

NARRATIVE WRITING

Activity Bundle

YOU'LL GET . . .

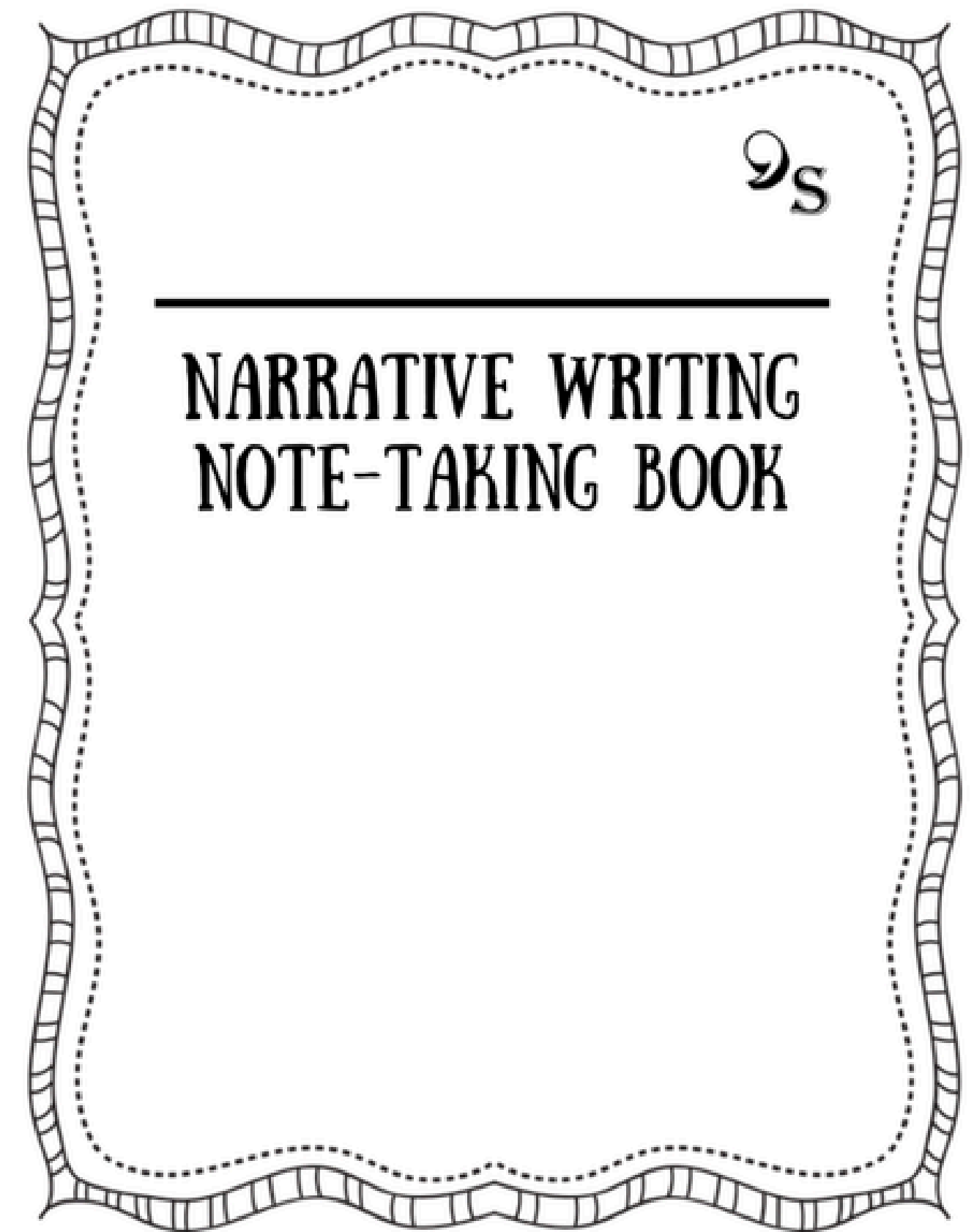
- Narrative Writing Note-Taking Booklet
- Narrative Writing Digital Warm-Ups
- Story Outlines: Ready-to-Write Narratives
- Finish My Story: Write Intros & Conclusions
- Dialogue: Hands-On Activity
- 4 Scaffolded Dialogue Activities
- Show, Don't Tell: Descriptive Narrative Writing
- Sensory Details

NARRATIVE WRITING

Note-Taking Booklet

13 CONCEPTS COVERED . . .

- Setting
- Characters
- Goal, Motivation, Conflict
- Types of Conflict
- 3 Act Plot Structure
- The Plot Structure
- In the Beginning
- In the Murky Middle
- In the End
- Action-Reaction-Decision
- Time & Place Transitions
- Show, Don't Tell With Your 5 Senses
- Commas in Dialogue



SETTING

The setting describes

Whenever possible, use your 5 senses to describe the setting of your story.

WHERE

EXAMPLES FOUND IN THE WILD

CHARACTERS

The Protagonist is

The Antagonist is

Secondary characters are

A character arc is

Positive Character Traits

Negative Character Traits

EXAMPLES FOUND IN THE WILD

GOALS, MOTIVATION, & CONFLICT

An important part of storytelling is the main character's goal, motivation, and conflict.

A goal is

Motivation is

Conflict is

My character wants ... because ...

EXAMPLES FOUND IN THE WILD

CONFLICT

A conflict is

Internal Conflict is

External Conflict is

Common Conflicts:

Internal or External

EXAMPLES FOUND IN THE WILD

3 ACT PLOT STRUCTURE

Your Turn:

The Beginning

In the Middle

In the End

EXAMPLES FOUND IN THE WILD

THE PLOT STRUCTURE

Exposition:

Rising Action:

Climax:

Falling Action:

Resolution:

EXAMPLES FOUND IN THE WILD

IN THE BEGINNING ...

1. Introduce the main character

2. Establish the setting

3. Hint at a conflict

Different Ways to Start Your Story ...

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

EXAMPLES FOUND IN THE WILD

IN THE MURKY MIDDLE ...

DON'T GIVE UP

The main character tries to solve their problem but fails or things keep getting worse.

Lots of emotions!

Possible Solutions ... Fail because ...

EXAMPLES FOUND IN THE WILD

FINISH

IN THE END ...

The main character has finally solved their problem and has learned a valuable life lesson. They are now a changed person and might reflect on their experience.

Life Lessons A Character Might Learn ...

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

EXAMPLES FOUND IN THE WILD

ACTION - REACTION - DECISION

ACTION

REACTION

DECISION

When something happens (ACTION), your character first REACTS (emotions, thoughts, dialogue, or facial expressions), the makes a DECISION about what to do next, which becomes a new ACTION.

ACTION

REACTION

DECISION

EXAMPLES FOUND IN THE WILD

TIME & PLACE TRANSITIONS

A transition is

Time Transitions

Place Transitions

EXAMPLES FOUND IN THE WILD

SHOW, DON'T TELL WITH YOUR 5 SENSES

When writing a story, use your 5 senses to create vivid images in your reader's mind.

TELLING: Sam was sick.

SHOWING: Sam coughed, then groaned at the sudden pain in his throat. He checked the thermometer again, which now showed that his fever had gone up to 101 degrees. The terrible taste of the grape cough medicine his mom forced him to take earlier still lingered, and he was so stuffed up that he could barely smell the chicken noodle soup his mom brought him. He reached for another tissue when his nose threatened to drip, then laid back in bed.

YOUR TURN: Sam's bedroom was a mess.

