

Grades 1-5 Narrative Prompt

Teacher Directions

Day 1 (45 minutes)

- Pass out the prompt. (If desired, a link to the image is available on page 3 of these directions.) Ask the class what they see happening in the picture. Allow 3 minutes for students to turn and talk about what they see to a partner.
- Explain that each student is to write a story about what might be happening in this picture. Read the prompt under the picture together and clarify the directions.
- Provide lined paper (or a computer if your students are accustomed to composing on a keyboard) and give students the remainder of the period to write. The writing should be completed individually, without help.
- When the period is over, explain that students may finish writing and proofread tomorrow. Collect student work and materials.

Day 2 (45 minutes)

- Return student work and materials. Students may be given access to a dictionary, thesaurus, spell check, or grammar check.
- Allow the remainder of the period to finish writing and proofread.

* If you are having difficulty with the quality of the image, the painting can be found online at:

http://www.vintage-views.com/cat-holding-court-with-a-retriever_pointer-and-hound.html

Narrative Prompt



Write a story to go with this picture. Your story may be realistic or imaginative.

Remember that a good story:

- has a clear beginning , middle and end
- has a main character or characters
- uses dialogue and description

You will have two class periods to write your story. When you have finished, be sure to proofread and correct any mistakes.

File Name: N3P The Barn Cat

Narrative

Grade 3

On-Demand Writing, Uniform Prompt

The Barn Cat

“We should get a barn cat” Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya and Sam’s ears popped up. Bandit, Sonya and Sam were their barn dogs.

“Yes! A cat to chase!” Bandit yelled. Then Mr. Thurlow said, “Sure, but what are we going to name her?” Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. This is what Bandit and Sonya heard Sam say, “Whatever you do don’t name her Samantha, don’t

name her Samantha, DON’T name her Samantha!” Mrs. Thurlow said “How about Baby?” Mr. and Mrs Thurlow thought for awhile. After much thought, Mr. Thurlow Announced “A splendid idea! Let's get her tomorrow!” Then the two farmer’s fed the dogs, ate dinner, did the chores, then went to bed. The next morning at 6:00 they did the morning chores.

They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock they were in and out. Mr. and Mrs. Thurlow gave Baby a callor when they got home. Also Bandit, Sonya and Sam gave Baby a tour of everything they own. When they got to the barn Bandit started to chase Baby an he said “I can't resist!” Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street.

Establishes a situation and introduces characters

Uses descriptions of actions and thoughts to develop events and show the response of characters to situations

Uses dialogue to develop events and show the response of characters to situations

Uses temporal words and phrases to signal event order

Uses effective technique and descriptive details

“We’re not supposed to be here!” Sam and Sonya yelled to Baby, so she ran back home and the dogs followed. Baby jumped up in a foot rest. Then calm down. Bandit agreed to never chase Baby again.

Provides a sense of closure

This third-grade narrative relays a connected sequence of events that focuses on Baby’s arrival at the barn. The writer uses dialogue to set up the action (“*We should get a barn cat*”), advance the plot (“*A splendid idea! Let’s get her tomorrow!*”), and show the characters’ thoughts and reactions (“*I can’t resist*”). The writer uses other narrative techniques, as well. For example, we learn subtly of Sam’s worry about losing her place in the family when she barks, “*Whatever you do, don’t name her Samantha.*”

The writer organizes an event sequence that unfolds naturally. Temporal words and phrases (“*the next morning*”, “*in and out*”) help manage the flow of time in the piece and keep the reader oriented. Although a little abrupt, the ending shows the writer’s awareness of the need to wrap up the action, and the last line (“*Bandit agreed to never chase Baby again*”) provides a sense of closure.

File Name: N3P The Barn Cat

Narrative

Grade 3

Revised and Edited for Student Use

The Barn Cat

“We should get a barn cat,” Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya, and Sam’s ears popped up. Bandit, Sonya, and Sam were their barn dogs. “Yes! A cat to chase!” Bandit yelled. Then Mr. Thurlow said, “Sure, but what are we going to name her?” Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. Bandit and Sonya heard Sam say, “Whatever you do, don’t name her Samantha, don’t name her Samantha, DON’T name her Samantha!” Mrs. Thurlow said, “How about ‘Baby’?” Mr. and Mrs. Thurlow thought for a while. After much thought, Mr. Thurlow announced, “A splendid idea! Let’s get her tomorrow!” Then the two farmers fed the dogs, ate dinner, did the chores, and then went to bed.

The next morning at 6:00, they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock, they were in and out. Mr. and Mrs. Thurlow gave Baby a collar when they got home. Also Bandit, Sonya, and Sam gave Baby a tour of everything they own. When they got to the barn, Bandit started to chase Baby, and he said, "I can't resist!" Sam and Sonya tried to stop Bandit, but

Bandit was too fast! Baby ran to the barn across the street. “We’re not supposed to be here!” Sam and Sonya yelled to Baby, so she ran back home, and the dogs followed. Baby jumped up on a footrest and then calmed down. Bandit agreed to never chase Baby again.

File Name: N3P The Barn Cat

Narrative

Grade 3

On Demand Writing- Uniform Prompt

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"We should get a barn cat" Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya and Sam's ears popped up. Bandit, Sonya and Sam were their barn dogs. "Yes! A cat to chase!" Bandit yelled. Then Mr. Thurlow said, "Sure, but what are we going to name her?" Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. This is what Bandit and Sonya heard Sam say, "Whatever you do don't name her Samantha, don't name her Samantha, DON'T name her Samantha!" Mrs. Thurlow said "How about Baby?" Mr. and Mrs Thurlow thought for awhile. After much thought, Mr. Thurlow Announced "A splendid idea! Let's get her tomorrow!" Then the two farmer's fed the dogs, ate dinner, did the chores, then went to bed. The next morning at 6:00 they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock they were in and out. Mr. and Mrs. Thurlow gave Baby a collar when they got home. Also Bandit, Sonya and Sam gave Baby a tour of everything they own. When they got to the barn Bandit started to chase Baby and he said "I can't resist!" Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street.

