



3RD **GRADE**

VOLUME 3.2

Personal Narrative Writing Unit for *The War with Grandpa*

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Welcome to the 3.2 Personal Narrative Writing Unit for *The War with Grandpa!*

If this is your first time using this guide, you will want to read through this introduction carefully, as it provides information that you will find critical to your establishment of a successful language arts block!

This personal narrative writing unit is meant to be taught in conjunction with the *Read Side by Side Reading Program*, Unit 3.2, *The War with Grandpa*. The book *The War with Grandpa* will be used as a mentor text to build students' background knowledge and expose students to the craft of writing.

This unit takes approximately 15 days to complete, from brainstorming and planning to sharing the published piece! Lessons in this unit give students explicit instruction in the steps of the writing process and the structure of narrative writing. Some craft and grammar lessons will be incorporated as students revise and edit their writing. You may want to supplement with additional craft, grammar, and spelling lessons between writing units.

Prior to starting the unit, you will want to consider how students will publish and share their writing. Here are a few suggestions:

- illustrated book,
- chapter book,
- handwritten book;
- audio book.

Students might read their story to their own classmates, visit another classroom, or make their writing available for others to read in the classroom, library or other public location.

After students have had the opportunity to publish their writing, assess their work using the checklist for grading a narrative story provided at the end of the unit.

Schedule

To complete this unit, you will need to set aside 30-minutes for writing, 2-4 times a week.

Instructional days begin with a whole-class lesson. Lessons will be 10-15 minutes in length, allowing a short time after the lesson for students to work on the assignment. While working, students will access the help of a writing partner as needed. It may be helpful to seat partners next to each other during the work time. The teacher then confers with partnerships as needed.

Working days allow students to get started right away on writing projects. During the work time, students will continue to access a partner or the teacher for help as needed. If it is challenging to find time every day for writing, teachers might assign these work-projects as homework.

Narrative schedule:

1. Brainstorm & Plan	<ul style="list-style-type: none">• Make a list of story ideas.• Select a strong idea from the list.• Complete a <i>Narrative Writing Map</i>.• Write a blurb.• Design a cover.	Day 1-4
2. Draft	<ul style="list-style-type: none">• Write a draft using the 4-quadrant method.	Days 5-8
3. Revise & Edit	<ul style="list-style-type: none">• Use dialogue to show a character's thoughts and emotions.• Use the rules for punctuating dialogue.• Use dialogue tags to show who is speaking.	Days 9-10
	<ul style="list-style-type: none">• Edit and revise using a checklist.	Day 11
4. Publish & Share	<ul style="list-style-type: none">• Complete a final product that is handwritten, typed, or other.• Share with a real audience.	Days 12-15

Day 1: Brainstorm Ideas & Plan

Lesson Goals: Brainstorm several ideas for writing and select one to write about. Begin to plan a piece of writing using the *Narrative Writing Map 1*.

Materials:

Narrative Writing Map 1

Instructional Procedures:

1. *Introduction:* A personal narrative is a story that relates one's personal experience, therefore the story is told in first person. The book *The War with Grandpa* recounts Peter's personal experience of when his grandpa came to live with him and is written in first person. The author uses the pronouns *I*, *me*, *we*, and *us*, to tell the story from the main character's perspective.
2. *Introduce the writing prompt:*
Write about a time when you conflicted with someone (friend, sibling, family member, or bully). Your story will need to tell how the conflict started, how you tried to solve it, how it was eventually resolved, and what you learned.
3. *Brainstorm:* Model brainstorming 2-3 ideas for your own piece of writing. Then give students time to list 2-3 ideas for their own piece of writing.
4. *Select:* Model selecting one story idea from your list. Share tips for selecting a strong idea for a story about conflict:
 - The conflict should be one you remember well.
 - The conflict should be one that wasn't easily resolved.
 - The conflict should be one that taught you a lesson.
 - The story should be something that you would enjoy writing about.
5. *Plan:* Model filling out *Narrative Writing Map 1* for the story you will be writing, saving the last section (question/prediction) for Day 3. Demonstrate how to think about and jot notes about the:
 - main character,
 - secondary characters,
 - setting (time, place, and circumstance); and
 - problem/conflict.

Work Time & Collaboration: Give students time to fill-out *Narrative Writing Map 1* for their own story about conflict. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

(Title)

Main Character			
Secondary Character(s)			
Setting	<u>Time</u>	<u>Place</u>	<u>Circumstance</u>
Problem/ Conflict			
Question / Prediction			

Day 2: Plan

Lesson Goals: Continue to plan a piece of writing using the *Narrative Writing Map 2*.

