

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

W2 - Lesson 3: Narrative Elements 1

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 Sentence Structure W1 - Lesson 2 Sentence Types W1 - Lesson 3 Paragraphs W1 - Lesson 4 Narrative Paragraphs W1 - Lesson 5 Review W1 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
W2 - Lesson 1 Poetry 1 W2 - Lesson 2 Poetry 2 W2 - Lesson 3 Narrative Elements 1 W2 - Lesson 4 Narrative Elements 2 W2 - Lesson 5 Review W2 - Quiz	
W3 - Lesson 1 The Writing Process 1 W3 - Lesson 2 The Writing Process 2 W3 - Lesson 3 The Writing Process 3 W3 - Lesson 4 Spelling W3 - Lesson 5 Review W3 - Quiz	

Language Arts Grade 5
 Version 5
 Preview/Review W2 - Lesson 3 Teacher Key

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Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W2 - Lesson 3:
Narrative Elements 1*

OBJECTIVES

By the end of this lesson, you should

- recognize the characteristics of narrative writing
- recognize and use elements of a story: setting, characters, point of view

GLOSSARY

characters - the people, animals, or things that take part in events in a story

narrative - writing that tells a story

point of view - is identified by who is telling a story

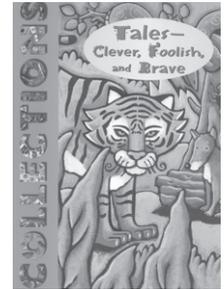
setting - where and when a story takes place

W2 - Lesson 3: Narrative Elements 1

As a class, read “What is a narrative?” on page 1 of the student booklet. Continue with “What is point of view?” on pages 1 and 2. Discuss the examples to ensure student understanding. (10 minutes)

What is a narrative?

- If a piece of writing tells a story, it is called a **narrative**. A story tells about something that has happened, who it happened to, and how it happened.
- Because you have written your own short story, you are already familiar with all the elements (parts) that are needed to create a good narrative. Let’s review them!
- **Elements of a story:**
 1. Point of view
 2. Setting
 3. Characters
 4. Plot
 5. Theme
- You will learn more about each of these elements by reading some of the stories from your anthology, *Collections: Tales–Clever, Foolish, and Brave*.



What is point of view?

- Point of view is identified by who is telling the story.
- If one of the characters is telling the story using the words “I” and “we”, it is **first-person point of view**. This is an excerpt from a story told in the first-person point of view:



I hate boys! They are loud and pushy and like to tease. One named Bart even tried to dip my hair in the glue pot during art class! I was so annoyed, I told the teacher. All she said was, “Boys will be boys.” Grrr!

- If the author is telling the story using words such as “he” and “she”, “they”, or “it”, then it is **third-person point of view**. For example: *Bart hated girls. He found them annoying and pesky. One time during art class, a girl named Ginny was giggling with her friend, Sally. They wouldn’t quit although he asked them politely to do so. He got so tired of them cackling that he dipped Ginny’s hair in the glue pot. Why were girls ever invented?*

Read and discuss “Why is setting important in a story?” on pages 2-3. Complete the exercise at the top of page 3. (10 minutes)

Why is setting important in a story?

- Setting describes where and when the story occurs.
- A good author spends a lot of time considering where to have the events of the story. For example, would it make more sense to meet a ghost at a fun-filled carnival on a sunny day or at a creepy, broken down house during a thunderstorm? The house, of course!
- The setting is important because it helps establish the **mood** of the story. A spooky cemetery creates a feeling of unease in the reader. On the other hand, a birthday party at Disneyland creates an atmosphere of excitement and fun.
- Sometimes the author does not say exactly where or when the story takes place, so the reader must look for clues.



- Read the following and try to determine when and where the story takes place.

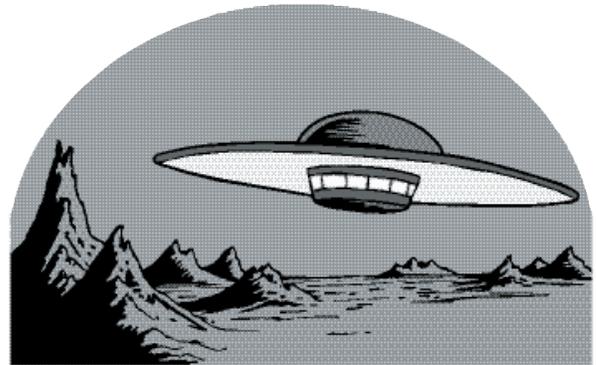
The tiny craft rumbled down the blacktop. Without even having travelled five feet, it lifted gracefully into the air and shot into the stratosphere. The pilot looked out of his night vision contact lens and noticed that he was not alone. Dozens of other craft zipped alongside him, the sounds of their electric engines humming softly. Peering slightly to his left, he noticed that the inhabitant of the nearest craft was outfitted in her RDS (radiation diffusion suit) to deflect any harmful gamma and x-rays should she decide to access the travel way in the ionosphere, three hundred and fifty kilometres above Earth.

