



Lesson plan

Narrative writing practice

Lesson plan – Narrative writing practice

Narrative writing	
Learning objectives	To practise narrative writing techniques.
Lesson objectives	<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>
Previous learning	Learners have worked on improving their range of vocabulary.
Additional resources	<p>The art of storytelling: www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box</p> <p>Examples of visual representations of narrative structures: https://ccea.org.uk/learning-resources/creative-writing/structure/narrative-structures</p> <p>Creative writing prompts: www.writersdigest.com/prompts/ www.shiocton.k12.wi.us/cms_files/resources/45%20Narrative%20Prompts.doc</p> <p>How to write a narrative essay: http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</p> <p>The use of the direct speech / dialogue in the short stories in narrative composition: www.skillsworkshop.org/resources/speech-marks</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>Task: Tell a story based on pictures or photos: e.g.</p> 	<ul style="list-style-type: none"> • Magazine pictures • Personal photos • Comic books (without words) • Personal drawings (storyboard): 
	<p>Plan:</p> <ol style="list-style-type: none"> 1. Initial situation (Who? Where? When? What? How? Why?) 2. Catalyst or trigger 3. Adventures 4. Outcome/resolution (action that restores balance) 5. Final situation 	<p>A checklist for what they need to include in their narrative:</p> <p>https://bpcenglish.wordpress.com/2017/10/02/creative-writing/</p>

Plan	
Lesson activity 2	<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"> • Which one would you choose? THINK – PAIR – SHARE* • What do you need for a good story? THINK – PAIR – SHARE <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"> 1. Time: Year? Review or chronological? 2. Who: Character(s) 3. Place(s) 4. Issue/Problem 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 <p>Task: 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>Homework task: Use a second title from the lesson, learners write their own essay.</p> <p>Past papers and specimen papers are available at www.cambridgeinternational.org/support</p> <p>Possible topics for narrative compositions: http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm https://essaypro.com/blog/narrative-essay-topics</p>

Additional information	
Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	<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>
Assessment: How are you planning to check learners' learning?	Assessment will look for successful completion of a narrative plan.
Reflection and evaluation	
Reflection <ul style="list-style-type: none"> • Were the lesson objectives realistic? • What did the learners learn today? • What was the learning atmosphere like? • Did my planned differentiation work well? • Did the timings work? • What changes did I make from my plan and why? 	
Summary and evaluation	
<ul style="list-style-type: none"> • What went really well? (teaching and learning.) • What would have improved the lesson? (teaching and learning.) • What have I learned from this lesson? 	