

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

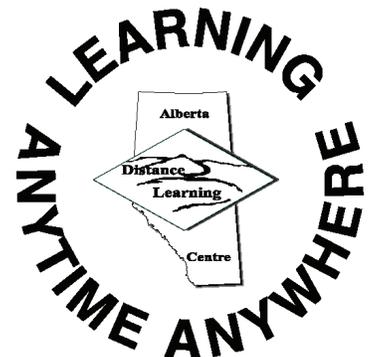
W1 - Lesson 4: Narrative Paragraphs

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 W1 - Lesson 4 Teacher Key

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Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W1 - Lesson 4:
Narrative Paragraphs*

OBJECTIVES

By the end of this lesson, you should

- recognize the parts of a narrative paragraph
- write an orderly and effective narrative paragraph

GLOSSARY

narrative - a story, or referring to a story

time sequence - a logical order of events

narrative paragraph - a paragraph that tells part of a story

TO THE TEACHER:

Lesson 4: Narrative Paragraphs

Review the concepts from previous lessons:

- *the parts of a paragraph*
- *unity*
- *coherence*

Ask students to predict what a narrative paragraph is.

Read “What is a narrative paragraph?”

W1 - Lesson 4: Narrative Paragraphs

What is a narrative paragraph?

- A **narrative** tells a story. You should be able to guess that a **narrative paragraph** is a paragraph that tells part of a story.
- This type of paragraph describes something that happened and how it happened. The events may be real or imaginary.
- The events are usually told in the order that they occurred. The paragraph starts with the event that happened first, then tells about the events that followed, and finishes with the event that happened last. This logical order of events is called **time sequence**.
- Need an example? Here you are!

Mike was so excited. He grabbed his fishing rod and tackle box from the truck and carried it to the river. He set everything down near the rushing water and proceeded to bait his hook. When he had finished this task, he made his first cast. The line flew out over the water and splashed down near the far bank. Mike sat back against an old log with a big smile on his face. He began to wind the reel slowly to draw the hook in. He couldn't wait for that first tug on his line!



Discuss the sequence of events from the sample paragraph. What happened first, next, ...last?

Read “What are the parts of a narrative paragraph?” and “How do I write a narrative paragraph?” on pages 1-3 of the student booklet.

What are the parts of a narrative paragraph?

- As any paragraph, a narrative paragraph has three **parts**:
 1. a topic sentence
 2. the body
 3. a concluding sentence
- A narrative paragraph must also have unity and coherence.

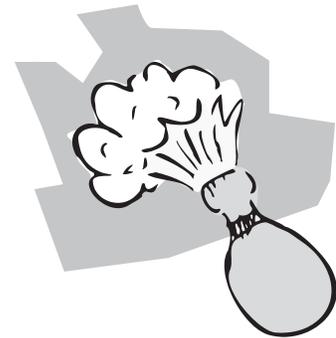
How do I write a narrative paragraph?

- It’s easy. Just complete the following steps.
 1. Choose your topic. Think of something that happened to you or someone else. For example, *you or someone you know has a hard time getting up early.*
 2. Write a topic sentence that explains the first event in your paragraph. For example, *Nadine groaned and rolled out of bed.*
 3. Plan the body of your paragraph by listing several things that happen when someone gets up early in the morning. For example,
 - get brush caught in hair
 - put shirt on backwards
 - mismatch socks
 - try to open eyes
 - stumble around room
 - put shaving cream on toothbrush



4. Organize your sentences according to time sequence. Which happened first, second, and so on? You can do this by writing numbers beside each idea in your list. For example,

- get brush caught in hair (#5)
- put shirt on backwards (#3)
- mismatch socks (#4)
- try to open your eyes (#1)
- stumble around room (#2)
- put shaving cream on toothbrush (#6)



5. Take each idea and put it into a sentence. Add these sentences after your topic sentence. For example,

Nadine groaned and rolled out of bed. She rubbed her sticky eyes in an attempt to focus better. She stumbled over to her closet and pulled out a shirt. She pulled it on, not realizing it was inside out. She reached blindly into her sock drawer and grabbed two socks. Hopping unsteadily, she managed to get one green one and one red one on her feet. Nadine groped her way to the bathroom and tried to brush her hair. Instead, she only managed to trap the brush in her messy curls. Moaning, she left the brush hanging and grabbed her toothbrush. Imagine her shock when she realized that instead of her toothpaste she had accidentally put her dad's shaving cream on the toothbrush!



6. The event you listed as last (#6) becomes your concluding sentence. In the above paragraph, your concluding sentence is:

Imagine her shock when she realized that instead of her toothpaste she had accidentally applied her dad's shaving cream on the toothbrush!

