

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

W2 - Lesson 4: Narrative Elements 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 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 4 Teacher Key

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Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W2 - Lesson 4:
Narrative Elements 2*

OBJECTIVES

By the end of this lesson, you should

- recognize and use the parts of a story plot
- recognize and use story theme

GLOSSARY

climax - the most exciting point in a story where the main character faces the problem

conclusion - the ending of a story

falling action - the events after the climax that show how the problem is solved

foreshadowing - clues given by an author to suggest what will happen in the future

initial event - the first action that causes other events in a story

plot - the sequence of events in a story

rising action - the events that lead to the climax

theme - the topic of a story, or a lesson taught by an author

TO THE TEACHER

Review with students the elements of a story from Lesson 3: setting, characters, and point of view. (10 minutes)

Tell students that today they will look at the final two elements of a story: plot and theme.

As a class, read and discuss “What are the parts of the plot?” on pages 1 and 2 of the student booklet. (10 minutes)

Explain the different types of conflict:

- *person versus person: A problem arises between two or more characters in the story.*
- *person versus his environment: People often face problems with their environment. Examples of problems with nature are a fisher fighting a storm or a hiker lost in the woods. Examples of problems in society could be someone breaking the law or someone who is going against accepted tradition.*
- *person versus himself or herself: Characters often face moral conflicts or conflicts that oppose their values. They must then struggle within themselves to make decisions.*

W2 - Lesson 4: Narrative Elements 2

In the last lesson, you learned the importance of point of view, setting, and character in a story. Today, you will study the remaining two elements—plot and theme.

What are the parts of the plot?

Plot is the sequence of events in a story.

Every plot contains the following parts.

1. **Initial event:** This is the first action that causes the other events in the story. It introduces the problem (conflict) that the main character faces.

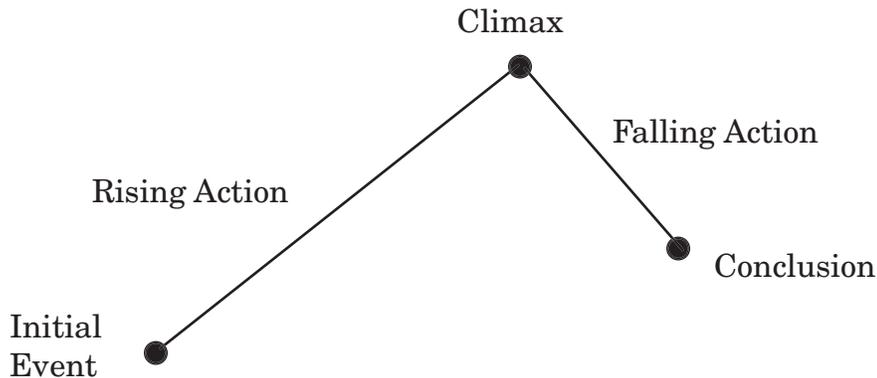
Conflicts are of three different types:

- a. person against person
- b. person against environment or society
- c. person against himself or herself



2. **Rising action:** The rising action is all the events that lead to the climax. Suspense is built as the character tries to solve the problem.
3. **Climax:** The climax is the most exciting moment in the story. It is usually the point where the main character faces a problem head-on.
4. **Falling action:** The falling action explains how the main character solves the problem and how he or she feels about it.
5. **Conclusion:** This is the ending of the story. Various details may be dealt with, and the theme is often made clear.

These parts are shown on the following plot diagram:



Discuss the meaning of suspense. Then read “How can an author develop suspense?” on page 2. Point out that in a movie, suspense is often built through the use of appropriate music. Writers do not have this advantage, so they have to paint a picture of the danger through their words. (5 minutes)

How can an author develop suspense?

- Authors often use a strategy called **foreshadowing** to build suspense. Foreshadowing means giving clues throughout the story about what is going to happen. For example, Little Red Riding Hood’s statement “*Grandma, what big teeth you have!*” is a clue that the wolf is going to try to eat her.
- Authors can tell the reader that the character is in danger. For example: *Jack looked at the huge beanstalk that seemed to stretch forever into the sky. He knew that at the top of that beanstalk was a ferocious giant that was capable of great evil. Despite this, Jack began to climb.*

Read and discuss “What is theme?” on page 2. (5 minutes)

What is theme?

