of one of the characters, also as a first-person narrator.</li> </ol> <p><b>Task:</b> Devise an interesting story line from a given essay title.</p> <p>Select one title from the list of past papers to work on in class, divide learners into three groups – the other titles will be needed for a homework task.</p> <p><b>Homework task:</b> Use a second title from the lesson, learners write their own essay.</p> <p>Past papers and specimen papers are available at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a></p> <p>Possible topics for narrative compositions:  <a href="http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm">http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</a>  <a href="https://essaypro.com/blog/narrative-essay-topics">https://essaypro.com/blog/narrative-essay-topics</a></p>

Additional information	
<b>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</b>	<p>Some learners might find it helpful to have a vocabulary sheet with key words when preparing their narrative plan.</p> <p>More able learners could be asked to write part of the narrative story after completing the narrative plan.</p>
<b>Assessment: How are you planning to check learners' learning?</b>	Assessment will look for successful completion of a narrative plan.
Reflection and evaluation	
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Were the lesson objectives realistic?</li> <li>• What did the learners learn today?</li> <li>• What was the learning atmosphere like?</li> <li>• Did my planned differentiation work well?</li> <li>• Did the timings work?</li> <li>• What changes did I make from my plan and why?</li> </ul>	
Summary and evaluation	
<ul style="list-style-type: none"> <li>• What went really well? (teaching and learning.)</li> <li>• What would have improved the lesson? (teaching and learning.)</li> <li>• What have I learned from this lesson?</li> </ul>	