

Leafy Language 4.

Writing a Spinach Story



For the Classroom:

- Group structure - whole group or small groups
- Location - in the garden or at seats
- Approximate time - 25 minutes

Common Core and Georgia Standards of Excellence:

- CCSS.ELA-LITERACY.W.3.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - CCSS.ELA-LITERACY.W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - CCSS.ELA-LITERACY.W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - CCSS.ELA-LITERACY.W.3.3.C. Use temporal words and phrases to signal event order.
 - CCSS.ELA-LITERACY.W.3.3.D. Provide a sense of closure

Materials:

- Pencils (1 per child)
- Writing paper (1 per child)

Reproducibles:

- [“Narrative Story Map” sheet](#) (1 per child)

Narrative Writing < Story Map >		
Setting	Characters	
Beginning	Middle	End

The diagram shows a 'Narrative Writing < Story Map >' sheet. It is divided into two main horizontal sections. The top section is split into two boxes: 'Setting' on the left and 'Characters' on the right. The bottom section is split into three boxes: 'Beginning', 'Middle', and 'End'. A right-pointing arrow is drawn between the 'Beginning' and 'Middle' boxes, and another right-pointing arrow is drawn between the 'Middle' and 'End' boxes.

Directions:

1. Explain to children that they will write their own spinach story with characters, a setting, and a plot (beginning, middle, and end).
2. Distribute one of the “Narrative Story Map” sheets to each child. Instruct children to write or draw the unique setting and characters will be in their story.
3. Then instruct children to formulate their plot - a beginning that introduces the characters, a middle with a problem or conflict, and the end with a resolution.
4. Then, provide each child with a sheet of writing paper and have children use their story map to write a narrative story. Remind students to add in dialogue and descriptions of the characters’ actions, thoughts, and feelings as they respond to the different situations.

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