Answers will vary. Some possibilities included in the paragraph below.

When? _____

Where? _____

Have students point out clues in the passage that led them to their answers. [This story is obviously set sometime in the future. Clues: ability of the craft to immediately launch itself, night vision contact lens, electric engines, RDS, highways in the ionosphere that is 350 km above Earth. None of these devices exist in the present time. The location is more difficult and answers will vary. Some students may say the spacecraft; others may say outer space.] Is there any mood created in this short passage? If so, what is it? [Student answers will vary. Some may say danger. Some may say excitement, etc.]



Read and discuss “How do characters add to a story?” on page 4. When you discuss the four main types of characters, point out to students that some characters may fall into more than one category. For example, a character that is fully developed and also goes through a change is a “dynamic round character.” (10 minutes)

How do characters add to a story?

- Characters are the people, animals, or things that take part in the events of a story.
- Characters are the story’s driving force. They make the actions happen.
- Remember that a reader can learn about a character in three ways:
 1. from the author’s description of the character
 2. how the character thinks, speaks, and acts
 3. what other characters say about that character
- There are four main types of characters.
 1. **Round characters:** These characters have lots of information given about them. The reader knows their personalities and what they look like. The main character in a story is usually a round character.
 2. **Flat characters:** The reader knows little about this type of character. The author usually only gives them one personality trait (for example, greedy).
 3. **Dynamic characters:** These characters go through some type of change in the story. For example, they may learn lessons and change their behaviours.
 4. **Static characters:** These characters stay the same throughout the story. They do not change at all.

*As a class, read Philip Sherlock’s “From Tiger to Anansi” on page 4 of the student anthology, “Collections 5: Tales—Clever, Foolish, and Brave”.
(15 minutes)*

*Have students complete “Let’s Try It!” on pages 5 to 9 of the student booklet. They may work alone or with a partner, whichever you prefer. Discuss.
(45 minutes)*

Let's Try It!

Read Philip Sherlock's story "From Tiger to Anansi" on page 4 of *Collections: Tales—Clever, Foolish, and Brave*. Then, answer the following questions.



Setting

1. What is the setting of this story, and how is it used in the plot?

The story takes place in a clearing of a jungle forest a long, long time ago.

The snake is trapped using components of the setting (such as the bamboo).

2. List words or phrases from the story that the author uses to appeal to the following senses.

a. sight:

bright green parrots (page 5)

tiger moving his tail from side to side (page 5)

the description of the Calaban (page 6): vines, noose, grass, berries

deep hole (page 6)

the Fly Up (page 7): trap, egg

snake's lair (page 7)

sunrise (page 7)

the bamboo tree (page 8)

b. sound:

animals talking and laughing (page 4, 6)

chopping the bamboo tree (page 8)

animals telling Snake to stretch (page 8)

the surprised silence of the animals (page 9)

c. touch:

cool leaves (page 5)

snake's heavy body (page 6)

sides of the hole, slippery with grease (page 6)

3. Can you clearly picture the setting? Why or why not?

Answers will vary.



Characters

4. List all the characters in the story. Then, tell if they are **round**, **flat**, **static**, or **dynamic**. Give reasons for your choices.

Answers will vary. Have students justify their answers.

Tiger: Flat—We know only that he thinks he is the king of the forest. Students may add that he is dynamic because he learns his lesson. The story does not support this, however. We know only he changed the name of the stories.