Materials:

Narrative Writing Map 2

Instructional Procedures:

1. *Introduction:* Tell students they will now be planning for the events of their story about conflict. They will write their story in four-quadrants.
2. *Plan:* Model planning quadrant 1 of your story using *Narrative Writing Map 2*.
 - How does the problem start?
3. *Plan:* Model planning quadrant 2 of your story using *Narrative Writing Map 2*.
 - How does the problem continue?
 - How does the main character feel?
4. *Plan:* Model planning quadrant 3 of your story using *Narrative Writing Map 2*.
 - What causes the main character to change? How does the main character change?
5. *Plan:* Model planning quadrant 4 of your story using *Narrative Writing Map 2*.
 - How is the problem resolved?
 - What does the main character learn?

Work Time & Collaboration: Give students time to fill-out *Narrative Writing Map 2* for their own story about conflict. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

NARRATIVE WRITING MAP 2

Q1	How does the problem start? <hr/> <hr/> <hr/> <hr/> <hr/>
Q2	How does the problem continue? How does the main character feel? <hr/> <hr/> <hr/> <hr/> <hr/>
Q3	What causes the main character to change? How does the main character change? <hr/> <hr/> <hr/> <hr/> <hr/>
Q4	How is the problem resolved? What does the main character learn? <hr/> <hr/> <hr/> <hr/> <hr/>

Day 3: Plan

Lesson Goals: Continue to plan a piece of writing by writing a blurb.

Materials:

Narrative Writing Map 1

Instructional Procedures:

1. *Introduction:* Tell students they will be writing a blurb for their story about conflict. Remind them that the blurb does not give away how the story will end. The blurb usually ends with a question so that the person reading the blurb will want to read the story. For example, the blurb for *The War with Grandpa* asks the question, “Has their war gone too far?”
2. *Plan:* Model writing a question to use in the blurb of your own story about conflict.

Work Time & Collaboration: Give students time to finish filling-out *Narrative Writing Map 1* and then write the blurb for their own story about conflict. Then, give time for partners to share their blurb and receive feedback.

- What do you like about my blurb?
- What might I do to improve my blurb?

Day 4: Plan

Lesson Goals: Continue to plan a piece of writing by making a cover.

Materials:

Blank paper and art materials for designing a cover or illustration software.

Instructional Procedures:

1. *Introduction:* Tell students that they will be designing the cover of their book. Every book cover begins with a great title. Share tips for writing a good title:
 - It should provide a clue about the conflict in the story.
 - It should be relatively short.
 - It should get the reader interested.
 - It should put a picture in the reader's mind.
2. *Plan:* Model writing a title for your own story about conflict.

Work Time & Collaboration: Give students time to create a cover for their book. Then, give time for partners to share their covers and receive feedback.

- What do you like about my cover?
- What might I do to improve my cover?

Day 5: Draft, Quadrant 1

Lesson Goals: Begin drafting a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students they will now be drafting quadrant 1 of their story about conflict.

2. *Draft:* Model writing quadrant 1 of your story about conflict. Demonstrate how to include details about the:

- Characters
- Setting
- Conflict

Model using descriptive language and details to help the reader picture the characters and the setting in their mind.

TIP: Share with students that an appropriate length for quadrant 1 is about $\frac{3}{4}$ of a page, handwritten. (Each quadrant should be about the same length so that the full story is about 3.5 pages.) To help keep students organized, it may work best to have students use a new sheet of paper for each quadrant, even using different colors of lined paper if available.

Work Time & Collaboration: Give students time to draft quadrant 1 of their book. Then, give time for partners to share writing and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

Day 6-8: Draft, Quadrants 2-4

Lesson Goals: Continue drafting a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students that they will now be drafting quadrants 2-4 of their story about conflict.
2. *Draft:* Model writing quadrant 2 of your story about conflict. Demonstrate how to include details about the:
 - Conflict
 - The main character's actions, words and feelingsModel using descriptive language and details to help the reader feel how the main character is feeling.
3. *Draft:* Model writing quadrant 3 of your story about conflict. Demonstrate how to include details about the:
 - Conflict
 - Change in the main characterModel using descriptive language and details to help the reader understand that the main character is changing.
4. *Draft:* Model writing quadrant 4 of your story about conflict. Demonstrate how to include details about the:
 - Resolution
 - Author's messageModel using descriptive language and details to help the reader understand how the story ends and a lesson is learned.

Work Time & Collaboration: Give students time to continue drafting their own stories. Then, give time for partners to share their writing and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

Day 9: Revise & Edit, Dialogue

Lesson Goals: Reread a piece of writing and make revisions and edits.

Materials:

Dialogue Sheet 1

Instructional Procedures:

1. *Introduction:* Tell students that they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Revise:* Narrative stories use dialogue to reveal the thoughts and feelings of the characters. Dialogue is between two or more characters.

Read the example at the top of *Dialogue Sheet 1*.

Dad looked over at me. “Peter? Why so silent?”

“Just thinking,” I said.