EXAMPLES FOUND IN THE WILD

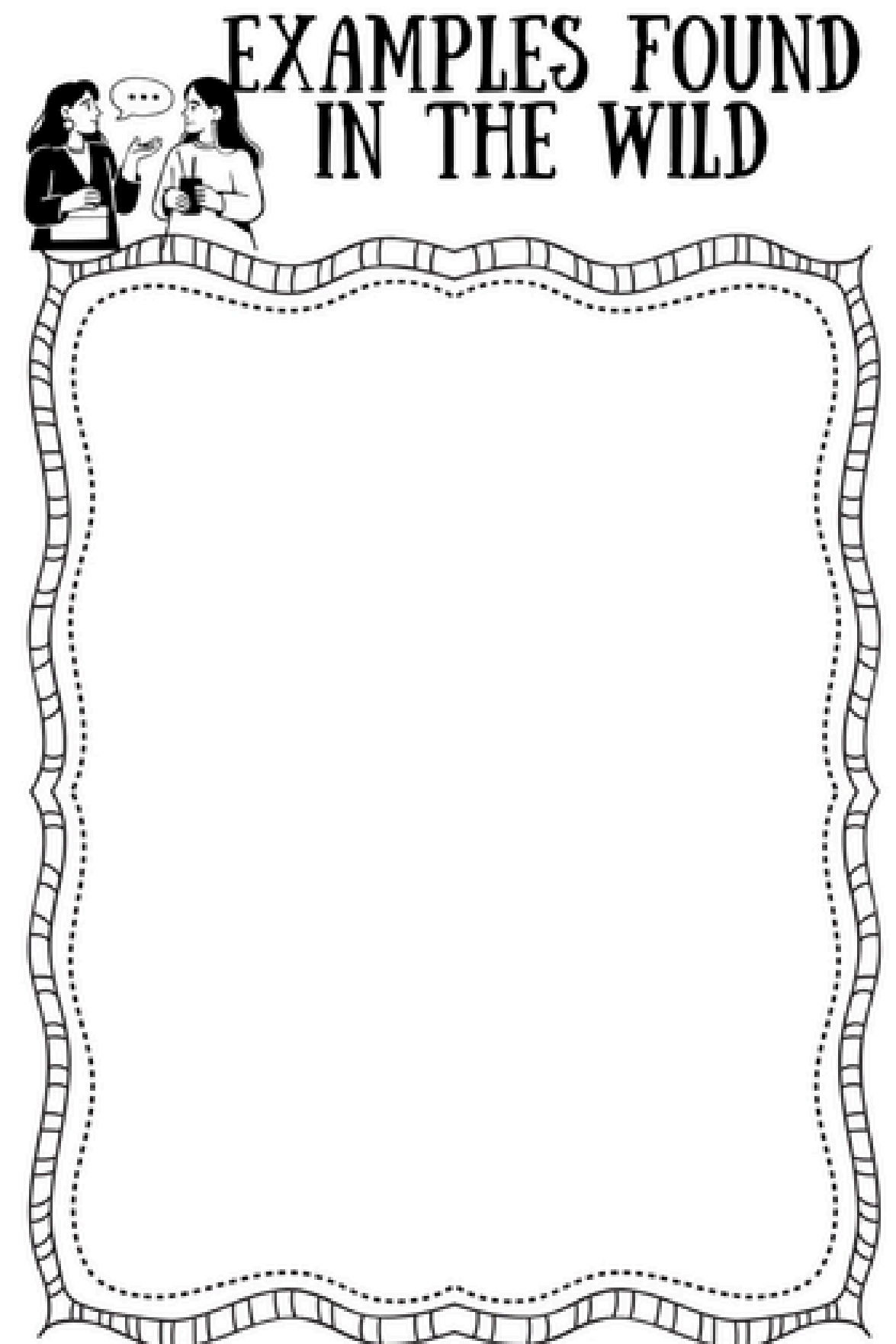
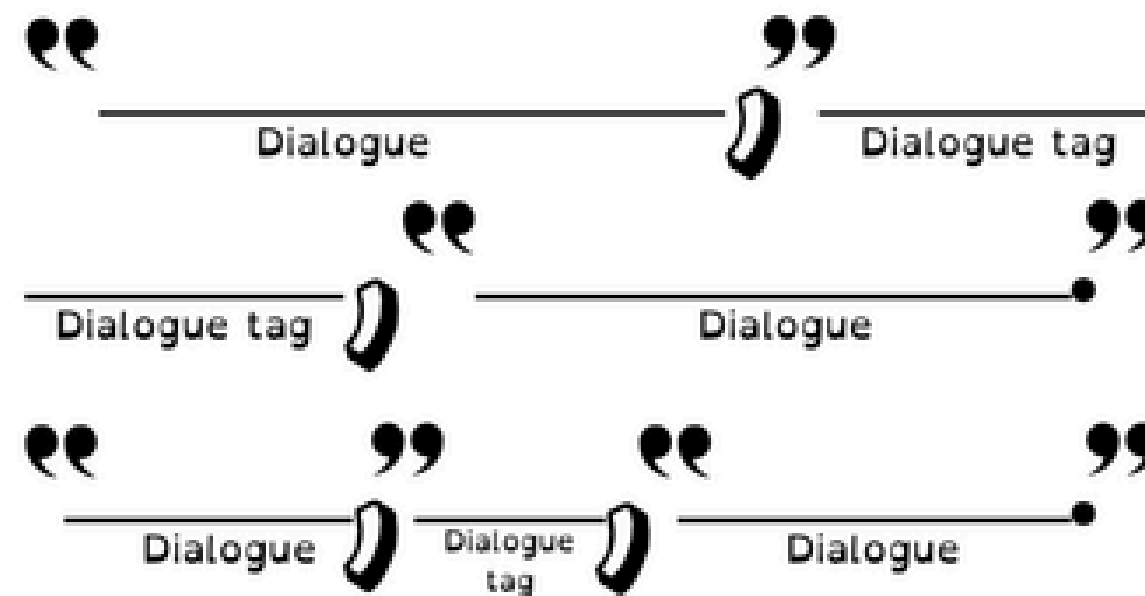
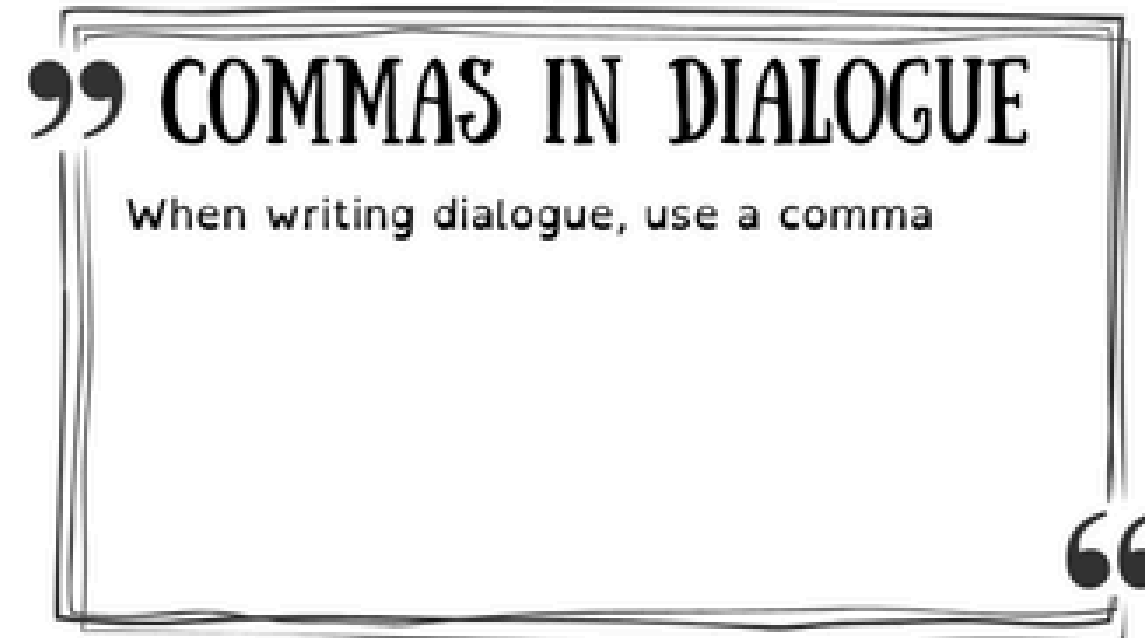
Use during . . .