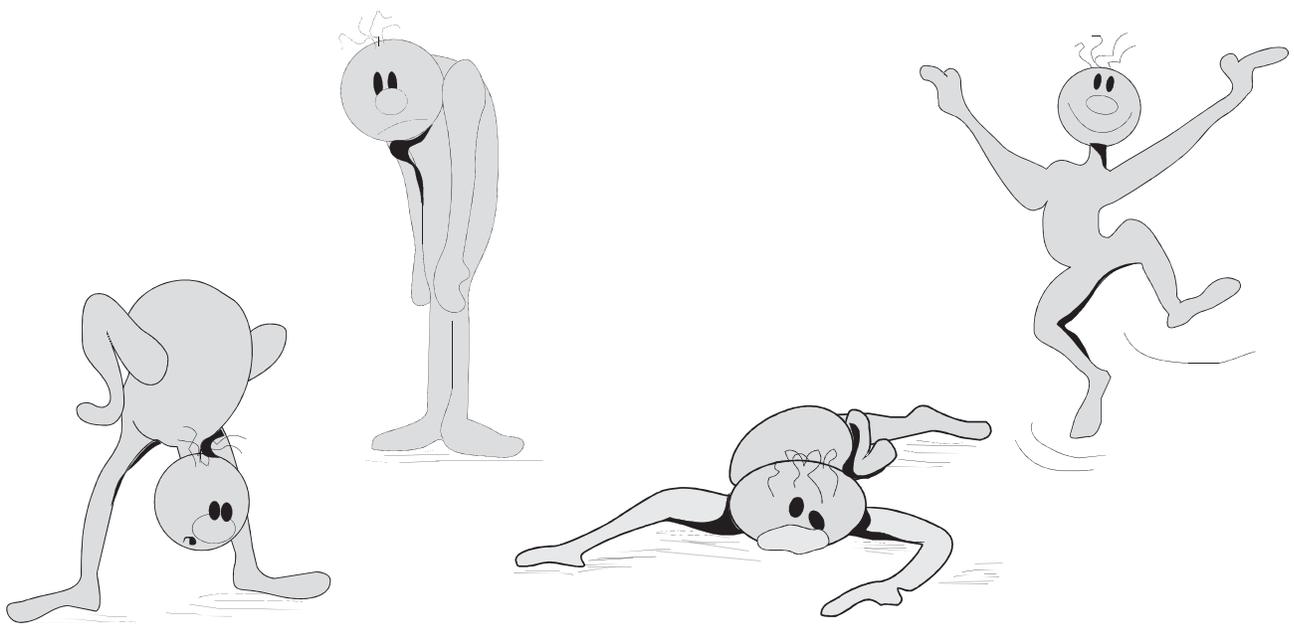
Snake: Round

Anansi: Round—Students may add that he is dynamic because he proves to himself that he is intelligent.

Dog: Flat

Frog: Flat

Parrot: Flat



5. Give clues from the story that show the personalities of Snake and Anansi.

	What the author says about the character	What the character himself says	What other characters say about him	What the character does
Snake	<i>hungry and thirsty; loves berries, bananas (p. 6) heavy body (p. 6) crawls (p. 5) observant (p. 6) happy (p. 7)</i>	<i>angry (p. 7) murderous (p. 7) proud and vain (p. 8)</i>	<i>clever (p. 7) long (p. 7)</i>	<i>intelligent; figures out how to get into the hole (p. 6-7) determined (stretched hard to be longer than bamboo) (p. 8-9)</i>
Anansi	<i>a thinker (p. 6)</i>	<i>humble, knows he is weak (p. 5)</i>	<i>weak (p. 5) stupid (p. 5) feeble (p. 6)</i>	<i>respectful, bows low to Tiger (p. 5) industrious determined; doesn't give up when plans fail (p. 6) intelligent (tricks Snake)</i>

6. What do the actions of both Snake and Anansi show about their characters?

Anansi may be small, but he is very determined and intelligent. He does not give up in his plans and eventually succeeds in catching Snake.

Snake is vain, and he lets his own ego lead to his downfall.

7. What lesson is learned by Snake? By Anansi? By Tiger?

All of them learned that someone can be small but mighty.

All of them learned that brains can defeat brawn.

Snake may have learned to control his vanity.

Tiger may have learned the same thing.



Optional: Assign the Extra Practice on pages 9 to 11.

Extra Practice

Choose one of the characters from the story “From Tiger to Anansi” and write a character sketch for him. The following steps show how to write a character sketch.

1. List all the words from the story that describe the character’s appearance (what he looks like).

e.g., Snake - heavy body; crawls; hungry; long

2. From your chart on page 8 of this booklet, pick three words that describe your character’s personality. Then, find examples from the story to prove that each personality trait you have listed is true.

a. *e.g., vain*

Proof from story: *e.g., Snake - heavy body; crawls; hungry; long*

b.

Proof from story:

c.

Proof from story:

3. Once you have collected all your information, turn it into a paragraph describing the character you have chosen. For example, everyone is familiar with the story “Casey at the Bat”. Here is a sample character sketch of Casey.

Casey was a broad-shouldered, red-haired man who wore a white sports jersey. He was an over-confident person who thought he could let the first two pitches go by because he knew he could hit the third pitch. Casey was also a show-off because he kept tipping his hat to the crowd and waving them to be quiet. Casey was selfish because he thought only of himself and not of his team.

Answers will vary.
