



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 11

Revising Narrative Texts: Exciting Endings



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write a conclusion to my narrative. (W.4.3d)

I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b)

Supporting Learning Targets

- I can write an ending that resolves the problem and brings the story to a close.
- I can use transitional words and phrases to sequence events in my narrative.

Ongoing Assessment

- Choose-your-own-adventure narrative (annotated first draft)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (15 minutes)B. Guided Practice: Writing an Exciting Ending for the Millipede Draft (5 minutes)C. Guided Practice: Adding Transitional Words and Phrases to the Millipede Draft (15 minutes)D. Independent Practice: Writing a Conclusion and Adding Transitional Words/Phrases (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your choose-your-own-adventure narrative based on your revision notes to create a second draft of your story.	<ul style="list-style-type: none">• This is the third of a sequence of three lessons focused on revising the choose-your-own-adventure narratives. In this lesson students examine a mentor text to identify characteristics of narrative conclusions and transitional words. This lesson takes place in two parts, with Work Times A and B focusing on narrative conclusions and Work Times C and D focusing on transitional words. If you anticipate students needing additional modeling or practice in either of these areas, consider splitting this lesson into two days.• This lesson uses the terms “conclusion” and “ending” interchangeably. This is intentional. This will help students to make meaning of the academic vocabulary word conclusion and become used to hearing these two terms used together and interchangeably.• Students again use colored pencils to make revision notes for transitions. As homework, they will write a clean second draft incorporating their revisions for dialogue (from Lesson 9), word choice (from Lesson 10), and conclusion/transition words (from Lesson 11).• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons.• In advance:<ul style="list-style-type: none">– Gather Millipede Narrative Planning graphic organizer and draft.– Prepare Timely Transitions anchor chart.– Post: Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10).