- The **theme** of the story is the subject or topic, or what the author is trying to teach the reader. It is often a statement about life or human behaviour.

- Sometimes, the author will tell what the theme is. At other times, the reader will have to decide the theme from the events and the character.
- Clues to the theme may be found in the conflict, the outcome, and the title of the story.

As a class read “Little Kay”. (15 minutes)



Read “Little Kay” by Robin Muller. It is on page 60 of *Collections: Tales—Clever, Foolish, and Brave*.

Have students complete “Let’s Try It!” on pages 3 to 5 of the student booklet. They may work alone or with a partner. Discuss. (45 minutes)

Let’s Try It!

Theme

1. Discuss how the theme of this story is similar to the theme of “From Tiger to Anansi”.

The main characters may be small, but they are mighty when it comes to intelligence.

2. How does the author develop the theme in this story? Does he give you clues or does he tell you the theme?

He tells the reader on page 64. The author writes, “But he could not rid himself of the suspicion that all was not what it seemed. Deep in his heart he feared the old magician had tricked him by sending him a girl.”

On page 65 Kay states, “Fine feathers don’t make a fierce falcon!” The author also gives clues every time he mentions how small Kay is and whenever someone speaks about her being a weak girl.

Plot

3. Answer the questions a. to f. Then place the letters *a* to *f* on the plot diagram on the next page.

a. How does the story begin?

The story begins with the Sultan’s decree that a son must be sent to him to serve as a knight. The magician is upset because he has no son and fears he will be disgraced.

b. What problem does the main character face?

Kay’s problem is proving her worth.

c. What is the climax of the story?

The climax occurs when Kay is discovered to be a girl.

d. What events happen between the beginning and the climax of the story?

The sisters try to prove they are brave, but they fail their father’s tests.

Kay passes her father’s test by defeating the dragon.

Kay goes to the Sultan, who is suspicious that she is a girl.

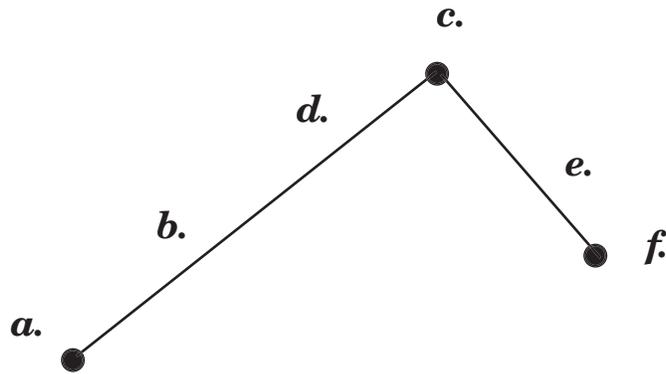
He tests Kay many times, but she passes the tests.

e. How does the main character solve her problem?

Kay defeats the ogre.

f. How does the story end?

Girls are allowed to serve the Sultan.



4. How does the author build suspense in the story?

Answers will vary. Kay has to face many tasks, which builds suspense.

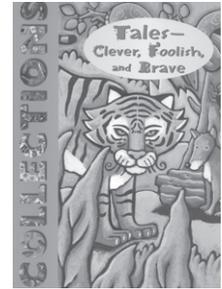
5. What two types of conflict are in the story: person against person, person against environment, or person against himself or herself? Explain your choice.

Person versus person: Kay has to prove to others she is a worthy knight.

Person versus environment: Kay has to pass all the tests put before her.

Optional: Assign the Extra practice on page 6.

Extra Practice



Read the story “The Ideas Peddler” by Sarah Ellis on page 41 of *Collections: Tales–Clever, Foolish, and Brave*. Then, answer the following questions.

1. Create a plot diagram for the story.

Initial event: *A fair is held in Aberbog. Many peddlers arrive. One of them has no merchandise, he just sells ideas.*

Rising action: *Sophie buys a whim.
Mary buys an impression.
Many more people buy; some are satisfied, some not.*

Climax: *The mayor and council decide to run the peddler out of town.*

Falling action: *The peddler disappears.
People begin thinking up their own ideas.
The mayor is forced to move to another town.*

Conclusion: *People have fun thinking up new ideas.*

2. What is the theme of this narrative?

Answers will vary. For example, new ideas are fun. The peddler stated, “The use of them is fresh air for the brain.” (page 44).