"We're not supposed to be here!" Sam and Sonya yelled to Baby, so she ran back home and the dogs followed. Baby jumped up in a foot rest. Then calm down. Bandit agreed to never chase Baby again.

File Name: N3R My Lost Kittens

Narrative

Grade 3

Range of Writing

My Lost Kittens

One sunny day my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the color yellow and white. When we took the kittens outside we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS yellow and white call 569-9823. We were very sad. After a few mouths still no one could find them. But when we were looking for them the kittens were look for us they really wanted to find their way home. The kitten aske a cat named Shadow for help. Shadow said they lived next door but they were not home the were on vacation. Shadow brought them inside to Theresa. When Theresa saw them she knew who they lived with. Theresa took care of them until we came home she called us and siad "I

Establishes a situation and introduces a narrator and characters

Uses descriptions of actions and feelings to show the response of characters to situations.

Uses temporal words and phrases to signal event order

Uses dialogue and descriptions of thoughts to develop events

have a surprise for you!!” I thought that she had found our kittens. When we went over to her house we followed her up to the bedroom and saw a cage when she opened the door. We saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them. And they were happy to us too.

Provides a sense of closure

This third-grade narrative begins by introducing the main characters (“*my mom and I took our kittens...*”) and establishing a situation (“*we took the kittens outside*”). The story revolves around a central problem, the kittens are lost, and organizes a sequence of events that unfolds naturally toward the resolution of the problem—when the kittens are returned. Although the story can be a bit confusing in spots (“*Shadow said they lived next door but they were not home the were on vacation*”), temporal word and phrases (“*then*”, “*After a few mouths*”, “*when*”) signal event order and move the reader through the story.

This young writer is beginning to experiment effectively with techniques like dialogue (“*I have a surprise for you!!*”), as well as descriptions of thoughts (“*I thought that she had found our kittens.*”), feelings (“*We were very sad*”) and actions (“*We went back home to make signs.*”) to develop the events in the story. The last lines provide a sense of closure (“*We were very happy to see them. And they were happy to [see] us too.*”).

File Name: N3R My Lost Kittens

Narrative

Grade 3

Revised and Edited for Student Use

My Lost Kittens

One sunny day, my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens' names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the colors yellow and white.

When we took the kittens outside, we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right, but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS: yellow and white, call 569-9823. We were very sad.

After a few months, still no one could find them. But, when we were looking for them, the kittens were looking for us! They really wanted to find their way home. The kitten asked a cat named Shadow for help. Shadow said, "Your family lives next door, but they are not home they are on vacation." Shadow brought them inside to Theresa. When Theresa saw them, she knew who they lived with. Theresa took care of them until

we came home. She called us and said, “I have a surprise for you!!” I thought that she had found our kittens!

When we went over to her house, we followed her up to the bedroom and saw a cage. When she opened the door, we saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them, and they were happy to see us too!

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have a surprise for you!!” I thought that she had found our kittens. When we went over to her house we followed her up to the bedroom and saw a cage when she opened the door. We saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them. And they were happy to us too.

File Name: N3R The Family Who Traveled West

Narrative

Grade 3

Range of Writing

Establishes a situation and introduces characters

The Family Who Traveled West

Once upon a time there was a pioneer family that was moving west. They were moving west because they wanted to find more gold. They had to gather their livestock. They used horses. They packed pots and pans, food and drinks. The family was traveling from Massachusetts to Oregon. They started to go. Anna their little girl said “I wish something would happen” and it did. They came upon Indians. The Indians were nice enough to let them go past. A few days later they came upon Oregon. “Ya” everyone shouted. Ma said “lets unpack and dig for gold”. Pa said, After we dig for gold, let’s build a farm to keep our livestock in and to live in”. They lived hapily ever after.

Uses descriptions of actions to develop events

Uses dialogue and temporal words and phrases to signal event order

Uses dialogue and descriptions of actions, thoughts, and feelings to develop events or show the response of characters to situations

Provides a sense of closure

Although brief, this third-grade narrative—written as part of a unit on westward expansion—quickly establishes a situation and a series of events that unfolds naturally. The reader comes to understand events through the character’s actions (“*They packed pots and pans, food and drinks*”) and reactions (“*’Ya’ evryone shouted*”). The writer uses dialogue effectively to advance the plot. Although it may sound trite to adults, the last line leaves the reader with a sense of closure.

File Name: N3R The Family Who Traveled West

Narrative

Grade 3

Revised and Edited for Student Use

The Family Who Traveled West

Once upon a time there was a pioneer family that was moving west. The members of the family were moving west because they wanted to find more gold. They had to gather their livestock. They used horses. They packed pots and pans, food and drinks. The family was travelling from Massachusetts to Oregon. They started to go. Anna, the little girl, said, "I wish something would happen," and it did. They came upon Indians. The Indians were nice enough to let them go past. A few days later, the family came upon Oregon. "Yeah!" everyone shouted. Ma said, "Let's unpack and dig for gold." Pa said, "After we dig for gold, let's build a farm to keep our livestock in and to live in." They lived happily ever after.

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