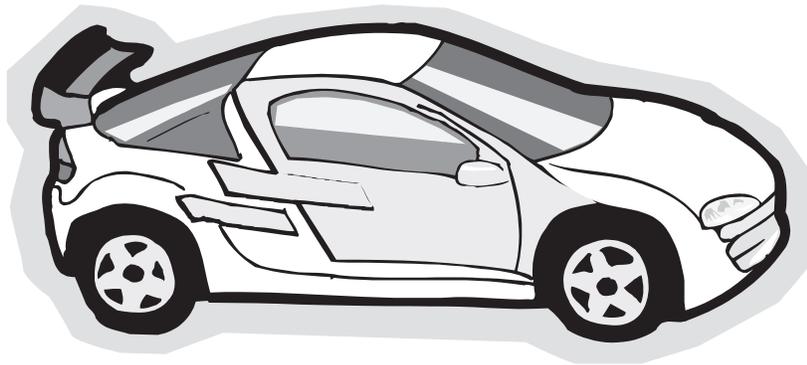
Have students complete “Let’s Try It!” exercises 1 and 2 on pages 4-5 of the booklet. Discuss the results.

Let’s Try It!

1. Rewrite the following paragraph so the events are in the proper order.

Then, he scrubbed the car down with a brush. He turned on the water hose. Next, he polished the car to be sure any water droplets were gone. Josh decided to wash his car. He stopped to admire his work. He took a pail and brush from the garage. He sprayed water all over the car to get most of the mud and dust off. He rinsed off any remaining dirt.

Josh decided to wash his car. He took a pail and brush from the garage. He turned on the water hose. He sprayed water all over the car to get most of the mud and dust off. Then, he scrubbed the car down with a brush. He rinsed off any remaining dirt. Next, he polished the car to be sure any water droplets were gone. He stopped to admire his work.



2. Read the following paragraph, and then write the topic and concluding sentences.

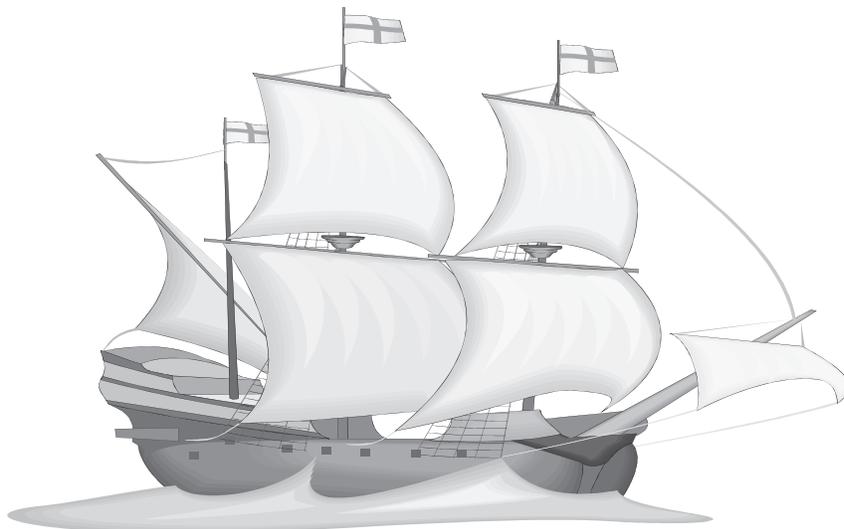
Columbus set out on his ship, the Pinta, on August 3, 1492, to try to discover a new route to China. He was accompanied by two other ships, the Nina and the Santa Maria. On October 12, 1492, the Pinta reached what Columbus thought was the West Indies. It is believed that he went ashore and raised the flag, claiming the land for Spain. It is not known with certainty exactly where this claim took place, but it is believed to be the present day island of San Salvador. He saw a group of dark-skinned people on the shore and called them “Indians” because he believed he was sailing into India.

Topic sentence:

Columbus set out in his ship, the Pinta, on August 3, 1492, to try to discover a new route to China.

Concluding Sentence:

He saw a group of dark-skinned people on the shore and called them “Indians” because he believed that he was sailing into India.



Optional: Assign Extra Practice on pages 7-8 of the booklet.

Extra Practice

1. Put the following sentences into a logical order to create a narrative paragraph. Write the new sentence numbers in the spaces.

- 3 1. He was horrified when the oracle told him that one of his children would grow up to destroy Cronos and take away his power.
- 5 2. He was going to swallow them before they were big enough to hurt him.
- 2 3. One day, Cronos went to the local oracle and asked what life would hold for him in the days to come.
- 8 4. She hid Zeus and, instead, sent her husband a stone wrapped in a baby's blanket.
- 6 5. Rhea, of course, was very upset with her husband, but she could not disobey him.
- 1 6. The Greeks were very superstitious people and often consulted oracles about their future.
- 9 7. Cronos gobbled up all his children, including the blanketed stone, and now believed he was safe from harm.
- 7 8. She sadly sent all of the children except the youngest, baby Zeus, to Cronos.
- 4 9. Cronos did not want this to happen, so he went home and told Rhea to collect all the children.