✓ Direct
Instruction

✓ Independent
Practice

✓ Skill Review

✓ Test Prep

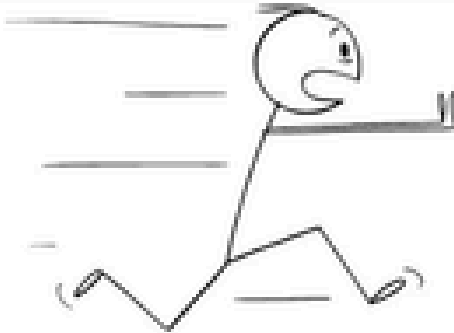


TIME & PLACE TRANSITIONS

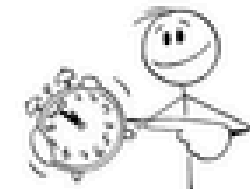
A transition is



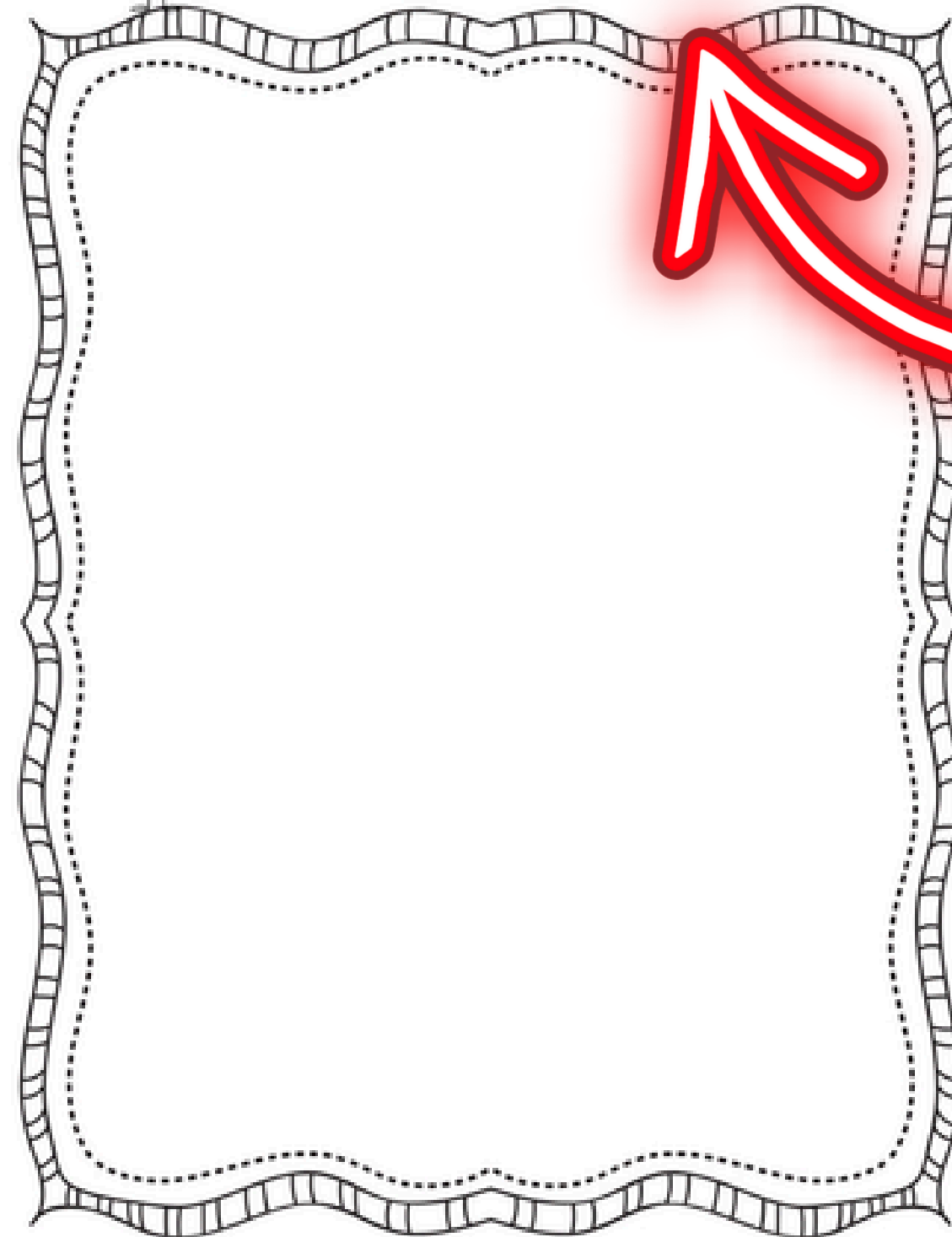
Time Transitions



Place Transitions



EXAMPLES FOUND IN THE WILD



Find the rule
in action in a
mentor text

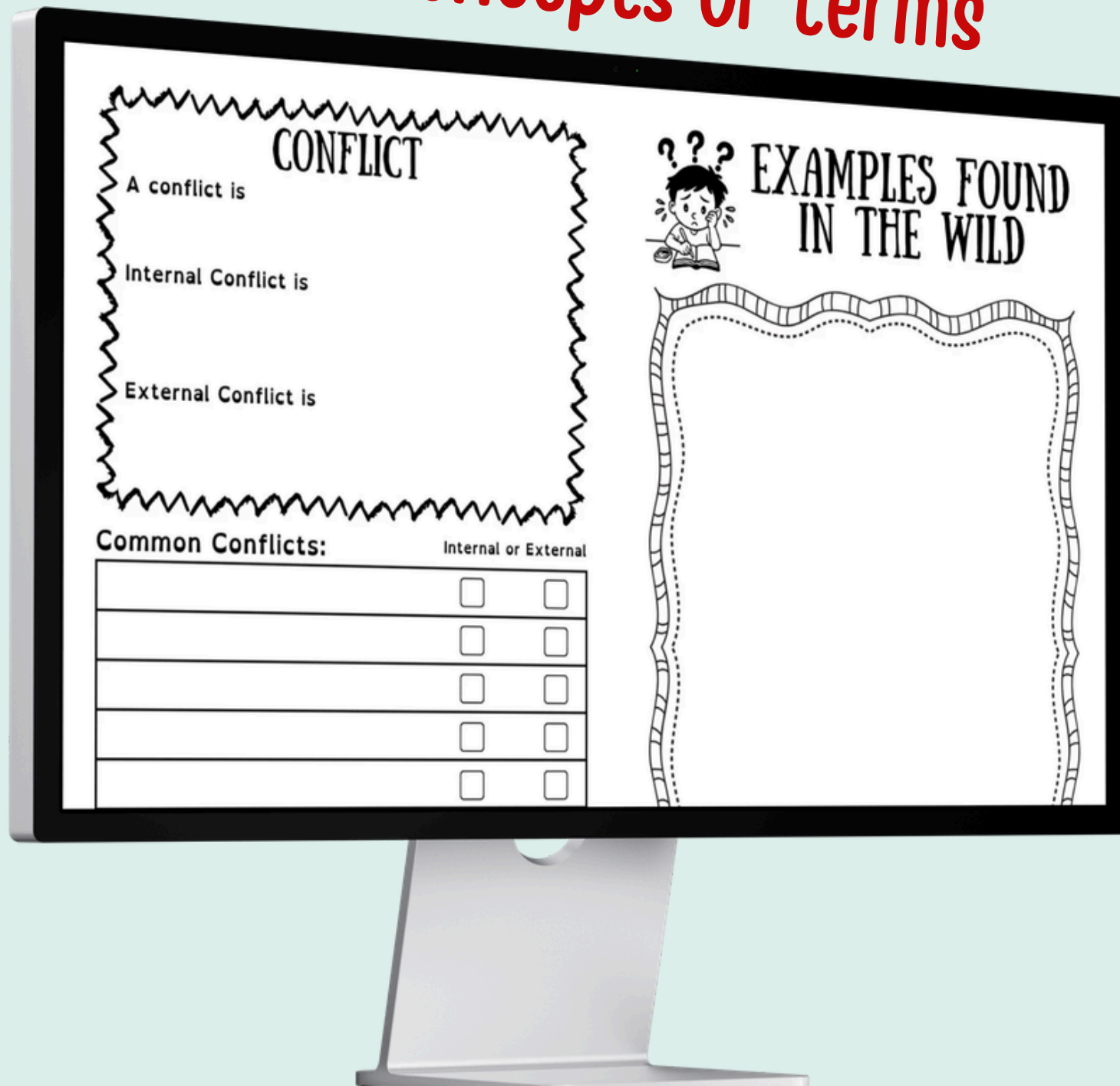
Record
examples
here

Record
definitions

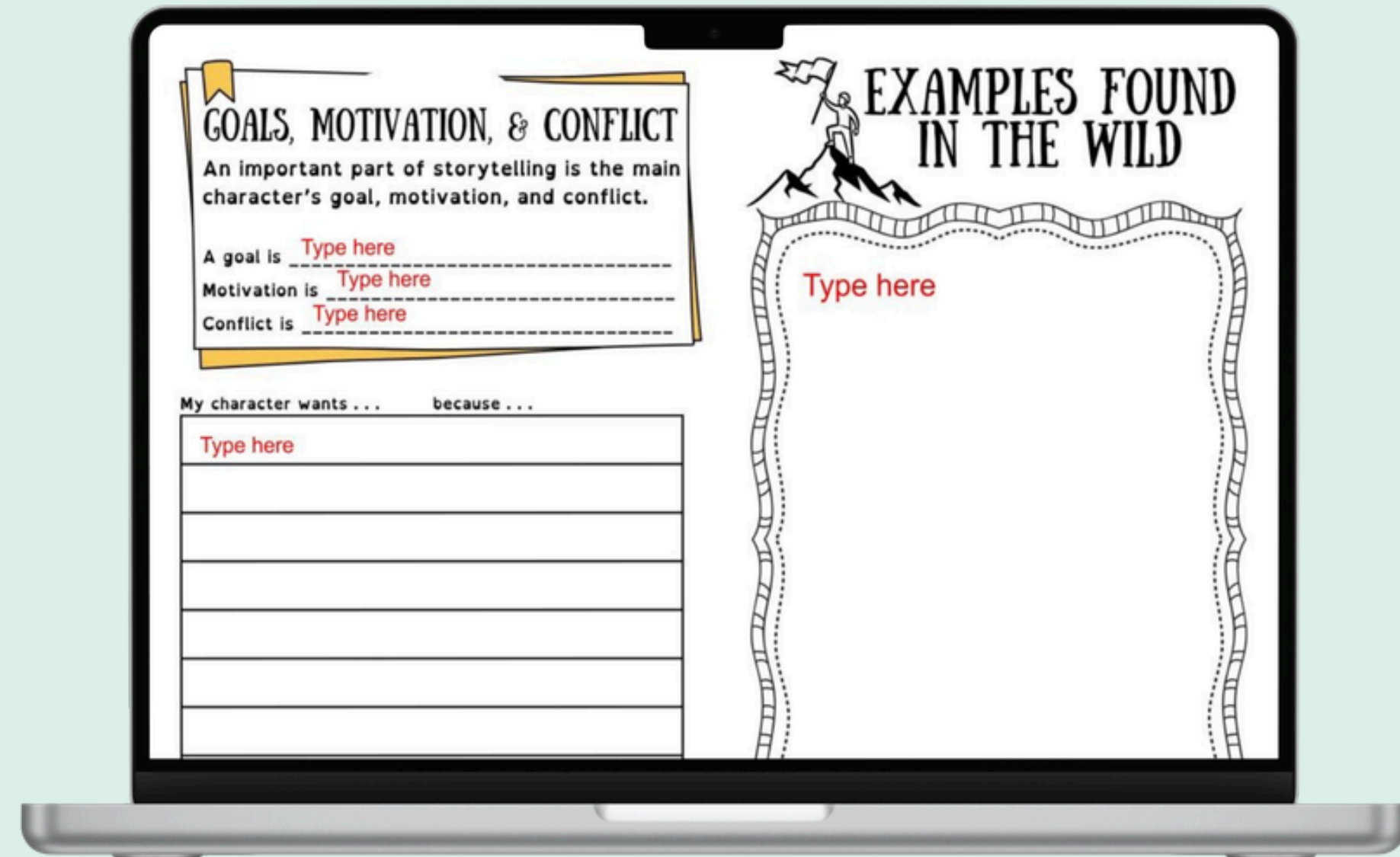
Record
examples

INCLUDES DIGITAL SLIDES FOR BOTH TEACHERS & STUDENTS

Teacher Slideshow includes
all 13 concepts or terms



One concept per
slideshow for students



COMES WITH ADDITIONAL LAYOUT OPTIONS

Space Saver Version

SETTING

The setting describes

Whenever possible, use your 5 senses to describe the setting of your story.









CHARACTERS

The Protagonist is

The Antagonist is

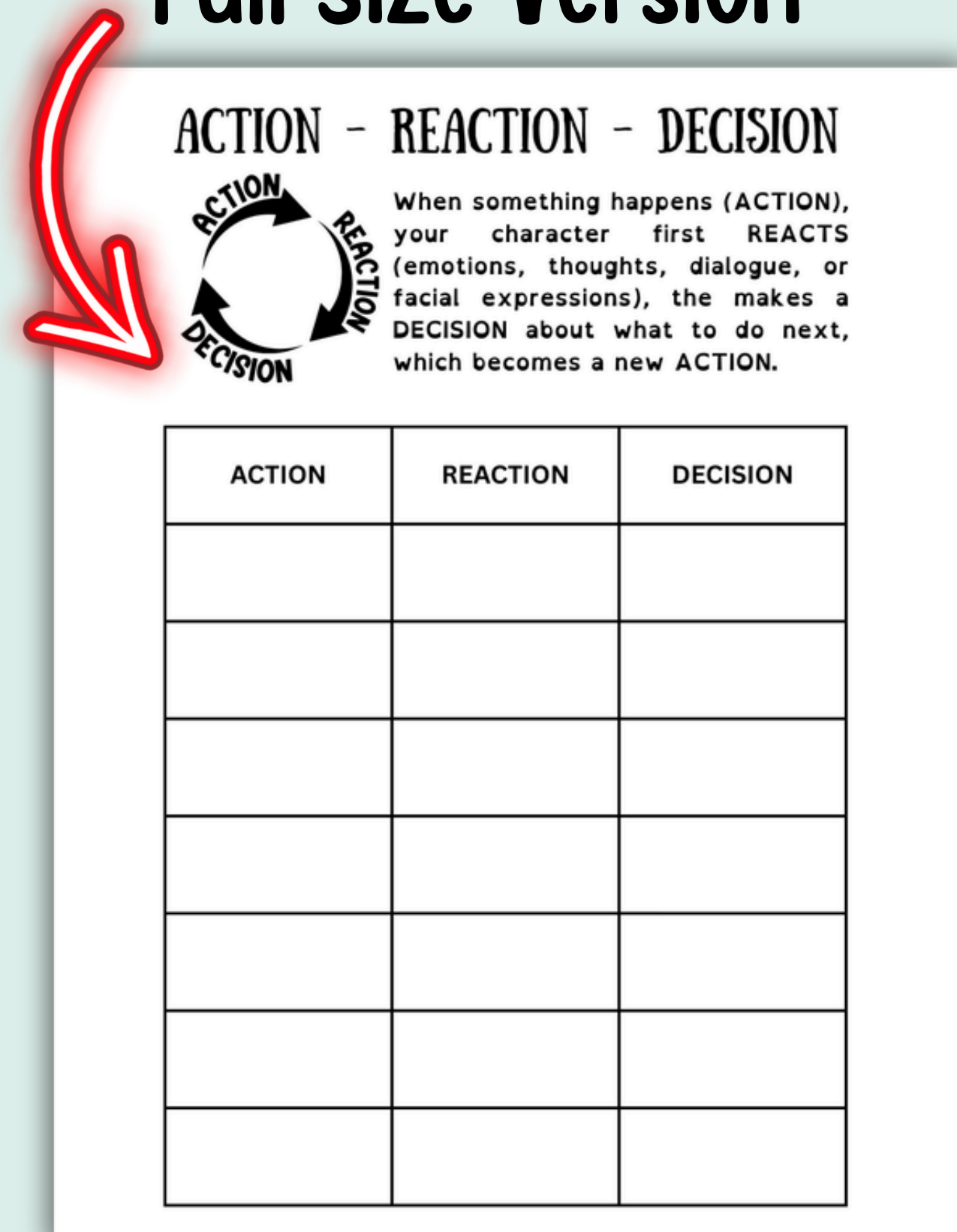
Secondary characters are

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Positive Character Traits

Negative Character Traits

Full Size Version



WRITING WARM-UPS

50 Digital Creative Writing Bell-Ringers

YOU'LL GET 10 OF EACH ACTIVITY...

