NARRATIVE TEXTS AND NARRATIVE WRITING

Note: This PowerPoint outlines your writing tasks for weeks 3 and 4. You will have a total of 10 writing tasks to complete, one writing task each school day. Complete all tasks in an exercise book and submit to your teacher once completed.
WHAT ARE NARRATIVE TEXTS?

Narrative texts tell a story which entertains the reader or listener. Narrative texts usually follow a clear and distinct structure. Descriptive language is used in narrative writing.

There are many types of narrative texts such as:

- picture books
- short stories
- novels
- traditional tales.
### TASK 1

Watch the video of Harry the Dirt Dog read by Betty White:
[https://www.youtube.com/watch?v=7j0OY3236jw](https://www.youtube.com/watch?v=7j0OY3236jw)

<table>
<thead>
<tr>
<th>What happens at the beginning of the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What goes wrong when Harry arrives home?</td>
</tr>
<tr>
<td>How is this problem solved?</td>
</tr>
</tbody>
</table>
# Narrative Text Structure

<table>
<thead>
<tr>
<th>Orientation</th>
<th>This is the beginning of the story in which <strong>the setting, the characters</strong> and <strong>the plot</strong> are introduced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complication</td>
<td>There is a <strong>problem or challenge</strong> that the main characters need to solve.</td>
</tr>
<tr>
<td>Series of Events</td>
<td>These are <strong>the events that occur</strong> as the main characters try to solve the problem.</td>
</tr>
<tr>
<td>Resolution</td>
<td>This is <strong>the solution to the problem</strong> which may lead to a happy or unhappy conclusion for the main characters.</td>
</tr>
</tbody>
</table>
Once upon a time, there lived a sweet old woman and a grumpy old man. They lived in a tiny cottage down near the river. The grumpy old man was hungry, so the sweet old woman decided to bake him a gingerbread man.

Soon, the tiny kitchen smelled of delicious gingerbread. The sweet old woman opened the oven door. All of a sudden, the tasty gingerbread man jumped off the oven tray. He ran out of the door and down the long street. With the old woman running tiredly behind, the gingerbread man cried, “You can’t catch me, I’m the gingerbread man!”
NARRATIVE EXAMPLE – THE GINGERBREAD MAN

Series of Events

The gingerbread man ran through the grassy field. Before long, the whole town was running along behind him. No one was fast enough to catch him! The gingerbread man finally arrived at the bank of the wide river. He looked around for an object to transport him to the other side safely.

Resolution

Out of the bushes, a sly, hungry fox appeared. He offered to take the gingerbread man across the river. As soon as they reached the other side, the clever fox tossed the gingerbread man into the air and ate him.
THE KING OF THE BIRDS – TASK 2

Read each paragraph of the narrative text on the following slide.

Decide which part of the narrative structure each paragraph belongs to.

Type the paragraph into the correct row of the table on the following slide.

Read through the entire narrative in the correct order.
The birds decided to call a meeting to discuss the problem. The myna bird suggested that the bird who could fly the highest should be crowned the king. The eagle boasted that he was sure to win. But the sparrow warned him not to be so vain.

One day, the jungle animals began to laugh at the birds because they did not have a king. The birds had never worried about this before but they were embarrassed by the other animals’ teasing. They started to fight amongst themselves about which bird should be the king of the flock.

Suddenly, the tiny sparrow darted out from underneath the eagle’s wing. He had been flying there all along! He darted just above the eagle and called to the others. They were delighted - the boastful eagle had been defeated! They decided at once to crown the sparrow as their king.

The King of the Birds

The day of the big race finally arrived. All of the birds lined up together to race. The race began! One by one, the smaller birds gave up. Eventually, the eagle was the only bird left in the sky. He declared himself the winner and stopped flying. The other birds were disheartened. They didn’t want the proud and boastful eagle as their king!

