

*Important Concepts . . .*

# Preview Review



*Language Arts Grade 5 TEACHER KEY*

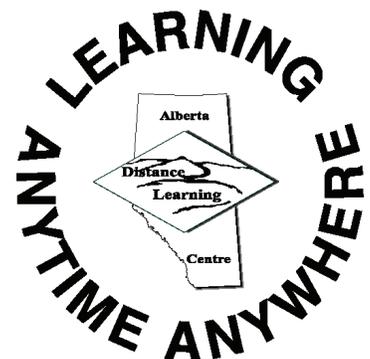
*W3 - Lesson 2: The Writing Process 2*

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 <b>W1 - Quiz</b>	<b>Textbooks</b>  <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 <b>W2 - Quiz</b>	
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 <b>W3 - Quiz</b>	

Language Arts Grade 5  
 Version 5  
 Preview/Review W3 - Lesson 2 Teacher Key

Publisher: Alberta Distance Learning Centre  
 Author: Pam Wenger  
 In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy  
 Preview/Review Publishing Coordinating Team: Nina Johnson,  
 Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

**ALL RIGHTS RESERVED**

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/Review Concepts for Grade Five Language Arts

## *TEACHER KEY*



*W3 - Lesson 2:  
The Writing Process 2*

# OBJECTIVES

By the end of this lesson, you should

- know tips for storywriting
- use the writing step of the writing process to produce a first draft of a story

# GLOSSARY

**story climax** - the most exciting moment of a story

**writing stage** - the second step in the writing process in which a first draft is produced

## W3 - Lesson 2: The Writing Process 2

*Review the following concepts from Lesson 1: why we write, the steps of the writing process, and why it is important to follow these steps (to organize our ideas). (5 minutes)*

*Inform students that today they will write the rough draft of their stories. Have them turn to page 1 of their student booklets. Read “What happens in the writing stage of the writing process?” Emphasize to them that the actual writing of the stories will not be difficult because they already have the story plans laid out in their webs. The task is to transfer the ideas from the webs into sentences. (3 minutes)*

### What happens in the writing stage of the writing process?

If you have completed the prewriting stage properly, the writing stage will be a cinch!

In the writing stage, you compose the rough draft of your story. Now, use the ideas from your story web to guide you.

*As a class, read “How should I start my story?” on pages 1 to 2 of the booklet. If students have any other ideas about an exciting story starter, have them share. (5 to 10 minutes)*

### How should I start my story?

Always begin your story with an exciting idea. Doing this will ensure that your reader will want to continue and finish the story. Think about it—if you pick up a book, read the first few pages, and find it boring, what do you do? Most of you will say you’ll put it down and never pick it up again. Is this what you want to happen with your story? Of course not! This is why you must start your story with a **BANG!**



How can you do this?

- Start with a wild fact! For example: *George was so excited, he gulped his milk and some flew out of his nose!*

- Start in the middle of an action. For example: *Crash! The window splintered into a thousand pieces.*
- Have one of your characters say something exciting. For example: *“Aaaaah!” screamed Jennie. “Get that big hairy thing off me!”*

The first part of your story should also inform the reader about the following:

- the setting
- who the main characters are
- what the conflict is

***Together, read “How can I describe the setting?” Discuss with students the importance of not having long descriptive passages in a short story. Instead, have some description within the action of the story to give the reader some sense of place. Too much description slows the pace of the story and the reader may lose interest. (5 minutes)***

## How can I describe the setting?

The best way to include the setting in your story is to fit it into the action. For example, instead of saying *Roger ran down the hallway*, you could say *Roger galloped down the narrow, dimly-lit hallway. The air was so cold that he could see the cloudy puffs of his breath in front of him.*

Here is another example. Instead of saying *Roger climbed the stairway*, you could say *Roger touched his foot to the mouldy stairway. As he shifted his weight, the step groaned eerily under his foot. The rickety banister felt icy and slippery in Roger’s grip.*

Be sure your descriptions appeal to all five of the reader’s senses. To help you do this, use the brainstormed words from your setting web.