- Build a Word Bank
- Silly Sentences
- Stretch A Sentence
- Create a Character
- Describe a Setting

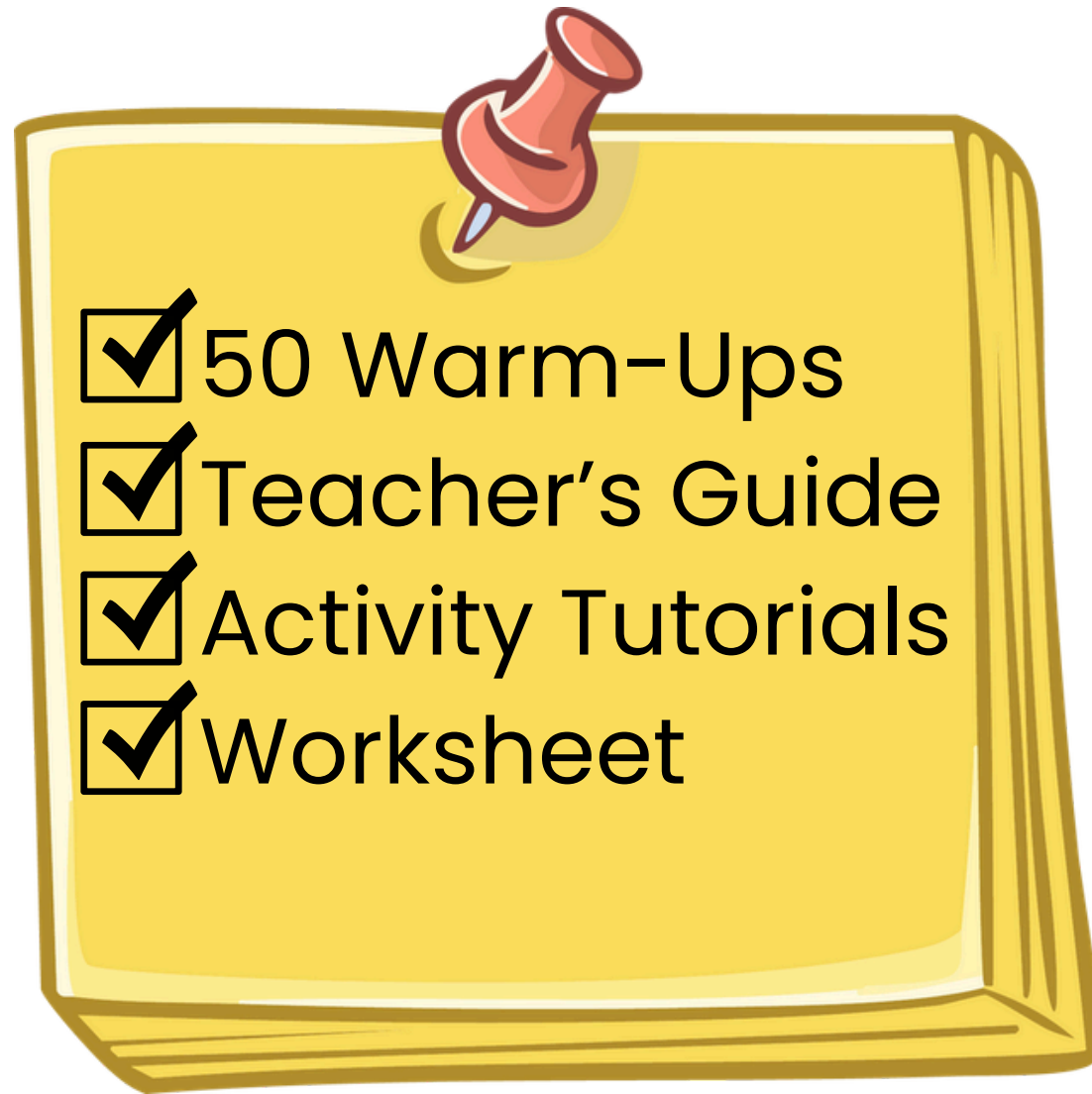
Google Slides



PowerPoint



WHAT'S INCLUDED?



Each of the warm-up activities encourages creativity and problem solving rather than right or wrong answers.



5 ACTIVITY TYPES

- ☒ Build a Word Bank
- ☒ Silly Sentences
- ☒ Stretch A Sentence
- ☒ Create a Character
- ☒ Describe a Setting

**CLICKABLE LINKS LET
YOU CHOOSE THE EXACT
ACTIVITY YOU WANT**

TABLE OF CONTENTS:

Build a Word Bank	Day 1	Day 6	Day 11	Day 16	Day 21	Day 26	Day 31	Day 36	Day 41	Day 46
Build Silly Sentences	Day 2	Day 7	Day 12	Day 17	Day 22	Day 27	Day 32	Day 37	Day 42	Day 47
Stretch a Sentence	Day 3	Day 8	Day 13	Day 18	Day 23	Day 28	Day 33	Day 38	Day 43	Day 48
Create a Character	Day 4	Day 9	Day 14	Day 19	Day 24	Day 29	Day 34	Day 39	Day 44	Day 49
Describe the Setting	Day 5	Day 10	Day 15	Day 20	Day 25	Day 30	Day 35	Day 40	Day 45	Day 50

TUTORIAL SLIDES (Show to kids to model the activity)

[How to Build a Word Bank \(slides 4-5\)](#)

[How to Build Silly Sentences \(slides 6-7\)](#)

[How to Stretch a Sentence \(slides 8-9\)](#)

[How to Create a Character \(slides 10-12\)](#)

[How to Describe the Setting \(slides 13-14\)](#)

TROUBLESHOOTING SLIDES

[Slide Components](#)

[How to Edit Your Slides \(Slide 66\)](#)

[How to Animate Your Slide \(Slides 67-69\)](#)

SLIDE COMPONENTS

GOLDEN TICKET . . .

- Gives activity directions or tips for students
- Includes editable activity time limit
- Upon click, disappears to reveal the activity topic



SLIDE COMPONENTS

MUSIC and/or SOUND EFFECTS
make the activity engaging

When it slideshow mode . . .
music auto starts
music loops until you move to
the next slide.



The visual images help students tap into their experiences, memories, and imagination.

STORY OUTLINES

Ready-To-Write Narratives

YOU'LL GET . . .

- 20 Printable Story Outlines (in both ½ sheet and full sheet size)
- Blank Story Outline Card for use when reading and summarizing someone else's story
- 5 Story Planning Graphic Organizers
- Digital Slideshow for Teacher Modeling

TAKE THE STRESS OUT OF STORYTELLING!

This resource is perfect for students who may need to practice writing a story *without* all the stress of conjuring up the characters, conflict, and plot.

THE WAFFLE IRON DISASTER		
 SETTING The kitchen counter	 MAIN CHARACTER Quinn	 GOAL AND MOTIVATION
 Saturday morning	Overly confident in the kitchen and hates asking for help.	Wants to make the family a huge batch of perfect chocolate chip waffles to surprise them when they wake up.
 Chilly morning		
 CONFLICT Quinn uses way too much batter, and the waffle maker overflows. The batter spills everywhere, and smoke starts coming from the iron, but is afraid to wake the parents.	SOLUTIONS THAT FAIL TRIES ... 1. Tries to scrape the batter out with a metal fork FAILS BECAUSE ... 2. Tries to hide the mess by throwing a towel over the iron  SOLUTION THAT WORKS: Quinn wakes up Dad and tell him what happened, asking for a safe way to clean it.	 LESSON LEARNED Safety and honesty are more important than being perfect or hiding mistakes.

Includes plot sequencing

Includes character traits as well as goal, motivation, and conflict

BUILD NARRATIVE WRITING SKILLS

Since your students won't have to worry about **WHAT** to write, you can focus on teaching **HOW** to write a great story. This lets you spend your valuable teaching time on the individual writing skills your students need to master this year.

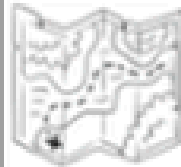
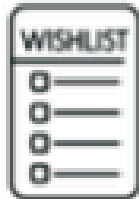
Practice key skills like:

Writing dialogue

Using sensory details to
describing the setting

Hooking the reader from the
start with a strong opening line

Showing character
traits and growth

THE MYSTERY OF THE GLITCHING GAME		
 SETTING The living room sofa right in front of the TV.	 MAIN CHARACTER Sofia Loves video games but is easily distracted and rushes through instructions.	 GOAL AND MOTIVATION Wants to beat the final level of her favorite new video game, "Star Racer," in order to earn the golden ship skin.
 Saturday afternoon  Stormy weather outside	 CONFLICT Every time she gets close to the end, the game glitches and freezes, forcing her to start over. She thinks the game disc is broken.	SOLUTIONS THAT FAIL TRIES ... 1. Tries shaking the console, tapping on the game disc 2. Restarts the whole game and tries to rush through FAILS BECAUSE ... SOLUTION THAT WORKS: She reads the tiny instructions booklet (which she ignored before) and realizes she was hitting a certain special move button at the wrong time, causing the glitch.
 LESSON LEARNED Reading instructions and paying close attention to details can solve problems that seem impossible.		

DRAW YOUR SETTING

SKETCH AND CAPTION YOUR STORY

PLAN YOUR PLOT

BEGINNING

Introduce the character, setting, and problem

MIDDLE

The main character unsuccessfully tries to solve their problem or makes the problem even worse

END

The main character finally solves their problem and maybe learns great a life lesson

5 PLANNING GRAPHIC ORGANIZERS

USE SENSORY LANGUAGE

MAKE YOUR WRITING SHINE

Using your 5 senses to describe the setting and action is like adding special effects to a movie so the reader can actually picture and experience the story, not just read the words!

Instead of saying... The house was old.
Try this... The house was shadowy and crooked, with chipped moss-colored paint.

Instead of saying: The lemonade was good. **Try this...** The tart, icy lemonade made my lips pucker and my tongue tingle.



WHAT DOES YOUR CHARACTER SEE?



WHAT DOES YOUR CHARACTER HEAR?



WHAT DOES YOUR CHARACTER SMELL?



WHAT DOES YOUR CHARACTER TOUCH?

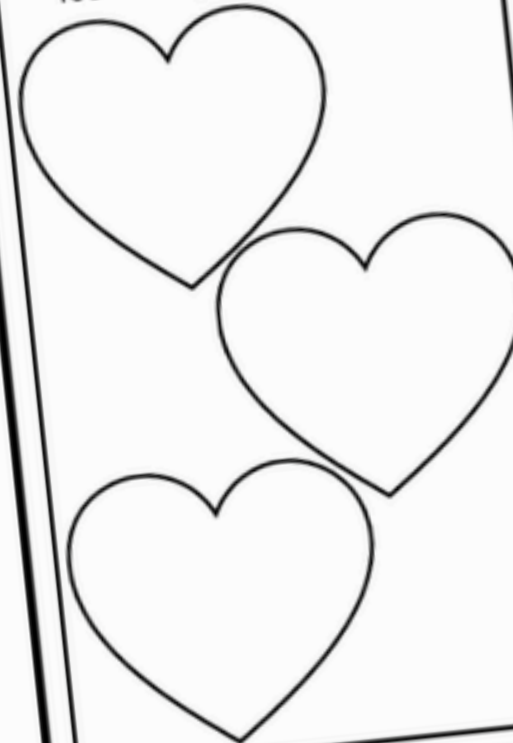


WHAT DOES YOUR CHARACTER TASTE?

