

KS2

Narrative writing

TEACHING
PACK

- Comprehensive literacy project pack
- Learn about conflict resolution
- Write, proof, peer-edit & publish a piece of narrative writing!

Lesson plan: exploring narrative writing

About this project-based lesson

This project-based learning unit is designed to teach and reinforce the concepts in a KS2 unit on narrative writing and may be used in conjunction with existing curriculum materials.

The project is divided into 5 milestones; each milestone includes a self-contained pupil project activity. Completed in sequence, the milestones connect to enable pupils to produce a comprehensive capstone activity.

The minimum suggested duration for completing this project is 5 lessons. However, it is completely flexible and can be lengthened or shortened as necessary, based on available class time and interest level.

How to use this teaching guide

Each milestone for this project-based learning unit includes detailed lesson activities presented in step-by-step order with teaching notes, instructional guidance and page references to resources and materials included in the teacher pack and pupil pack.

Lesson activities are organized for you as follows:

- **Prepare (bell-ringer/opener activity)**

Use these short opening activities at the beginning of the lesson.

- **Present (lecture/model)**

Use this portion of the lesson to deliver new subject material and project information and to model any instructions or activity required for produce or participate elements.

- **Produce (pupil project work)**

Use this portion of the lesson to allow pupils to work independently or in small groups on activities and other project elements.

- **Participate (pupil/group share)**

Use this portion of the lesson to allow pupils to share any work, research, or presentation materials.

- **Practice (homework/assessment/independent)**

Use this optional portion of the lesson, if desired, to give pupils homework activities or for assessment purposes.

Step-by-step project teaching guide

Overview

Milestone 1: What is conflict?

Discussing and defining conflict
Relating to events in books or films
Creating a comic strip

Milestone 2: Resolving conflicts

Investigating resolutions
Learning about 4 steps to conflict resolution
Writing a short playscript

Milestone 3: Sequencing events

Organising events in the correct order
Planning plot elements of their short story

Milestone 4: Writing narrative stories

Considering the 4 steps to conflict resolution
Using role play to resolve conflict
Writing a short story

Milestone 5: Publishing stories

Self-assessment skills
Using peer and teacher feedback
Publishing stories



What is conflict?

Overview, objectives, inquiry questions and planning

Things to consider for milestone #1

- Cross-curricular resources, like books about conflict, may be helpful in making prior knowledge concrete. You can find a list of suggested books on page 4 of the teaching guide.
- If your pupils have not read a lot of comic strips, you can show them some examples in newspapers or on [Illustration history website](#). You can also go over the [how to create a comic](#) on the Imagine forest website.

Learning objectives for milestone #1

At the conclusion of this milestone, pupils will be able to:

- Define the word 'conflict' and give examples of conflicts in their own lives and in books or films.
- Create a comic strip that demonstrates an interpersonal conflict.
- Explain why conflicts are an important part of narrative stories.

Extensions and enhancements for milestone #1

- Are there local experts (i.e. counsellors, authors) that could serve as partners in this lesson?
- Are there other resources or extensions that you can link this project to in order to enhance prior knowledge or introduce new knowledge? For example, could you ask pupils to select a relevant picture book to read.
- Give them the 'finding conflict' sheet on page 3 of the pupil pack. Ask them to write about the conflict in the book they read.

Pupil inquiry questions for milestone #1

- What is a conflict?
- What conflicts have you faced at school or at home?
- What conflicts have you read about in books or seen in films?
- How can you design a comic strip that shows an interpersonal conflict?
- Why are conflicts important parts of narrative stories?

Assessment for milestone #1

- Formative assessment for individual activity: Check each pupil's 'what is conflict?' sheet on page 4 of the pupil pack. Use the 'what is conflict? Answer key' on page 5 of the teaching guide to check their work.
- Formative assessment for group activity: Listen in as the groups present their comics to make sure the conflicts are interpersonal.
- Summative assessment: Ask the pupils to complete the response printable on page 6 of the pupil pack for the inquiry question, 'why are conflicts important parts of narrative stories?'

Project activities for milestone #1: What is conflict?

Prepare (bell-ringer/opener activity)

Give the pupils the 'what is conflict?' sheet on page 4 of the pupil pack.

Show them the [Sesame Street: Robin Williams: conflict](#) video.

Ask them to write a definition for the word 'conflict' and write about at least two different conflicts they have faced at school or at home.

Use the 'What is conflict? Answer key' on page 5 of the teaching guide to discuss the definition of conflict and ask the pupils to share their experiences.

Present (lecture/model)

Tell the pupils that conflicts, or problems, are an important part of every narrative story.

Encourage the pupils to discuss a story they have read or a film that they watched that contained a conflict.

Tell them to record their answers at the bottom of the 'What is conflict?' sheet.

Ask the pupils to share their answers with the rest of the class.

Explain that they will be writing a narrative story about resolving an interpersonal conflict or an argument between two people.

Participate (pupil/group share, group activity)

Give the pupils the 'Creating a comic strip' sheet on page 5 of the pupil pack.

Ask the pupils to create a simple comic strip illustrating a one-to-one interpersonal conflict. They should draw the characters and add speech

Pupil Pack

- Page 4
- Page 5
- Page 6

Teacher Pack

- Page 5

Bubbles. If they have extra time, they can add colour to their comic strips.

In small groups, pupils should share their comic strips with each other and identify and discuss the conflict being presented.

Formative assessment: Listen in as the groups present their comics to make sure the conflicts are interpersonal.

Practice (homework/independent work/extensions)

Give each pupil the writing response template on page 6 of the pupil pack and ask them to write an answer to the inquiry question for this milestone: 'Why are conflicts important parts of narrative stories?'

Assessment

Formative assessment for individual activity: Check each pupil's 'What is conflict?' sheet on page 4 of the pupil pack. Use the 'What is conflict answer key' on page 5 of the teaching guide to check their work.

Formative assessment for group activity: Listen in as the groups present their comics to make sure the conflicts are interpersonal.

Summative assessment: Have the pupils complete the response sheet on page 6 of the pupil pack for the inquiry question, 'Why are conflicts important parts of narrative stories?'

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