Years ago, deep in the jungle, there lived a group of birds. Birds of all shapes and sizes belonged to the flock – strong eagles, patient owls, friendly myna birds and tiny sparrows. The birds were happy and lived peacefully together.
# THE KING OF THE BIRDS – TASK 2

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>Complication</td>
<td></td>
</tr>
<tr>
<td>Series of Events</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
</tr>
</tbody>
</table>

To complete task 2 you will need slides 4-9.
LISTEN AND SING ALONG!

• To review the structure of a narrative text, watch the *Parts of a Story Song* on YouTube and SING ALONG!

• [https://www.youtube.com/watch?v=zLn_VYodqa4](https://www.youtube.com/watch?v=zLn_VYodqa4)
Narrative texts use descriptive language. The author ‘paints pictures with words’ so that readers can imagine what is happening in the story.

Here are some examples of language you might find in a narrative text:

- a range of verb types, usually written in past tense
- nouns to name people, places or things
- adjectives and adjectival phrases to describe nouns
- adverbs and adverbial phrases to describe verbs.
## Descriptive Language in Narrative Texts

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noun</strong></td>
<td>A noun is a person, place or thing.</td>
</tr>
<tr>
<td><strong>Adjective</strong></td>
<td>An adjective describes the noun.</td>
</tr>
<tr>
<td><strong>Verb</strong></td>
<td>A verb is a doing word.</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>An adverb describes the verb.</td>
</tr>
</tbody>
</table>
This section of text from *The Gingerbread Man* contains many examples of descriptive language. Highlight or underline the **nouns** (blue), **adjectives** (light blue), **past tense verbs** (green) and **adverbs** (pink).

Soon, the tiny kitchen smelled of delicious gingerbread. The sweet old woman opened the oven door. All of a sudden, the tasty gingerbread man jumped off the oven tray. He ran out of the door and down the long street. With the old woman running tiredly behind, the gingerbread man cried, “You can’t catch me, I’m the gingerbread man!”
Adverbial phrases add more meaning to a verb. They describe how, where, why or when.

e.g. The gingerbread man ran...
... as fast as he could. (how)
... into the grassy field. (where)
... because he wanted to escape. (why)
... in the early hours of the morning. (when)
DESCRIPTIVE LANGUAGE – ADVERBIAL PHRASES

Adjectival phrases add greater description to a noun or pronoun.
e.g. The gingerbread man...
... with the shiny red buttons
... with the mischievous smile
... with white and red decoration
jumped off the oven tray and ran out the door.
DESCRIPTIVE LANGUAGE ACTIVITY – TASK 4

Identify an **adverbial phrase** and an **adjectival phrase** in the descriptions below.

The strong and courageous Jack climbed with all of his strength.
The giant with the huge voice shouted down the beanstalk.
The tall and sturdy beanstalk shook from side to side.

To complete task 4 you will need slides 14-16.
Use the language features explored on the previous slides (nouns, adjectives, verbs, adverbs, adjectival phrases and adverbial phrases) to create your own description of the scene shown in the image below.

Share your descriptions with your family members.
“CAUGHT YOU!” – TASK 6

• This week you are going to write a narrative (a story).
• The topic you have been given for your narrative is “Caught you!”.
• Think: What do you want your story to be about? Who has been caught? What were they caught doing? You might write a story about someone caught doing the wrong thing or even a game that was being played between friends.
• Plan: Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end. Use the narrative planning template on the following slide to help you plan.
• Use the following link to assist you with writing your plan.
• https://www.youtube.com/watch?v=OgNVUZvB9Ow
### NARRATIVE PLANNING TEMPLATE