CREATING YOUR MAIN CHARACTER

EMOTIONS

What emotions will your character feel during this short story?



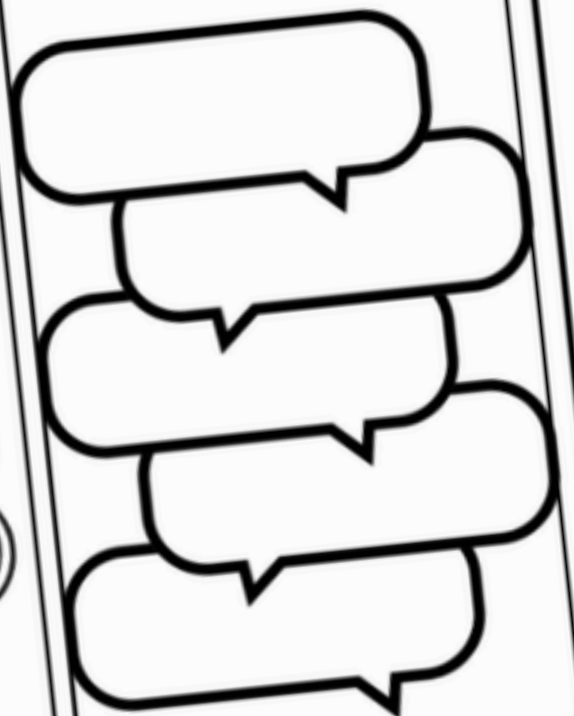
CHARACTER THOUGHTS

What will your character think but not say?



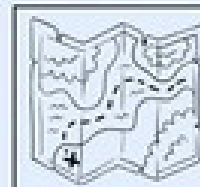
DIALOGUE

What will your character say aloud?



USE DIGITAL SLIDES FOR MODELING & CLASS DISCUSSION

THE LUNCH TABLE TAKEDOWN



SETTING

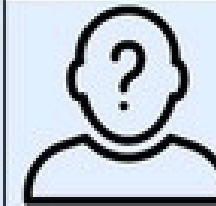
A loud, crowded
school cafeteria



Lunch break



Nice spring day



MAIN CHARACTER

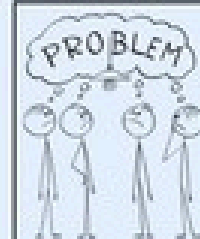
Liam

Quiet and prefers to avoid
attention and conflict.



GOAL AND MOTIVATION

Wants to be able to eat his lunch
in peace without a class bully
stealing his dessert (his special
treat from home). He **wants** to
stand up for himself without
yelling **so that** he doesn't make a
big scene.



CONFLICT

The bully walks over and grabs
Liam's cookie right off the tray and
starts mocking him.

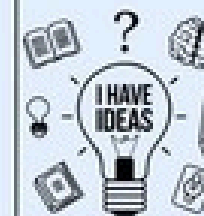
SOLUTIONS THAT FAIL

TRIES ...

1. Tries to ignore
the bully

FAILS BECAUSE ...

2. Tries to tell the
lunch monitor



SOLUTION THAT WORKS:

Liam looks the bully directly
in the eye and, in a clear,
calm, and steady voice,
simply states, "That is my
cookie. Give it back."



LESSON LEARNED

You can be powerful and strong
without fighting or yelling; a calm
voice can be heard the loudest.

Prep for the SBAC CAASPP Test with 10 NARRATIVE BRIEF WRITES

YOU'LL GET . . .

- 10 different story trifolds
- Teacher Slideshow
- Editable Google Docs
- SBAC Brief Write Rubric Bookmark



INTRODUCTION		CONCLUSION
Today is the day. I woke up, and almost immediately felt nervous. "Good morning, Joshua!" My mom exclaimed. "Please don't call me— you know what? I'm not even going to try." I said, giving up. As soon as I got ready to leave for school, I started getting more butterflies than ever. Today I had my big audition, right after school. After my last class I went to the theater, and I was the second person to audition, as I saw on our Director's list. "Shoot," I muttered, right before I went to walk onto the stage.		"Oh my..." our Director said, and at this point, I was only getting mixed signals as if I did good or not. "Wow, that was so..." She continued, "Well that was HORRIBLE!" some kid said, that REALLY made me feel better at the time! Just kidding. I felt like one would feel after being stepped on 1,000 times. "No, it was—" I didn't hear the rest of what our Director said. I ran off the stage. The next day I went to school to find my altercate staring at me as if I ruined his life, and ME as the role of the prince!
As I walked onto the stage, the bright lights shining down on me, I took a deep breath and tried to calm my racing thoughts. I'd dreamed of this day for so long. For long hours each week, I'd practiced my acting skills in front of a mirror. I could sing all of my favorite songs word for word. I'd even learned how to dance, hoping that someday, I would get a part in the school play. But now that the day had finally come, I'd been overcome with nerves. "Hello, my name is Josh," I began, my voice shaking slightly. "I will be auditioning for the role of the prince." As I began reciting the lines I'd spent so many hours memorizing, I felt the butterflies in my belly slowly leave. A surge of confidence grew until it washed over me. I could feel the director's eyes on me, hanging on my every word. I poured my heart and soul into the words, feeling all the same emotions of the character I wanted to play. When I finished speaking, the auditorium was silent. No applause at all. The butterflies in my belly returned. Was I really that bad? I wondered as I took my bow. What if I didn't get any part at all?		

10 PRINTABLE STORIES

INTRODUCTION	CONCLUSION
Sam watched helplessly as his basketball landed on the patio table, scattering his sister's artwork every which way before knocking over a glass filled with paint brushes and water. Dirty paint water spilled all over the table, drenching his older sister's beautiful artwork.	
Panicked, Sam tried to quickly wipe off the water, but it was too late. The once	

INTRODUCTION		CONCLUSION
	On the day of the trip, Alex's parents dropped her off at the meeting point, where she was greeted by her new scout leader, Mrs. Jenkins. Mrs. Jenkins was a friendly and experienced camper who put Alex at ease with her reassuring smile. "First time camping, huh?" she asked, then added, "We're going to have a lot of fun out here in the wilderness."	

INTRODUCTION		CONCLUSION
	As I walk into the classroom, I can feel my heart pounding in my chest. I sit down at my desk, avoiding eye contact with anyone around me. I know I'm in trouble.	
	I glance to my right and catch Sam copying Jacob's homework answers. I quickly look away.	
	Cheating would solve my problem, at least in the moment. But even if no one else found out, and they surely would, I	

INTRODUCTION		CONCLUSION	
	"So, class, what should we plant?" Mr. Smith asked.		
	"You're leaving the decision up to us?"		
	"Well, of course! It was your idea, so it's your garden. Good luck!" he said with a wink, then walked away.		
	Right away everyone started talking all at once. Everyone had ideas to share, but no one wanted to listen to anyone else.		
	"Hold on. This isn't working," I said. "Let's take turns talking, like we do in class."		

INTRODUCTION	CONCLUSION
	Overjoyed, Alice rushed to the nearest animal shelter, determined to find the perfect pet.
	As she walked down the shelter rows, she carefully considered each animal. The dogs were all very cute, but some of the dogs jumped up and tried to lick her. And when they barked loudly, it hurt her ears.
	No, Alice thought, a dog wasn't the right pet for her.
	"How about a kitten?" her mom asked, pointing to the adorable felines in the next pen.
	One of the kittens climbed up Alice's leg, its sharp claws scratching her skin. Ouch! While the kitten's fur was soft and its purr was sweet, the kitten wasn't the right pet either.
	Discouraged, Alice and her mom headed into the next room, where colorful birds squawked as they flew around. Alice shook her head, then shut the door. "It's useless. We should just go home. I'll never

INTRODUCTION		CONCLUSION
	"Come on, Tommy, just give it a try. It's not as scary as you think," Sarah said, tugging at my sleeve.	
	"But what if something goes wrong? What if the rollercoaster breaks down or we get stuck upside down?" I replied, my voice trembling with fear.	
	Jack rolled his eyes. "Stop being such a	

INTRODUCTION		CONCLUSION
	As she started mixing the ingredients, Noelle felt a surge of excitement. She carefully measured out each ingredient, following the recipe precisely.	
	Everything seemed to be going smoothly, and she couldn't wait to see her grandma's face light up when she tasted her creation. It would be the perfect present for her grandma's birthday.	

INTRODUCTION		CONCLUSION
	The generations-old vase, the one my parents always warn me to be careful around, wobbles before tipping over. I gasp as the disaster unfolds and the vase falls. It crashes to the floor. For a moment I'm too stunned to even move. What have I done? My hands tremble as I try to gather the broken pieces. Maybe I can glue it back together?	

INTRODUCTION		CONCLUSION
	Carly retraces her steps, scanning the ground for any sign of the hat. She checks behind bushes and under benches, but it's as if the hat has vanished into thin air.	
	Where could it have gone? Panic sets in as Carly realizes just how important the hat is to her. Without her lucky hat, there's no way she'll pass her science test today. And she really needs to pass that test.	
	She climbs onto a bench and scans the	

INTRODUCTION

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KIDS READ & ANALYZE THE EXISTING STORY MIDDLE

Read the Story

ID Key Details

INTRODUCTION		CONCLUSION	STORY DETAILS	A GOOD STORY INCLUDES:	TITLE & COVER ART
	Sam watched helplessly as his basketball landed on the patio table, scattering his sister's artwork every which way before knocking over a glass filled with paint brushes and water. Dirty paint water spilled all over the table, drenching his older sister's beautiful artwork.		SETTING: The MAIN CHARACTER is:	CHARACTERS IN CONFLICT One or more characters who are struggling to overcome a problem. Ask and answer questions such as: What does the main character want? Why do they want or need this? What or who is getting in their way?	
	Panicked, Sam tried to quickly wipe off the water, but it was too late. The once vibrant colors had run together, creating a messy blur where his sister's intricate design used to be.		The OTHER CHARACTERS are:	CHARACTER (RE)ACTIONS What the main character says, thinks and the emotions they feel.	
	His heart sank as he realized what he had done. He knew how much time and effort his sister had put into that artwork, and now it was ruined because of his carelessness.		CONFLICT:	Characters make decisions and act based on their thoughts and feelings. We call this the PLOT, or WHAT happens in the story.	
	The art contest deadline was tomorrow, which didn't leave him much time. Maybe he could recreate the painting? But before he'd even had time to grab a clean, dry sheet of paper, he saw his sister returning from the kitchen, two popsicles in her hand.		POINT OF VIEW: ☐ 1st Person (uses I, me, my, we) ☐ 3rd Person (uses he, she, they)	A SETTING Where and when the story takes place.	
	"Oh no!" Ann cried, dropping the popsicles when she saw the mess. She clutched her now dripping wet paper to her chest.		The Story is WRITTEN IN: ☐ Past tense (already happened) ☐ Present Tense (happening now)	Writers use clothing, technology, and the way people speak to show the: Location * Time Period * Weather	
	"I am so sorry!" Sam said.		AT THE BEGINNING: The main character wants or needs to _____ because _____	Characters interact with and describe their setting using their 5 SENSES: see * hear * smell * taste * touch	
	"It's okay," his sister said. But the sad tone in her voice and the tears welling up in her eyes said it wasn't. He had to do something to fix this, but what?		AT THE END: The problem is solved when _____ _____	A RESOLUTION How the story problem is finally solved.	
				The main character needs to solve their own problem, either alone or with help. What lesson do they learn about themselves or about life?	By:

Print the Trifold Brochure 2 Sided * Design Cover & Title

KIDS ADD OWN INTRO & CONCLUSION

Guide & Assess Writing with Bookmark based on SBAC Brief Write Rubric

INTRODUCTION

[illegible]

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"I am so sorry!" Sam said.

