

Important Concepts . . .

Preview Review



Language Arts

Grade 5

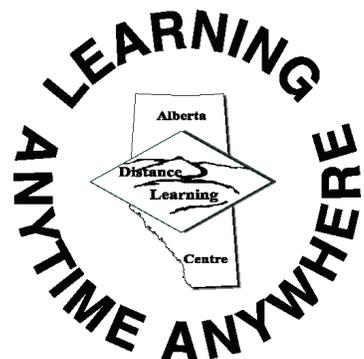
W2 - Lesson 3: Narrative Elements 1

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	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
W1 - Quiz 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	
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Language Arts Grade 5
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 Preview/Review W2 - Lesson 3

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Preview/Review Concepts for Grade Five Language Arts



***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

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?*

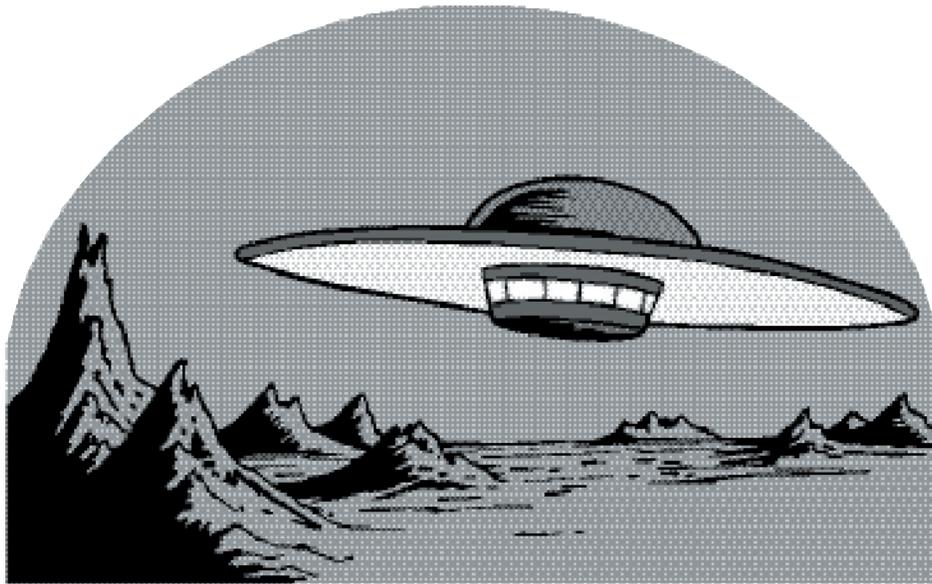
Why is setting important in a story?

- 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.



When? _____

Where? _____

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.

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?

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

a. sight:

b. sound:

c. touch:

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



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				
Anansi				

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

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



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).

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. _____

Proof from story: _____

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.
