

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: N4P The Haunted House

Narrative

Grade 4

On-Demand Writing- Uniform Prompt

The Huanted House

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rockey were brother and sister, although the look nothing alike. In another alley not far from Max and Rocky's there was a dog and a cat who lived together in that alley. The dog's name was Surgar and the cat's name was shantell. One day they all met behind a trachcan and became best buds.

Introduces main characters

One day while all the friends were out walking in the street and then Shantell(the cat) spotted a ghost flying around in a house and took off running to go see the ghost. Then all the dogs took off afterer her. When the dogs finaly cought up to Shantell they were all deep in the huanted house. Max and Surgar started to shake. Rocky and Shantell started to quake. Then a loud Boom came from the floor above them. After, Max got a brillent idea. They should sneak up on the monsters and attack them.

Orients the reader by establishing a situation

Uses a variety of transitional words and phrases to manage the sequence of events

Finally all four animals were ready to put their maniecle plan into action. Shantell tip-toed up the mantel while Max and Surgar went up the back stairs. Which left Rockey creeping up the front stairs. When they all were ready to attack the monsters they heard music. The went alot like this

Uses concrete words and phrases and sensory details to convey events precisely

“Shake, Shake shake dem bones now!” The friends were confused but quickly got back on track. Shantell gave the ready signal and they all jumped up.

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

They were surprised to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said “Come in dogs and cats. Why don’t you dance with us. So Max, Rocky, Sargar and Shantell danced with the monsters.”

Provides a conclusion that follows from the narrated events

The first paragraph of this fourth-grade narrative introduces the four main characters and the relationship between them. In the second paragraph, the writer sets up the story, establishing an event (the ghost chase) that brings the characters into the haunted house, where most of the story takes place. The sequence of events unfolds naturally and the writer develops these events with concrete, sensory details (“*they heard music. The went alot like this*”), dialogue (“*Why don’t you dance with us*”), and descriptions of thoughts, actions, and feelings (“*they were surprized*”). Transitional words (“*one day*”, “*then*”, “*after*”, “*finally*”) manage the sequence of events. The story comes to a satisfying conclusion, which is developed over the course of the last paragraph.

File Name: N4P The Haunted House

Narrative

Grade 4

Revised and Edited for Student Use

The Haunted House

There once was a dog that roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rocky were brother and sister, although they looked nothing alike. In another alley, not far from Max and Rocky's, there was a dog and a cat that lived together. The dog's name was Sugar, and the cat's name was Shantell. One day, they all met behind a trash can and became best buds.

One day while all the friends were out walking in the street, Shantell spotted a ghost flying around in a house and took off running to go see the ghost. Then all the dogs took off after her. When the dogs finally caught up to Shantell, they were all deep in the haunted house. Max and Sugar started to shake. Rocky and Shantell started to quake. Then a loud "boom" came from the floor above them. After, Max got a brilliant idea: they should sneak up on the monsters and attack them.

Finally, all four animals were ready to put their maniacal plan into action. Shantell tiptoed up the mantel while Max and Sugar went up the back stairs, which left Rocky to creep up the front stairs. When they all

were ready to attack the monsters, they heard music. The music sounded a lot like this: “Shake, shake, shake dem bones now!” The friends were confused but quickly got back on track. Shantell gave the ready signal, and they all jumped up.

They were surprised to see what they saw. They saw about a dozen monsters doing the Monster Mash. One of the vampires said, “Come in, dogs and cats. Why don’t you dance with us?” So Max, Rocky, Sugar, and Shantell danced with the monsters.

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Narrative

Grade 4

On Demand Writing- Uniform Prompt

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One day while all the friends were out walking in the street and then Shantell(the cat) spotted a ghost flying around in a house and took off running to go see the ghost. Then all the dogs took off after her. When the dogs finally caught up to Shantell they were all deep in the haunted house. Max and Surgar started to shake. Rocky and Shantell started to quake. Then a loud Boom came from the floor above them. After, Max got a brilliant idea. They should sneak up on the monsters and attack them.

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were ready to attack the monsters they heard music. They went a lot like this "Shake, Shake shake dem bones now!" The friends were confused but quickly got back on track. Shantell gave the ready signal and they all jumped up.

They were surprised to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said "Come in dogs and cats. Why don't you dance with us. So Max, Rocky, Sugar and Shantell danced with the monsters."

File Name: N4R Finding Rosalita

Narrative

Grade 4

Range of Writing

Finding Rosalita

It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my Daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. 10 seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very, very small baby bottle. My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a fog horn. It was so horrible, I couldn't think. Mreow. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt. We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water 'till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing then

Orients the reader by establishing a situation and introducing a narrator and characters

Uses description to develop events and show the responses of characters to situations

Uses concrete words and phrases and sensory details to convey experiences and events precisely

Uses a variety of transitional words and phrases to manage the sequence of events

over her eyes. After that, we decided to call the little kitten, Rosalita. We also call her other things that sound like Rosalita, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, She will be with us much, much, much, much longer.

Provides a conclusion that follows from the narrated events

In this fourth-grade narrative, the writer describes an experience using effective techniques, descriptive details, and a clear event sequence that unfolds naturally. Descriptions of actions (“*I shuddered*”), feelings (“*I felt horrible*”), and thoughts (“*I knew I hadn't done anything bad to her, but I just couldn't help it*”) help the reader identify with the narrator. Sensory details (“*She had crusts over her eyes*”) add to our understanding of the situation and paint a vivid picture of the experience. The writer controls the sequence of events with transitional words and phrases and ends with a concluding reflection that is clearly connected to the narrated experience.

File Name: N4R Finding Rosalita

Narrative

Grade 4

Revised and Edited for Student Use

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It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. Ten seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very small baby bottle.

My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a foghorn. It was so horrible, I couldn't think. *Mreow*. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt.

We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing them over the kitten's eyes.

After that, we decided to call the little kitten Rosalita. We also call her other things that sound like Rosalita, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, she will be with us much, much, much, much longer.

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