“Are you worried about Grandpa coming here?” Mom asked.

“A little,” I said. I saw a funny look pass from Mom to Dad. “Where is he going to stay?” I asked. “In the guest room?”

“Well,” Dad said with a kind of sigh, “no, Peter.”

“Where then?” I asked.

Discuss: *How does this dialogue reveal Peter’s thoughts and feelings?*

Model searching for a place in your writing where two or more characters are talking. Model revising the dialogue to reveal the feelings, thoughts and emotions of the characters.

3. *Edit:* When author’s use dialogue in their stories they follow rules for punctuation.

Discuss: the dialogue rules listed on *Dialogue Sheet 1*.

Model editing the dialogue in your story to match the dialogue rules.

Work Time & Collaboration: Give students time to revise and edit dialogue in their own stories. If a student does not have dialogue, encourage them to add it. Then, give time for partners to share their dialogue and receive feedback.

- What do you like about the way I used dialogue in my story?
- What might I do to improve it?

DIALOGUE SHEET 1

Narrative stories use dialogue to reveal the thoughts and feelings of the characters. Dialogue is between two or more characters.

Example from page 14 of *The War with Grandpa*:

“Peter? Why so silent?”

“Just thinking,” I said.

“Are you worried about Grandpa coming here?” Mom asked.

“A little,” I said. I saw a funny look pass from Mom to Dad. “Where is he going to stay?” I asked. “In the guest room?”

“Well,” Dad said with a kind of sigh, “no, Peter.”

“Where then?” I asked.

Dialogue rules:

1. Put quotation marks around words that are being spoken. **“Peter, why so silent?”**
2. Punctuation goes inside the quotation marks. **“Peter, why so silent?”**
3. Use dialogue tags to show who is speaking.
“Are you worried about Grandpa coming here?” Mom asked.
4. Typically, the dialogue tag comes *after* the dialogue. Put a comma inside the quotation marks and a period after the dialogue tag.
“Just thinking,” I said.
5. Capitalize the first word of what is being said.
“Well,” Dad said with a kind of sigh, “no, Peter.”
6. Use commas to separate spoken language from the rest of the sentence.
“Well,” Dad said with a kind of sigh, “no, Peter.”
7. Start a new paragraph each time a new person speaks.
 - > **“Are you worried about Grandpa coming here?” Mom asked.**
 - > **“A little,” I said. I saw a funny look pass from Mom to Dad. “Where is he going to stay?” I asked. “In the guest room?”**
 - > **“Well,” Dad said with a kind of sigh, “no, Peter.”**

Day 10: Revise & Edit, Dialogue Tags

Lesson Goals: Reread a piece of writing and make revisions and edits.

Materials:

Dialogue Sheet 2

Instructional Procedures:

1. *Introduction:* Tell students that they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Revise:* Yesterday we learned that narrative stories use dialogue to reveal the thoughts and feelings of the characters. They use dialogue tags to tell who in the story is talking.

The most common dialogue tags are:

- *said* – used when the character makes a statement.
- *asked* – used when the character asks a question.
- *exclaimed* – used when the character says something in surprise, anger, or pain.

When used repeatedly in our stories, these dialogue tags can make the story feel flat.

Discuss: *Dialogue Sheet 2* which provides some other ideas for dialogue tags. Encourage students to add some of their own ideas to each list.

3. *Revise:* Model revising dialogue tags in your own writing, choosing alternatives to *said*, *asked*, and *exclaimed*.
4. *Edit:* Model continuing to pay attention to the rules for punctuation.

Work Time & Collaboration: Give students time to revise and edit dialogue tags in their own stories. Then, give time for partners to share their dialogue and receive feedback.

- What do you like about the way I used dialogue in my story?
- What might I do to improve it?

DIALOGUE SHEET 2

STATEMENT	QUESTION	EXCLAMATION
said	asked	exclaimed

uttered declared announced mentioned shared blabbered blurted proclaimed commented whispered murmured remarked answered replied responded	questioned quizzed begged demanded pressed	blurted uttered cried hollered shouted chirped bellowed thundered hailed shrieked announced
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Day 11: Edit & Revise

Lesson Goals: Reread a piece of writing and make revisions and edits.

Materials:

Editing and Revision Checklist

Instructional Procedures:

1. *Introduction:* Tell students they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Edit:* Model editing your own writing using the editing checklist.
3. *Revise:* Model revising your own writing using the revision checklist:

Work Time & Collaboration: Give students time to revise and edit their own stories. Then, give time for partners to share their stories and receive feedback.

- How did I use proper punctuation, grammar, and spelling in my story?
- What might I do to improve it?

Editing Checklist:

- _____ Sentences start with a capital letter.
- _____ I used capital letters for proper nouns.
- _____ I have punctuation at the end of each sentence.
- _____ I checked my words for spelling.
- _____ I indented paragraphs.