"It's okay," his sister said. But the sad tone in her voice and the tears welling up in her eyes said it wasn't. He had to do something to fix this, but what?

CONCLUSION

[illegible]

THE INTRODUCTION

The beginning of a story should include:

□ SETTING DETAILS

Include specific details about **WHERE** the story takes place. Describe the setting with your five senses: see, hear, smell, taste, and touch.

CHARACTERS

Introduce the main character or narrator and other characters. Include character thoughts or reactions and dialogue.

☐ **CONFLICT**

Set up the problem or action that will happen in the rest of the story.

☐ **TRANSITION**

A sentence or short paragraph that connects to the rest of the story and sets up the action to come.

THE CONCLUSION

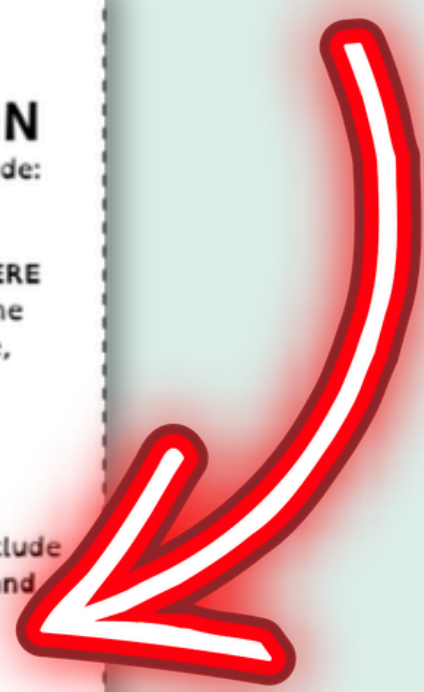
The end of a story should include:

☐ **TRANSITION**

A connecting sentence or short paragraph that follows from the events or experience in the story.

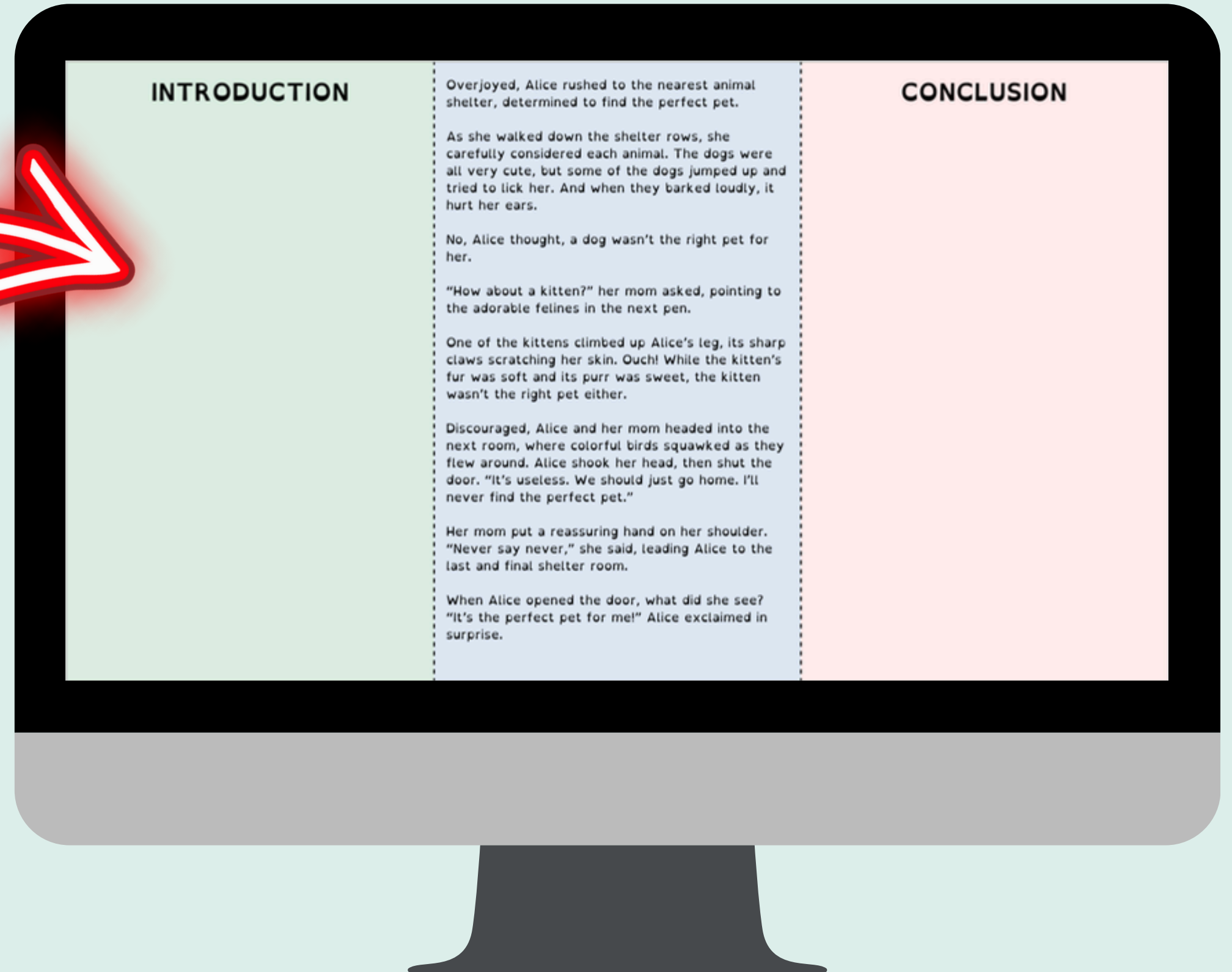
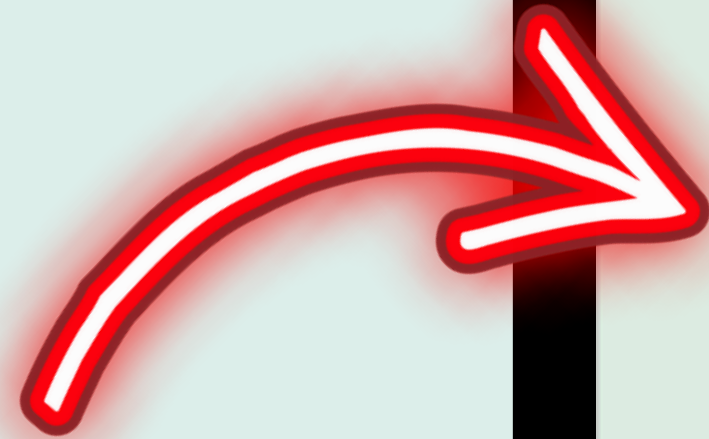
☐ CLOSURE

A sense of closure that wraps up and ends the story problem or action.