**Reinforce that the same is true when describing character. Read and discuss “How should I describe my characters?” on page 3. Reinforce that it is much more interesting to learn about characters through their speech and actions or from the other characters than from the author describing them. This is why dialogue is so important in a story. (5 minutes)**

## How should I describe my characters?

Again, the best way is to fit the descriptions into the action. If you just describe each character’s appearance in a paragraph at the beginning of the story, the reader will not have a clear understanding of the character’s personality. Instead, give pictures of the character involved in different activities throughout the story.



You can describe your characters in three main ways.

1. You (the author) can describe them. For example: *Gigi had beautiful, long, auburn hair and sparkling, emerald eyes. Her mouth twitched mischievously as she stated, “I know exactly how we can get our revenge!”*
2. Show what other characters say about them through conversation. For example: *“Gigi, you are such a trouble maker,” giggled Rose. “What kind of crazy scheme do you want us to get involved in now?”*
3. Show how the your characters speak and act. For example: *“It’s perfectly safe,” Gigi retorted, winking at Rose. “I would never do anything that would get us in trouble,” she added, but at the same time, she held up both hands, showing that her fingers were crossed. “I promise,” she snickered.*

**Read “How should I introduce the conflict?” and “What should the body of my story be about?” on page 4 of the student booklet. Stress the importance of having a balance between dialogue and description prose.**

## How should I introduce the conflict?

The conflict is best introduced by having the main character think or talk about it. For example:

*Rose groaned and put her head in her hands. She grumbled, “Gigi, I know that you dislike Roger and that he has been treating you unfairly.”*

*“Unfairly!” Gigi screeched. “He’s been tormenting me about my braces for the last two years. I’m sick of being called ‘metal mouth’. It’s about time I decided to get back at him!”*

## What should the body of my story be about?

The body of your story should include all of the main events listed on your story web. These events should happen in a logical order. In this part of the story the main character tries to solve his or her problem.

Some suspense should be used in the body. The action should build to the most exciting moment (the climax) of the story. This moment can be a major crisis for your character, or it can be the event that solves the main character’s problem.

Try to include an equal amount of description and dialogue in your story. Too much of one or the other can make your story boring for your reader.

***Read “How should I end my story?” on page 4 of the student booklet. Discuss why leaving your title until you have finished your rough draft is important. This is so the title can properly reflect the contents of the story.***

***(5 minutes)***

## How should I end my story?

When you made your story web, you already decided how your story would end. Use this information now.

The ending should come right after the climax of your story. Do not drag things out! Again, you do not want to bore your reader. When the problem is solved, the reader is not interested in hearing much more. Wrap it up!

Basically, all loose ends should be “tied up” so that your readers are not left scratching their heads because they have unanswered questions.

Now is also the best time to think of an interesting title for your story. The title is best left to the end so you can be sure it fits your story.

***Have students complete “Let’s Try It!” on page 5. They will write the rough draft of their story in this activity. Remind them that getting their ideas down at this point is more important than to worry much about spelling and punctuation. Also, remind them that if they make a mistake, to cross it out and keep going rather than throwing away the paper and starting again. (30 to 35 minutes) Some students may need to finish the rough draft at home.***

### Let’s Try It!

Now that you are an expert on how to write a story, try it. Take one of the story webs that you completed in the last lesson and write a rough draft for a story. Remember to include all the parts talked about in this lesson. Double space your story to leave space for revisions and corrections at a later time. Use the next two pages for your story. Once you have completed the rough draft, use the checklist below to be sure you have covered everything.

1. The beginning of my story is exciting. \_\_\_\_\_
2. I have described the setting of my story. \_\_\_\_\_
3. I have described my characters. \_\_\_\_\_
4. I have explained the conflict and how the problem was solved. \_\_\_\_\_
5. I have equal amounts of dialogue and description in my story. \_\_\_\_\_
6. My story has a climax. \_\_\_\_\_
7. My story does not leave the reader with unanswered questions. \_\_\_\_\_
8. I have an appropriate title for my story. \_\_\_\_\_







***Optional: Assign Extra Practice.***

## **Extra Practice**

You still have one story web left. Create a rough draft of a story that uses this web. Remember to include the following parts:

- an exciting beginning
- a description of the setting
- a description of the main characters
- a conflict or problem that is solved
- events in proper order
- description balanced with dialogue
- a climax
- an ending that answers remaining questions
- an appropriate title

You can start your story below and continue on paper of your own.