Revision Checklist:

- _____ I started with an introduction that is clear.
- _____ I ended with a conclusion that is clear.
- _____ I used transition words at the beginning of paragraphs.
- _____ I used language to show how one event may have caused another event.
- _____ Sentences make sense.
- _____ Sentences stay focused on the topic.
- _____ I added details and elaboration that are important to the topic.
- _____ I used key vocabulary.

Day 12-15: Publish & Share

Lesson Goals: Publish a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students they will now be preparing their piece of writing for others to read. This is called publishing.
2. *Discuss:* how stories will be published—handwritten, typed, or other. Let them know when and how their stories will be shared with the class.

Work Time & Collaboration: Give students time to publish their writing and share their writing with an audience.

Ideas for publishing:

- illustrated book,
- chapter book,
- handwritten book; and
- audio book.

Ideas for sharing:

- read stories aloud to classmates,
- read stories aloud to another class,
- make stories available for others to read (in the classroom, library, or other); and
- take stories home to share with family.

An **author's chair** is a fun classroom tradition. It is a decorated chair in which an author sits to share his/her writing. Teachers can paint a wooden chair or have each new class decorate a pillowcase to go over the back of a chair. This quickly transform a standard classroom chair into something special for young authors.

Checklist for Assessing a Narrative Story

<p>Cover _____/6</p>	<p>____ Has a title that is short. ____ The title puts a picture in the reader's mind.</p> <p>____ Includes a blurb that talks briefly about the story. ____ The blurb entices the reader to read the book.</p> <p>____ The cover gives the reader a clue about the story. ____ The cover gets the reader interested.</p>
<p>Exposition ____/6</p>	<p>Characters ____ Introduces more than one character. ____ Gives important details about each character. ____ Is written in the first or third person.</p> <p>Setting ____ Establishes a setting: time and place. ____ Gives important details about the setting.</p> <p>Problem ____ Introduces a problem/conflict.</p>
<p>Rising Action ____/8</p>	<p>Text Structure ____ Presents a logical series of events that result from the conflict. ____ Events build toward a climax. ____ The events reveal the author's central message or theme.</p> <p>Craft ____ Includes the development of a main character. ____ Includes dialogue and/or interior monologue. ____ Uses language to show the passage of time. ____ Uses descriptive language. ____ Includes humor and/or figurative language.</p>
<p>Falling Action & Resolution ____/3</p>	<p>____ The problem is resolved. ____ The character has changed or learned something. ____ The ending is satisfying to the reader.</p>
<p>Revision and Editing ____/5</p>	<p>____ Writing is edited for spelling. ____ Writing is edited for grammar. ____ Writing is edited for punctuation. ____ Writing shows evidence of revision. ____ Published writing is polished.</p>
<p>Collaboration & Effort ____/4</p>	<p>____ Worked well with a partner. ____ Respectfully gave feedback to a partner. ____ Respectfully received feedback from a partner. ____ Showed good effort and persistence.</p>
<p>Total: ____/32</p>	<p>Comments:</p>

The Recess Argument

Blurb: Recess is usually the best part of the school day. Then one day a simple soccer game ends with an argument. Will the kids stay angry or try to fix the problem?

I usually love recess. At recess, I always play soccer with my best friend Jordan and other kids. One day, Jordan and I were on opposite teams. We were both running fast and trying our best to win.

“Pass it to me!” I shouted, waving my arms.

The ball rolled toward me, and I kicked it as hard as I could. It flew past the goalie and into the goal. I cheered proudly.

Jordan shook his head. “That goal doesn’t count,” he argued. “You were out of bounds!”

“No, I wasn’t,” I said quickly. My face felt hot.

“Yes, you were,” Jordan insisted. He crossed his arms. “It’s not fair.”

We began talking at the same time. Our voices grew louder and louder.

“That goal should count!” I protested.

“It shouldn’t!” Jordan replied firmly.

Other kids came over to see what was going on. I could feel the conflict growing bigger, like a small spark turning into a fire. I thought about yelling back even louder. Part of me wanted to argue until everyone agreed with me. Then I noticed Jordan’s face. He looked upset. I took a deep breath.

“Maybe we should ask someone,” I suggested quietly.

Jordan sighed. “Okay,” he said.

We walked over to Ms. Carter, the recess teacher. She listened carefully as we explained what happened.

“Sometimes people see things differently,” she said calmly. “Why don’t you replay the point?”

Jordan glanced at me. “Okay,” he said slowly.

“Okay,” I agreed.

We kicked the ball again, and the game continued. Soon we were both laughing and running across the field like before. The bell rang loudly and Jordan grinned.

“Good game,” he said.

“Yeah,” I replied with a smile.

I learned that day that arguments can happen, even between friends. But solving a disagreement together feels a lot better than staying mad.