

Subject: English Language Arts  
Unit Topic: Writing Short Narratives

Objectives:

By the end of this lesson, students will be able to:

1. Understand the components of a narrative (characters, setting, plot, conflict, and resolution).
2. Create an outline for a short narrative.
3. Draft the first paragraph of their narrative using descriptive language.
4. Share and receive feedback on their draft with peers.

Materials:

- Whiteboard and markers
- Chart paper or projector
- Student notebooks or writing paper
- Handout with the narrative structure outline
- Sample narrative story (short excerpt)
- Pens/Pencils

Part 1:

Question: What do you think makes a good story? Share your answers with class.

Notes: Here are the elements of a narrative:

- Characters
- Setting
- Plot
- Conflict
- Resolution

Read and Discuss

Read the short excerpt from a narrative story aloud to the class. “*Hurricane*” by Andrew Salkey

Questions for students an excerpt:

- Identify the narrative elements present in the excerpt.
- Discuss how these elements work together to create a story.

*When I awoke the hurricane was blasting away again, like a jet plane warming up in a locked hangar. Every now and then there were other violent stabbing blasts, like a batch of pneumatic drills boring away in an enclosed hillside quarry. I couldn't believe my ears for the noise in the sitting-room. It was even more booming than the first part of the hurricane had been; it was faster too.*

*I asked Papa what time it was, and he said it was almost three o'clock. Then he said that the Eye had lasted a little longer than had been expected; it had continued for more than two hours. Both he and Mama began to tease me for being dead to the world for so long a time. They said that I had done all sorts of funny things in my sleep; I had squirmed, twitched, talked, giggled, and laughed out loud.*

*“At one stage of the game,” Papa said, “we were going to wake you, Joe. We thought you were going to kill yourself laughing.” That must have been during the first part of my erratic dreams, I said to myself, possibly when I was looking at the boys carrying on at Torrington Bridge.*

### 3. A Narrative Structure Outline Handout

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Your Story: \_\_\_\_\_

#### I. Characters

*Who are the main characters in your story?*

Describe them briefly (name, age, appearance, personality)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### II. Setting

*Where does your story take place?*

Include specific details about the location, time period, and mood.

- Location: \_\_\_\_\_

- Time: \_\_\_\_\_

- Mood: \_\_\_\_\_

#### III. Plot

*What happens in your story?*

Outline the main events using the following prompts.

1. Beginning: (Introduction to characters and setting)

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2. Middle: (Introduce a problem or conflict)

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3. End: (How is the problem resolved?)

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#### IV. Conflict

*- What is the main problem or challenge your character faces?*

Describe the conflict that drives the story.

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#### V. Resolution

- *How does your character solve the problem?*

Explain the outcome of the story.

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#### VI. Writing the Hook

- Start your story with an engaging sentence. What will grab the reader's attention?

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#### VII. Drafting the First Paragraph

- Using your outline above, write the first paragraph of your story. Remember to use descriptive language!

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#### **Tips for Writing Your Narrative:**

- Make sure to use descriptive language to help the reader visualise the story.
- Show emotions through your characters' actions and dialogue.
- Keep your audience in mind; think about what they will enjoy.
- Revise your draft for clarity and detail after you finish!

#### **\*\*4. Drafting the Narrative (15 minutes)\*\***

- Instruct students to start drafting the first paragraph of their narrative based on their outlines.
- Remind them to use descriptive language to bring their story to life.
- Walk around the room to offer support and encouragement as they write.

#### **\*\*5. Peer Sharing and Feedback (10 minutes)\*\***

- Organize students into pairs or small groups to share their drafts with one another.
- Provide them with guiding questions for feedback, such as:
- What do you like about your partner's story?
- Is there anything confusing that could be clarified?
- How does the first paragraph make you feel?

#### **\*\*6. Wrap-Up (5 minutes)\*\***

- Reconvene the class and ask for volunteers to share something they learned from their partner's story or something they would like to improve in their own draft.
- Reinforce the importance of drafting and revising in the writing process.

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#### ### \*\*Assessment:\*\*

- Observe student participation during activities and discussions.
- Collect outlines and drafts to assess understanding of narrative structure and use of descriptive language.
- Provide feedback on the drafts focusing on narrative elements and clarity.

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#### ### \*\*Extensions:\*\*

- Encourage students to continue drafting their narratives as homework, with the expectation that they will revise and edit for final submission.
- Create a class anthology of short narratives to celebrate their writing.

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#### ### \*\*Reflection:\*\*

- After the lesson, consider what worked well and what could be improved for next time. Reflect on student engagement and understanding of narrative structure.

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Feel free to adjust any parts of this lesson plan to better fit your classroom needs!