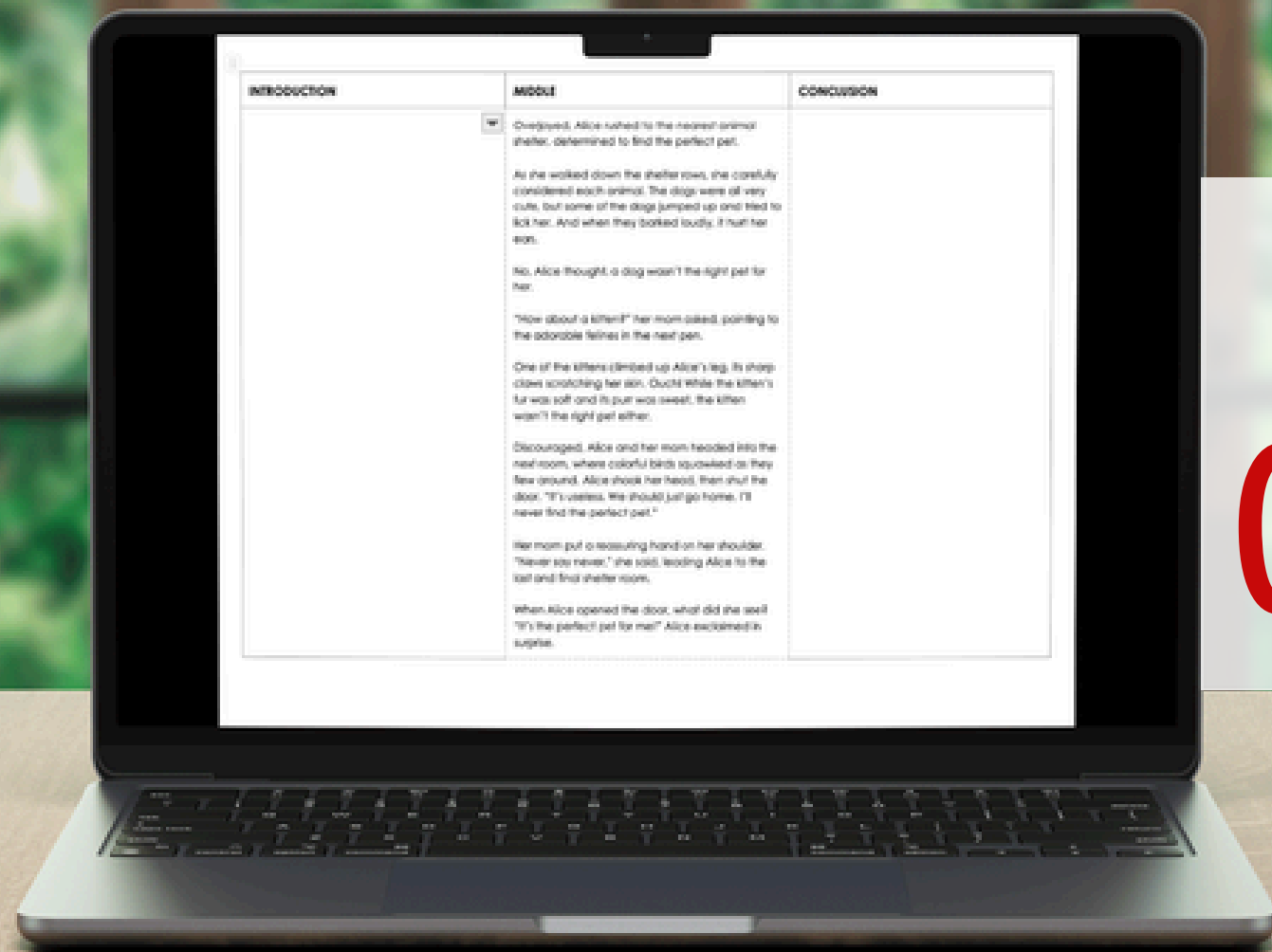
MODEL TEXT ANALYSIS & WRITING WITH TEACHER GOOGLE SLIDESHOW

Add text box to type
OR
Use your interactive
board annotation tools



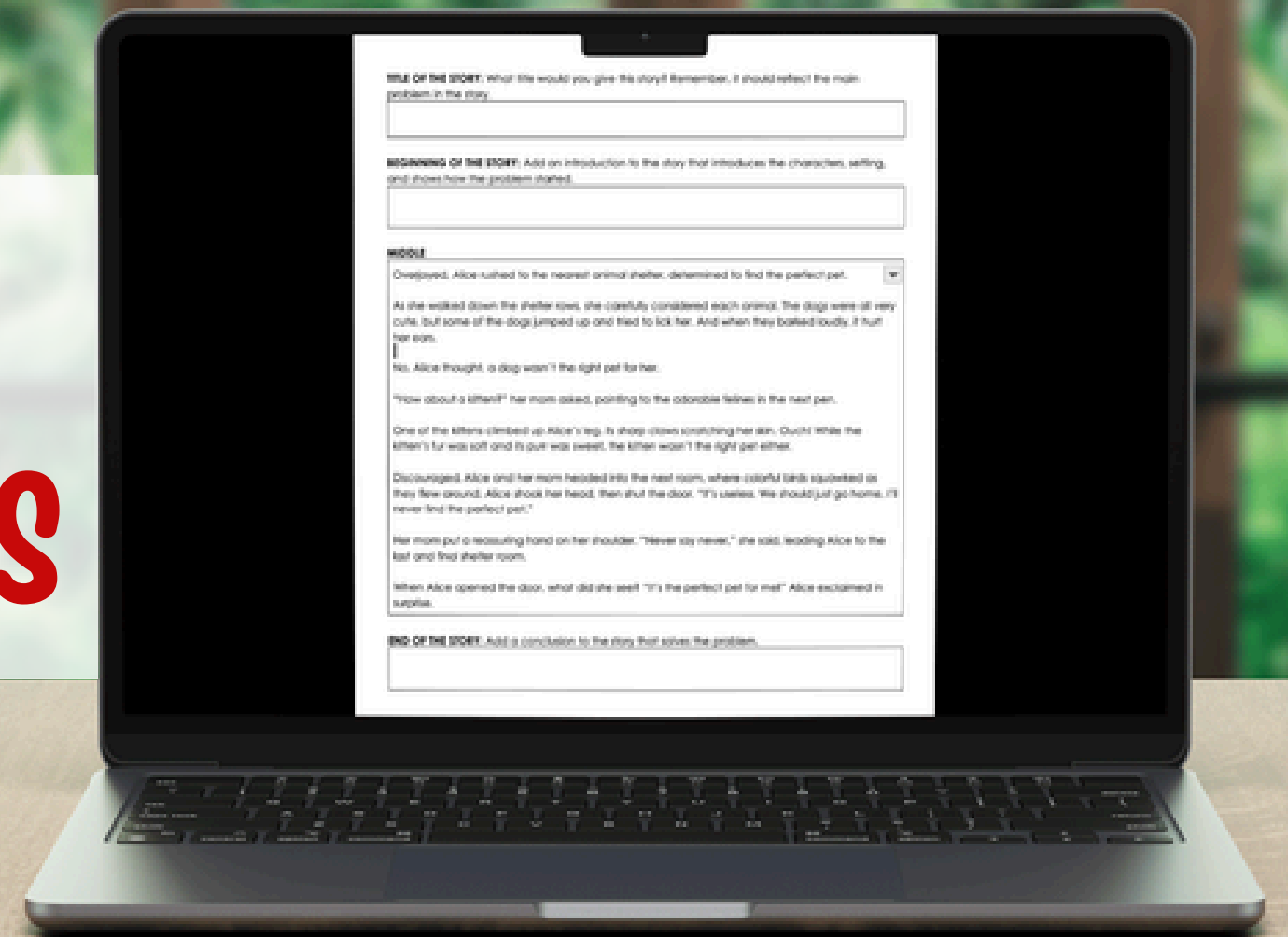
DIFFERENTIATE & ACCOMMODATE FOR VARIOUS STUDENT NEEDS

Use Text-to-Speech & Speech-to-Text * Alter Font Size & Color * Change Page Color



Horizontal Format

EDITABLE
Google Docs



Vertical Format

4 DIALOGUE ACTIVITIES

to recognize & practice writing dialogue

YOU'LL GET . . .

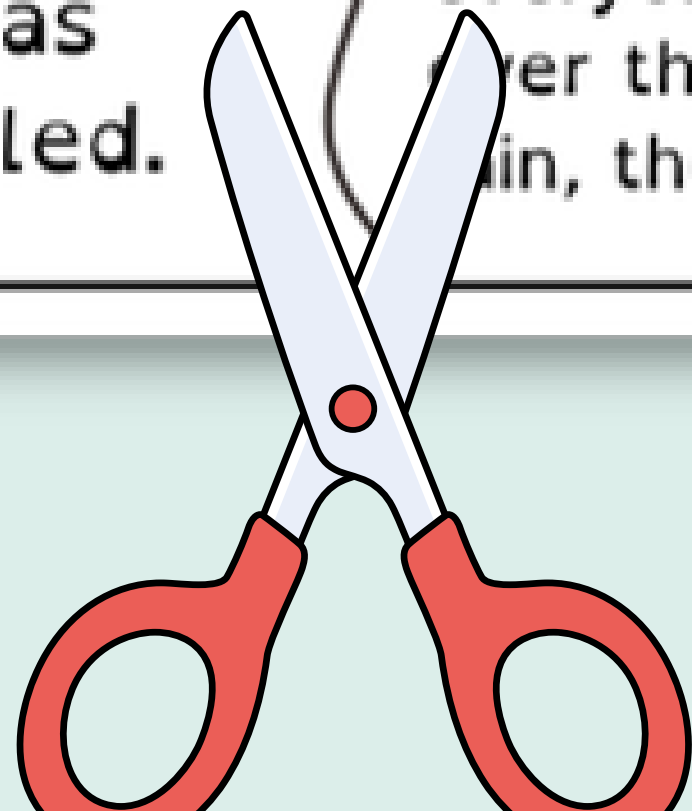
- Summary vs. Scene Match Up
- Dialogue Punctuation Hospital
- Dialogue Expansion Challenge
- Speech Bubble Mini-Scenes
- Digital Slideshow for Teacher Modeling of Punctuation Hospital
- Answer Keys
- Teacher's Guide

SUMMARY VS. SCENE MATCH UP

When you ask your students to write dialogue, do they write a summary of a conversation instead of actual lines of dialogue? In this activity, students can sort the cards by summary versus scene, then match up each conversation summary to its actual dialogue scene.

The principal announced that the field trip was unfortunately canceled.

"I have some bad news, everyone," Principal Vane said over the intercom. "Due to the rain, the zoo trip is off."



DIALOGUE PUNCTUATION HOSPITAL

Students first identify the dialogue/speech tags, the actual lines of dialogue, and the action or narration tags, punctuating as they go.

Teacher Tip!
**Laminate and use
whiteboard markers**

1

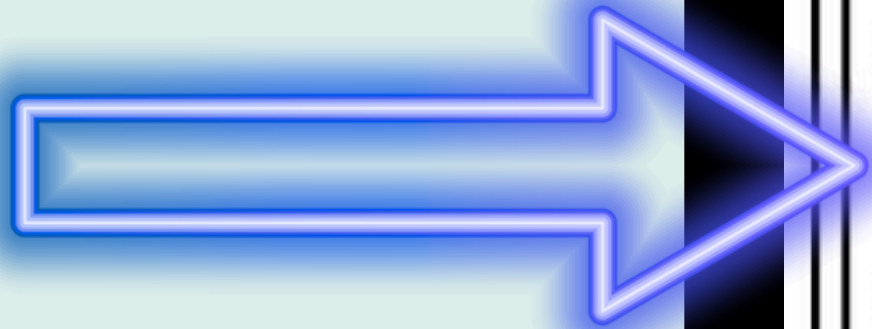
I can't find my history report Sam
whispered while digging through his messy
backpack.

Did you look in your blue folder Mrs. Gable
asked as she walked over to his desk.

I checked everywhere Sam replied he
slumped his shoulders in defeat and stared at
the floor I think I left it on the kitchen table.

DIALOGUE PUNCTUATION HOSPITAL

TEACHER SLIDESHOW



Use your interactive
board annotation tools
to model the activity

5

The volcano is leaking all over the desk Ben yelled while jumping back to save his shoes.

Sarah frantically searched the tray for the roll of masking tape.

It is making a huge purple mess he groaned as the liquid dripped onto the floor.

Sarah pointed toward the back of the classroom go grab the paper towels while I try to stop the leak with this tape.



Click to view the answer key



DIALOGUE EXPANSION CHALLENGE

For this activity, students revise a summary of a conversation and turn it into an expanded scene with actual lines of dialogue.

In class we debated
which topping was the
best for the class pizza
party.