Lesson Vocabulary	Materials
conclusion, ending, transitional words and phrases, transition, temporal words	<ul style="list-style-type: none">• Characteristics of Narratives anchor chart (begun in Lesson 4; added to in this lesson)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Sticky notes (two per student)• Equity sticks• <i>Can You Survive the Wilderness?</i> (book; one for display and teacher read-aloud)• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Document camera• Millipede Planning graphic organizer (from Lesson 4; for display)• Millipede Narrative draft (from Lesson 6; for display)• Timely Transitions anchor chart (new; co-created during Work Time C)• Choose-your-own-adventure narrative (first draft) (from Lesson 7; one per student)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Red colored pencils (one per student)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets to themselves:<ul style="list-style-type: none">* “I can write a conclusion that resolves the problem and brings the story to a close.”* “I can use transitional words and phrases to sequence events in my narrative.”• Display the Characteristics of Narratives anchor chart and remind students that they are working toward writing a narrative during this module.• Explain that they are almost finished revising their drafts, but that their narratives are missing two important elements—transition words and conclusions. Point to these bullet points on the anchor chart.• Invite students to turn and talk to review vocabulary from this targets by asking:<ul style="list-style-type: none">* “What do we mean by <i>conclusion</i>?”• Listen for responses such as: “It is the ending of the story.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>transitional words and phrases</i>?”• Listen for responses such as: “These are words that help move a story from one part to another.”• If students are unsure of the meanings of these terms, reassure them that they will discuss them in depth later in the lesson.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Examining a Rubric: Understanding Criteria for “Choose-Your-Own-Adventure” Narratives (10 minutes)</p> <ul style="list-style-type: none">• Display “Powerful Polly” and invite students to take out their copies. Explain that you will be reading the conclusions of this narrative aloud to them. Tell students they will be listening to see what makes an ending to a narrative. To do this, they will listen and take notes on sticky notes, writing what they notice and wonder about the conclusion of a narrative.• Read aloud the ending for Choice 1 first, starting with, “Then the tiger shark swam closer.” Invite students to take notes on what they notice and wonder about the ending of a narrative. Pause briefly at the end of each paragraph so students can take notes.• Have students share with a partner the notes they captured. Use equity sticks to call on students to share.• Ask:<ul style="list-style-type: none">* “What did you notice about the conclusion of this narrative?”• Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Students should notice that the problem is solved and the story is brought to a close.• Explain to students that the choose-your-own-adventure format is different from most narratives because it has more than one ending. Tell students that you would like to read the second choice ending for this narrative to see if they can notice what the two conclusions have in common. This will help them to determine the characteristics of narrative conclusions in general.• Repeat this process, reading aloud Choice #2, having students take notes, and then discussing what they notice about this conclusion.• Refer to the Characteristics of Narratives anchor chart. Ask:<ul style="list-style-type: none">* “What did these endings have in common?”• Add to the anchor chart with bullet points about endings similar to the following:<ul style="list-style-type: none">– A narrative’s conclusion (ending) ...<ul style="list-style-type: none">• Resolves the problem• Brings the story to a close• Explain to students that they have written conclusions in the past, but they have been conclusions to informational writing, such as the informational page about their expert group animal. Help students to understand the difference between narrative and information conclusions by asking and elaborating on the following questions:	<ul style="list-style-type: none">• If you feel that your students need another example, repeat the process in Work Time A for a third time, reading pages 57–59 of <i>Can You Survive the Wilderness?</i> Then add any additional notes about conclusions to the Characteristics of Narratives anchor chart.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “How is the ending of a narrative like an ending of an informative text?” • Listen for responses such as: “It brings the piece to a close and reminds the reader of the main topic of the piece.” • Ask: <ul style="list-style-type: none"> * “How is the ending of a narrative different from an ending of an informative text?” • Listen for responses such as: “It doesn’t restate a topic sentence.” • Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the third criteria box for “Organization” to themselves: <ul style="list-style-type: none"> * “I can write a conclusion that resolves the problem and brings the story to a close.” • Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions they may have. • Explain to students that they will now have an opportunity to write one of the endings for the Millipede narrative. 	
<p>B. Guided Practice: Writing an Exciting Ending for the Millipede Draft (10 minutes)</p> <ul style="list-style-type: none"> • Display the Millipede Narrative Planning graphic organizer and remind students that they have already planned the ending for this narrative. • Ask them to take a look at your plans on your Millipede Narrative Planning graphic organizer in the Choice #1 boxes of the graphic organizer to remind themselves of what was planned for this choice. • Display the Millipede Narrative draft and point out the sequence of events in your draft: First we hear the sounds of the forest, then our character is walking along looking for a leaf, and then he finds one and starts eating it when he hears a frog. • Remind them that this sequence of events makes sense to the reader. If the character was eating a leaf and then looking for a leaf, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their endings today. • Ask students to help you continue the narrative to write the ending. Remind students that they are using “Powerful Polly” as a mentor text to write their own choose-your-own-adventure narratives. • Invite students to turn and talk to a partner. Ask them to reread the draft together. Ask: <ul style="list-style-type: none"> * “Think about your ideas: What will happen and be described in the ending?” 	<ul style="list-style-type: none"> • The Millipede Narrative draft is the same draft written in Lesson 6 and revised in Lessons 9 and 10. See the teaching note at the beginning of this lesson and supporting materials.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Use equity sticks to call on students to share what they talked about with their partner. Listen for responses such as: “The problem will be resolved,” or “The millipede will protect himself by rolling into a ball.” • Drawing from the ideas the students shared, craft and write a sentence that begins to resolve the problem (see the example in the supporting materials). Continue this process in order to write the rest of the resolution and concluding paragraphs. • Invite students to choral read the finished ending of the Millipede Narrative draft they wrote as a class. 	
<p>C. Guided Practice: Adding Transitional Words and Phrases to the Millipede Draft (15 minutes)</p> <ul style="list-style-type: none"> • Remind students that they will need to include transitional words and phrases in their narratives. • Ask the students to turn and talk to a partner: <ul style="list-style-type: none"> * “What does the word <i>transition</i> mean?” • Listen for responses such as: “They help move from one thing to another,” or “the time between things happening.” • Ask: <ul style="list-style-type: none"> * “What are some examples of when we have transitions during the day?” (i.e., getting out of bed and getting dressed for school, going back to class after lunch). Point out other words students may know with this same root, such as <i>transfer</i>. • Remind students that even though they are writing a “research-based narrative” and they are putting in a lot of information, they are actually telling a story. • Ask students to turn and talk with a partner, and then share out: <ul style="list-style-type: none"> * “What are some key features of narrative writing? How is it different from expository/informational writing?” • Listen for students to mention that a narrative: <ul style="list-style-type: none"> – Has story elements: characters, setting, plot, and theme – Often includes dialogue – Can show passage of time, with things happening over hours, days, months, or years • Point out that transition words can help readers in lots of ways. Informative writing also includes transition words. But in narratives, one common and important type of transition are words or phrases that indicate that time has passed, or <i>temporal words</i>. • Show the students the Timely Transitions anchor chart. Read the student-friendly definition aloud: “Timely transitions help the reader know the order of events in a narrative.” 	<ul style="list-style-type: none"> • To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this revision technique for students. • Co-constructed anchor charts help students understand abstract concepts. As anchor charts are created, ask students to record the charts in their research notebooks so they can easily refer to them.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to look back at “Powerful Polly.” Tell them that in a moment, you would like them to follow along as you read the first section aloud (stopping at “How can I defend myself?”). Ask them to raise their hands if they see a transitional word or phrase that is either on the anchor chart already or could be added.• Begin reading. Watch for students to raise their hands at the phrases “It was a warm tropical morning” or “a moment later.” As students identify possible transitions, add these phrases to the class anchor chart at the top and add the full exact quote from the text at the bottom.• Invite students to read the second criteria box for “Word Choice” to themselves:<ul style="list-style-type: none">* “I can use temporal words and phrases to show the sequence of events in my narrative.”• Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions.• Display the Millipede Narrative draft again. Tell them that in a moment you will read it aloud and that you want them to listen for places transitions could be added to show the passage of time.• Read the draft aloud as students follow along.• Ask the class to think, then talk with a partner:<ul style="list-style-type: none">* “Where else might I add a transition to help the reader know that time has passed?”* “What transition might I use?”• Use equity sticks to call on one or two students to share what they and their partner suggest. On the model paragraph, show how to annotate the draft by adding their suggested transitions in red colored pencil.	
<p>D. Independent Practice: Writing a Conclusion and Adding Transitional Words/Phrases (15 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their choose-your-own-adventure narrative (first draft) and Expert Group Animal Narrative Planning graphic organizer. Tell students that they will be drafting their ending paragraphs for Choice #1 and revising their own drafts by adding transitions that help show the passage of time. Tell them that you would like them to add notes to their drafts using the red colored pencils.• Explain to students that they will plan and write the ending for the Choice #2 ending in Lesson 12 for the end of unit assessment in Lesson 13.	<ul style="list-style-type: none">• Simplifying task directions and/or creating checklists from them are important steps in helping students learn to self-monitor their progress.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Post the Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is_____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the sentence you want to change.4. Read through your entire narrative and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Remind students that they skipped lines when they wrote their drafts and to skip lines when writing their endings. They should write their transitions on the blank lines. Explain that this will make it easy for them to reread their drafts and make changes without having to erase or cross out phrases.• Have students move to their own workspace. Give them 15 minutes to write their endings and add transitions to their drafts. Circulate to confer and support students as needed.	<ul style="list-style-type: none">• Students might require additional time for drafting their ending and revising for transitional words. Consider allowing students to continue drafting their writing during your additional literacy block. Alternatively, this lesson can be split over two days, allowing students more time for drafting and revising their narratives.
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather into their expert groups and share one transition word or phrase they added into their drafts and one sentence they are proud of from their ending.• Explain to students that for homework, you would like them to write a full second draft of their narrative, revising based on their revision notes for ideas (green), dialogue (purple and sticky notes), and word choice (red).• Ask them to once again skip lines as they write or double space if they are word processing.• If necessary, briefly model this process using the Millipede Narrative draft.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your choose-your-own-adventure narrative based on your revision notes to create a second draft of your story.	