**Title** ________________________________

<table>
<thead>
<tr>
<th>Orientation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Characters</td>
</tr>
</tbody>
</table>

| Complication: |

| Events and Climax |

<p>| Resolution: |</p>
<table>
<thead>
<tr>
<th>when does the story take place?</th>
<th>where does the story take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time...</td>
<td>...in a toy shop</td>
</tr>
<tr>
<td>One stormy night...</td>
<td>...at the park</td>
</tr>
<tr>
<td>One gloomy morning...</td>
<td>...at my house</td>
</tr>
<tr>
<td>Long, long ago...</td>
<td>...in the deep ocean</td>
</tr>
<tr>
<td>One Sunday afternoon...</td>
<td>...in the cold snow</td>
</tr>
<tr>
<td>It was school holidays...</td>
<td>...in a cute little cottage</td>
</tr>
<tr>
<td>One terrible morning...</td>
<td>...in a beautiful castle .</td>
</tr>
<tr>
<td>It was the end of school...</td>
<td>...at the zoo</td>
</tr>
<tr>
<td>It was a hot summer’s day...</td>
<td>...in the playground</td>
</tr>
<tr>
<td>The night before Christmas...</td>
<td>...at a race car track</td>
</tr>
<tr>
<td>In the middle of the night...</td>
<td>...in a dark forest</td>
</tr>
<tr>
<td></td>
<td>...in a haunted house</td>
</tr>
<tr>
<td></td>
<td>...at a theme park</td>
</tr>
<tr>
<td></td>
<td>...in the depths of the jungle</td>
</tr>
<tr>
<td></td>
<td>...in an old library</td>
</tr>
<tr>
<td></td>
<td>...in the smoky city</td>
</tr>
<tr>
<td>CHARACTER TRAITS</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td></td>
</tr>
</tbody>
</table>

**How does the character feel during the story?**
- angry
- confused
- content
- cranky
- embarrassed
- excited
- frightened
- frustrated
- grateful
- guilty
- happy
- hopeful
- hurt
- joyful
- loved
- mad
- surprised

**What does the character look like on the outside?**
- tall
- short
- attractive
- wears
- glasses
- grubby
- strong
- Pale
- stylish
- bearded
- dark
- cute
- wrinkled
- spiky
- hair
- sparkling dress
- wavy hair

**What is the character like on the inside?**
- bossy
- brave
- charming
- clever
- clumsy
- curious
- energetic
- friendly
- greedy
- grumpy
- helpful
- joyful
- kind
- lazy
- loving
- mean
- naughty
WRITE YOUR ORIENTATION PARAGRAPH - TASK 7

• Use the following link to assist you with writing your orientation paragraph.
  • https://www.youtube.com/watch?v=LdjdLvUwndI

• Use the following link to assist you with writing your narrative using appropriate language elements.
  • https://www.youtube.com/watch?v=3fDbenhTwjw

To complete task 7 you will need your narrative plan and slides 20-21.
WRITE YOUR COMPLICATION PARAGRAPHS- TASK 8

• Use the following link to assist you with writing your complication paragraphs.
  • [https://www.youtube.com/watch?v=DfRbqCXoewU](https://www.youtube.com/watch?v=DfRbqCXoewU)

To complete task 8 you will need your narrative plan and slides 20-21.
To complete task 9 you will need your narrative plan and slides 20-21.

WRITE YOUR RESOLUTION PARAGRAPHS - TASK 9

• Use the following links to assist you with writing your resolution paragraphs.
  • https://www.youtube.com/watch?v=mhm3tK41uWQ
  • https://www.youtube.com/watch?v=yvg7CcaPJSs&t=22s
EDIT YOUR NARRATIVE – TASK 10

• Narrative Text Checklist

• Structure
  • My narrative begins with an orientation which introduces the setting (time, place and atmosphere), the plot (storyline) and the characters.
  • My narrative has a complication (problem or challenge) which the main characters must try to solve or overcome.
  • My narrative has a series of events which lead towards an event of high tension and suspense (the climax).
  • My narrative ends with a resolution which solves the problem or challenge (either happily or unhappily) for the main characters.

• Language and Features
  • I have written my narrative from a particular viewpoint.
  • I have used a range of verb types.
  • I have used past tense.
  • I have used adjectives to describe nouns.
  • I have used adverbs to describe verbs.
  • I have used some imagery.
  • I have used emotive words and phrases.
  • I have used connecting words and phrases.
  • I have used direct speech.

To complete task 10 you will need your narrative and slide 25.