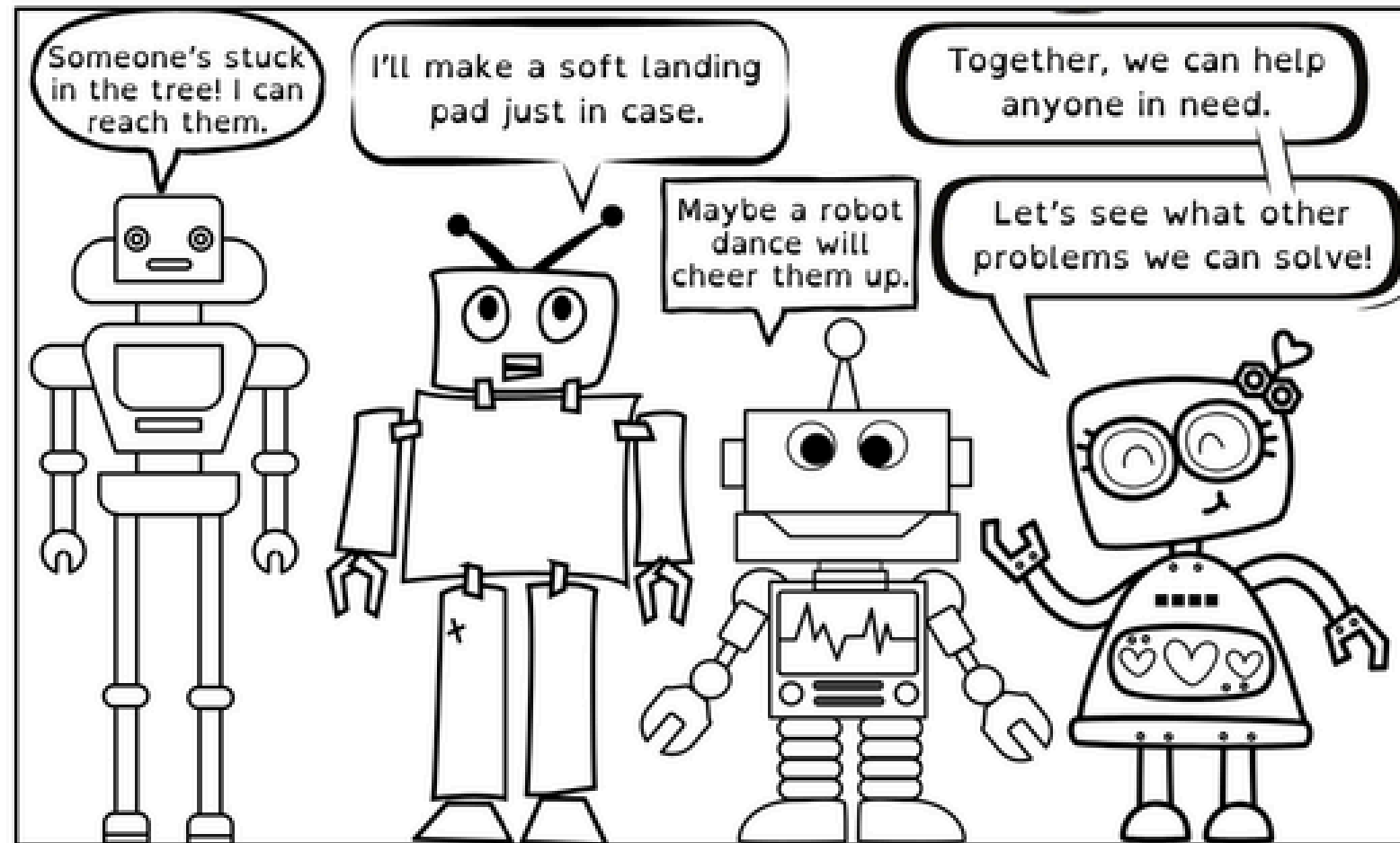
The cashier told the
student they were
twenty-five cents short
for the candy bar.

Teacher Tip!

If students are struggling with this, have them act out the scene.

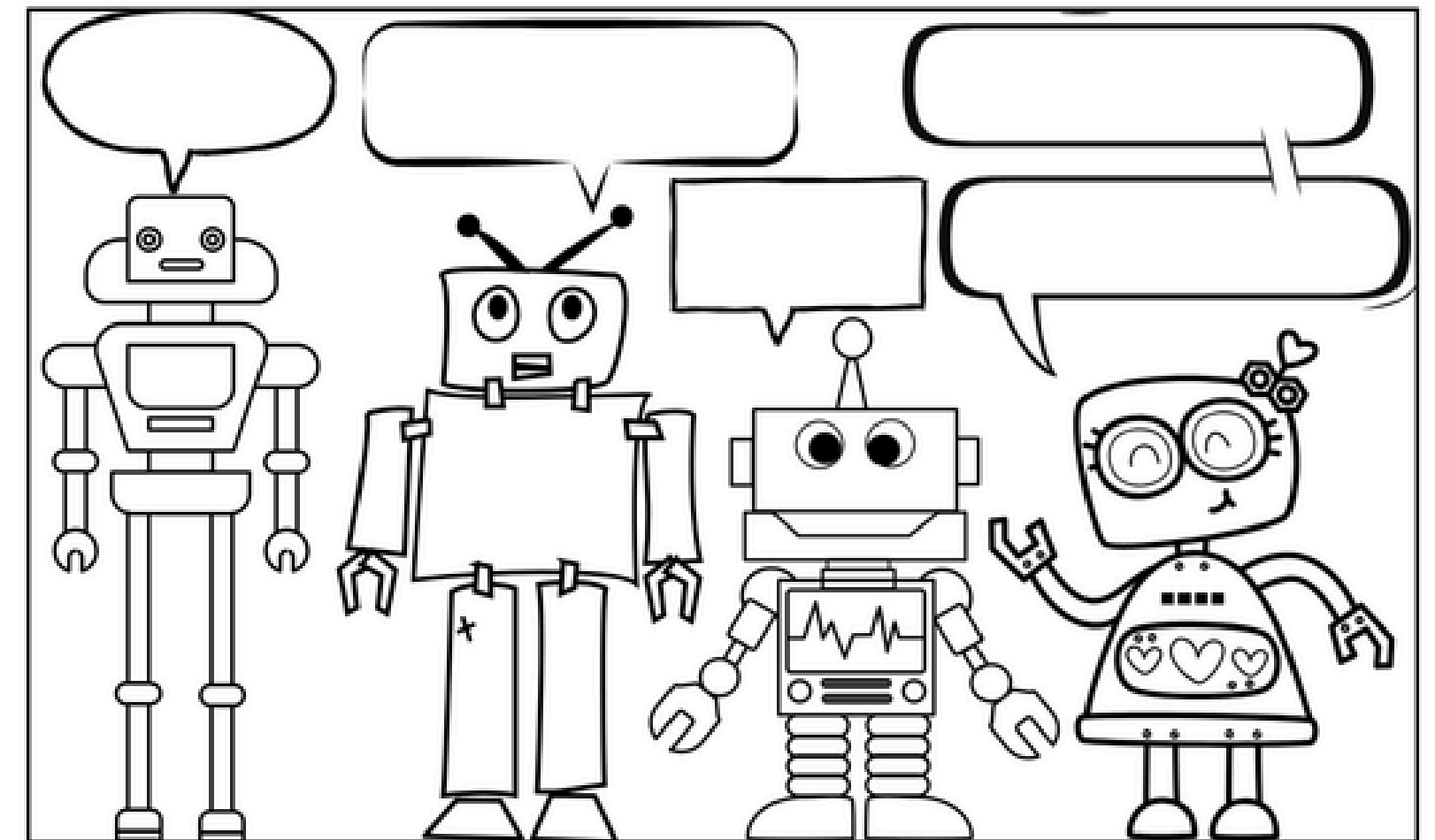
SPEECH BUBBLE MINI-SCENES

Time to write! Turn dialogue in speech bubbles into a full mini narrative scene. Give advanced students the blank speech bubbles and let their imagination roam free!



ROBOT HELPERS

by: _____



ROBOT HELPERS

by: _____

PUNCTUATING DIALOGUE

Hands-On Grammar Activities

YOU'LL GET . . .

- Teacher Directions
- Dialogue Building Pieces
- Scoot Task Cards: Sentences
- Scoot worksheet
- Dialogue in the Wild worksheet
- Practice Writing Dialogue worksheet
- Scoot Answer Key

PRACTICE HANDS-ON SENTENCE BUILDING

1. KIDS CUT APART



Can I have a piece of cake							
Sure, just one piece though							
asked Jack				Jack asked			
said Dad				Dad said			
,	,	,	,	.	.	?	?

2. KIDS BUILD AND PUNCTUATE

||

Can I have a piece of cake

?

||

asked Jack

.

COLLABORATIVE (OR INDEPENDENT) SCOOT GAME

1. **SENTENCE CARDS:** PRINT, LAMINATE
(OPTIONAL), CUT APART, AND TAPE
UP AROUND THE ROOM

1. Do you want to come with me to the park asked Sarah	2. Sure Tim replied I'd love to.
3. What's your favorite subject in school asked Mrs. Smith	4. I love science Alex replied because it's so interesting
5. Emily asked what did you think of the movie	6. I thought it was really good Jake responded
7. Did you finish your homework yet asked Mom	8. No Gio answered I still have to study for my math test
9. Jack asked can I have a piece of cake	10. Sure said Dad just one piece though

2. **WORKSHEET:** COPY & PASS OUT
WORKSHEET TO EACH STUDENT/TEAM

Punctuating Dialogue Scoot	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3. **KIDS WRITE THE CORRECTED
STATEMENT ON THEIR WORKSHEET**

Punctuating Dialogue Scoot	
1.	“Do you want to come with me to the park?” asked Sarah.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SHOW, DON'T TELL

Descriptive Narrative Writing

YOU'LL GET . . .

- 9 mini-stories
- 8 story detail sentences per mini story
- 9 story signs
- 1 story detail mat
- 1 page of blank story detail cards
- Sensory Detail Cards
- Sensory Details Poster
- Sensory Details Bookmarks

9 MINI-STORIES WITH SENSORY DETAILS

Dark clouds loomed on the horizon.

A bolt of lightning lit the sky, followed by a loud clap of thunder.

Wind howled through the trees.

I jumped at the sound, nervous about making it home without getting drenched.



A STORM IS COMING



The earthy scent of wet dirt filled the air.

I gripped my umbrella tighter.

Fog rolled in.

**USE THE STORY
DETAILS MAP TO ID
WHICH DETAILS ARE
STILL MISSING**

		A bolt of lightning lit the sky.	
Fog rolled in.		Wind howled through the trees.	
Dark clouds loomed on the horizon.	SEE	HEAR	SMELL
			The earthy scent of wet dirt filled the air.
		STORY DETAILS MAT WHAT STORY DETAILS ARE STILL MISSING AND NEED TO BE ADDED?	
	TASTE		TOUCH
			I gripped my umbrella tighter.
	CHARACTER THOUGHTS	EMOTIONS	DIALOGUE
		I jumped at the sound, nervous about making it home without getting drenched.	

USE SENSORY DETAIL CARDS, BOOKMARKS, AND POSTER AS VISUAL REMINDERS WHEN READING AND WRITING

Tell me a great
STORY

The best storytellers include a lot of details to help the reader visualize the story. While you write your story, think about adding the sensory details, dialogue, and emotions. What does your character ...

 See

 Hear

 Touch

 Think

 Smell

 Taste

 Go

 Say

 Feel

 SEE	 HEAR	 SMELL
 TASTE	SENSORY DETAIL CARDS PRINT, CUT, AND GLUE ONTO CRAFT STICKS FOR AN INTERACTIVE AND VISUAL ASSESSMENT TOOL DURING STORY READ-ALOUNDS.	 TOUCH
 CHARACTER THOUGHTS	 EMOTIONS 	 "DIALOGUE"

Tell me a great
STORY

The best storytellers include a lot of details to help the reader visualize the story. While you write your story, think about adding the sensory details, dialogue, and emotions. What does your character ...

 See

 Hear

 Touch

 Think

 Say

 Go

 Smell

 Taste

 Feel

 (emotions)