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Characteristics of Narratives Anchor Chart
(Begun in Lesson 4; For Teacher Reference)

Teacher Directions: Write the following additions (in bold) on chart paper to create this anchor chart.

Characteristics of Narratives

A narrative usually has ...

characters: the individuals in a story

setting: place and time of a story

plot: the events in the story, what happens to the characters

- Introduction: sets the stage for the reader
- Rising action: establishes a situation
- Problem: what the characters are trying to solve
- Solution: how the characters solve the problem
- Conclusion: how the narrative is wrapped up

dialogue: the speech and conversation of characters in a story

sensory details: words authors use in a story to create mental images in their readers' minds

transitional words: words used by authors to show the order of events and passage of time

A narrative's introduction (beginning) ...

- Starts in an engaging way
- Leads into the rest of the story in an engaging way
- Describes the character, setting, and problem

A narrative's conclusion (ending) ...

- **Resolves the problem**
- **Brings the story to a close**



Millipede Narrative Draft
(Revised, for Teacher Reference)

Name: _____

Date: _____

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. *Marty tilted his head up toward the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.* A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee.

"What was that?" he thought to himself.

He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him. *He hoped it wasn't a predator like an ant or a toad.*

A short while later, once on the other side of the stream, the toad croaked a little ribbit sound.

"Ribbit! Ribbit!"

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



Millipede Narrative Draft
(Revised, for Teacher Reference)

Choice #1

Marty decided the best way to protect himself from the toad would be to roll into a ball. His body quickly curled up, with his hard black and yellow exoskeleton protecting it. *By the time* the toad looked over to where Marty had been eating the leaf, Marty had blended right in with the pebbles around him!

“Hey, where’d that millipede go?” the toad asked himself. “He was there just a second ago! Now, all I see are rocks and pebbles!”

The toad looked around for another second, and then noticed a fly sitting on a nearby flower. Giving up on looking for the millipede, he hopped away towards the fly instead.

Finally Marty was safe! He carefully unrolled himself and finished eating his leaf.



Timely Transitions Anchor Chart
(For Teacher Reference)

Teacher Directions: Create this on chart paper in advance. Be sure to leave space for other transition words students find during their independent reading. Leave space at the bottom to add examples from the mentor texts.

Timely Transitions

Why use timely transitions?

Timely transitions help the reader know the order of events in a narrative.

- | | |
|---|--|
| <ul style="list-style-type: none">• after• after a while• after that• afterward• a long time ago• an hour later• a short while later• as soon as• at first• at the start• before• by the time• during• finally• immediately• in just minutes• in the afternoon• in the beginning | <ul style="list-style-type: none">• in the evening• in the meantime• in the morning• late the next ...• later on• later on that day• meanwhile• never• next• right away• soon• suddenly• that night• the following day• the next day• then• when |
|---|--|

Examples: