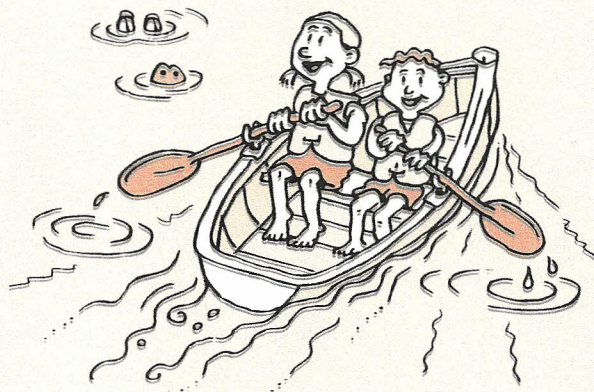


## Student A: Samara's draft

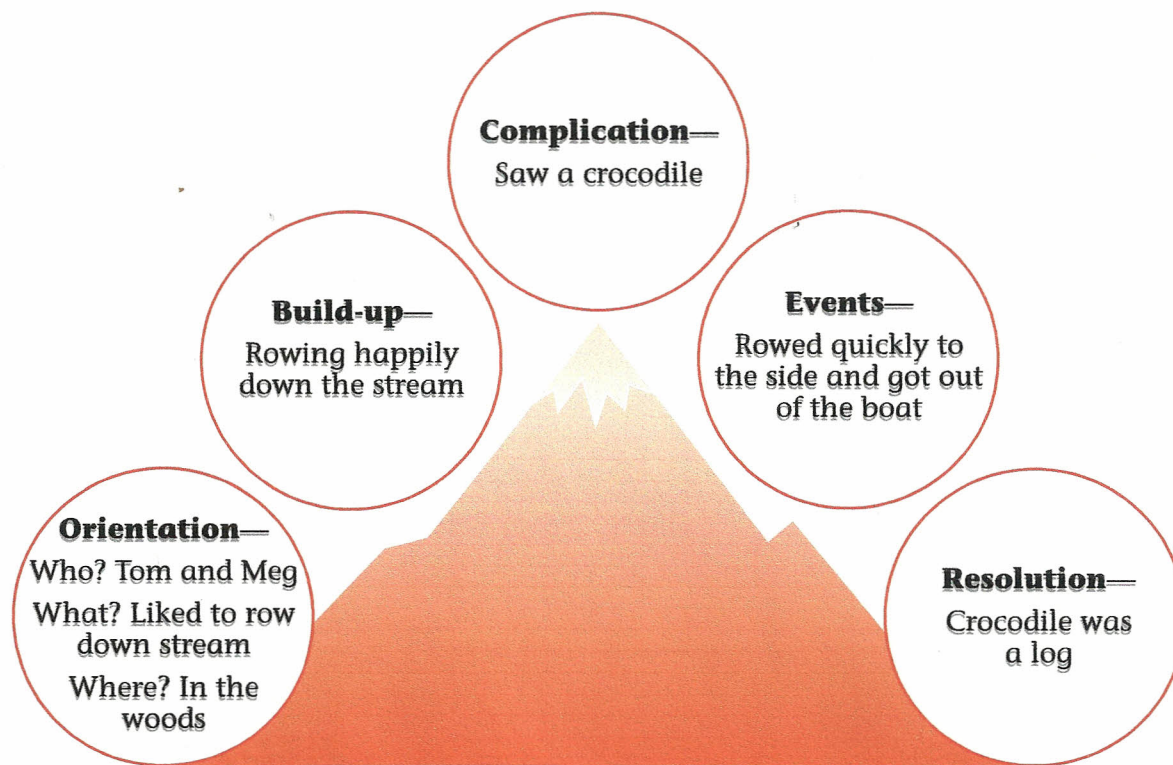


Students in Samara's Year 3 class each have to choose a rhyme and turn it into a **narrative**. Samara is going to base her narrative on this funny version of *Row, row, row your boat*.

Row, row, row your boat,  
Gently down the stream.  
If you see a crocodile,  
Don't forget to scream



The first thing Samara does is plan her narrative.



- 1 Which **sentence** might Samara use to show what Tom and Meg felt when they saw the crocodile?  
They felt sad.       They felt silly.       They were terrified.
- 2 Which **sentence** might she use to show what the children felt when they saw that the crocodile was a log?  
They felt sad.       They felt silly.       They were scared.

## Writing the first draft

This is Samara's **first draft**. Read what she wrote and then answer the questions.

### The Crocodile

Two children named Meg and Tom lived in the woods. They lived near a stream. They liked to row their boat down the stream.

One day they were rowing down the stream. Tom was rowing and Meg had her hand in the water.

Suddenly Tom saw a crocodile in the water. He told Meg to take her hand out of the water. Meg was scared but Tom said not to worry.

He rowed the boat to the side and they got out. They watched the crocodile swim past. Imagine how silly they felt when they saw it was just a log!

- 1 A good **narrative** should contain the following features. Tick (✓) the ones that Samara has used.

- a a clear **orientation** that tells **who, what, when** and **where**
- b an interesting **complication**
- c a **series of events** divided into paragraphs
- d **descriptive verbs** (e.g. using words like *spy, spot* or *notice* instead of *see*)
- e **past-tense verbs** (e.g. *lived* or *watched*)
- f interesting **information** and **detail** about the events
- g **correct spelling** and **punctuation**
- h an interesting **resolution** that shows how the problem is solved

- 2 Find the **past tense** of these verbs in Samara's narrative and write them in the spaces.

- a has \_\_\_\_\_      b see \_\_\_\_\_      c tell \_\_\_\_\_  
d say \_\_\_\_\_      e feel \_\_\_\_\_

- 3 Which is the best **description** of a crocodile? Tick (✓) the correct sentence.

- It's an animal that lives in the water and lays eggs.
- It's an animal that lives mainly in the water and looks like an alligator.
- It's an animal that can live on the land or in the water.

## Step-by-step improvement plan

Help Samara complete these practice exercises to find ways to make her **narrative** more interesting.

### Step 1: Add interest with descriptive verbs

**Verbs** can tell us **what** people and things are **doing**.

For example: *The children **were rowing** down the stream.*

Some verbs are more descriptive than others.

For example, *stare* is more descriptive than *look* because it tells us *how* a person looks at something.

Using **descriptive verbs** in a narrative makes your story more **interesting** to read.

Use a **descriptive verb** from the box to replace the underlined words in these sentences.

trailing

twittering

swishing

peeping

- 1 The birds were making a noise in the trees. \_\_\_\_\_
- 2 The water was flowing around them. \_\_\_\_\_
- 3 Meg was holding her hand in the water. \_\_\_\_\_
- 4 Two eyes and a snout were looking out of the water \_\_\_\_\_

### Step 2: Add colour and interest with similes

**Similes** compare one thing to something else using the words **like** or **as**.

For example: *The water was **as cold as** ice.*

*The water felt **like** ice.*

Using **similes** helps the reader create mind pictures of the people, places and events you are writing about. Like descriptive verbs, they add interest to your text.

Complete these **similes** that can show how frightened someone is. Think about what makes the most sense and creates the best picture. Put a circle around the correct word.

- 1 Her eyes were as big as (pearls, saucers, ants).
- 2 She was shaking like a (leaf, monkey, vegetable).
- 3 Her legs felt like (gold, chairs, jelly).
- 4 She went as white as a (blanket, crow, sheet).
- 5 Her heart was fluttering like a (butterfly, spider, kitten).

### Step 3: Bring the characters to life with dialogue

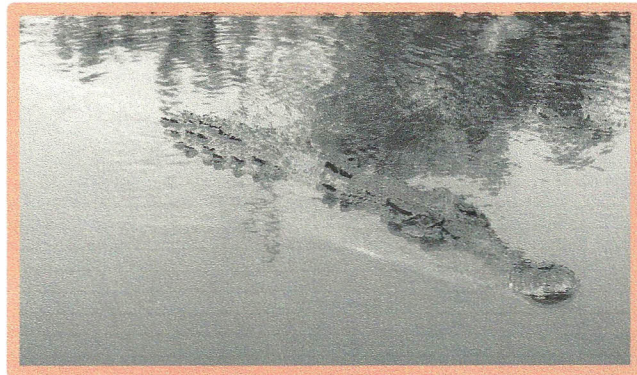
**Dialogue** is the actual words characters use in a text. It can help to bring your characters to life.

**Hint!** Be careful! Using too much dialogue can spoil your narrative.

**Reminder!** It is important that you punctuate dialogue correctly.

- \* Use **speech marks** (“”) around the actual words that a character says, **including** any punctuation.
- \* Use a **capital letter** when someone speaks for the first time, even if the first spoken word comes after a comma.
- \* Start a **new paragraph** when a new character starts speaking.  
For example: “We have to get to the side as quickly as possible,” said Tom.  
Meg asked, “Why? What’s wrong?”

- 1 Which sentence below shows better that Tom is worried?
  - a “You’d better get your hand out of the water, Meg.”
  - b “Meg! Get your hand out of the water!”
- 2 Which sentence shows that Tom is calm?
  - a “Don’t worry, Meg, I won’t let it get us.”
  - b “What are we going to do, Meg?”
- 3 Underline the exact words Tom and Meg say.
  - a Tom shouted, “Meg! Get your hand out of the water!”
  - b “Why?” she asked.
  - c “A c-c-crocodile,” stuttered Tom. “Over there!”
  - d “Don’t worry, Meg,” said Tom, “I won’t let it get us.”
- 4 Fill in the missing **speech marks** in the following sentences.
  - a Tom said, I really thought that was a crocodile.
  - b Oh, Tom, said Meg, you gave me such a fright.
  - c Let’s not tell anyone how silly we were, said Tom.



# Writing the final draft

This is Samara's **final draft**. Read the comments about her **narrative** on the left, and do the tasks on the right.



## Comments

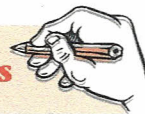
A clear **orientation** tells the reader who, what, when and where.

Using **descriptive verbs** makes the story more interesting to read.

An interesting **complication** draws the reader in.

Using **dialogue** brings the characters to life.

The **resolution** solves the problem and wraps up the story.



## Tasks

### The Crocodile

Two children named Tom and Meg lived in the woods. Nearby was a peaceful stream. The children liked to row gently down the stream in their little boat.

One sunny morning they were out in their boat. Tom was rowing and Meg was trailing her hand in the water. They were so happy. They could hear the birds twittering in the trees and the water swishing around them.

Suddenly Tom shouted, "Meg! Get your hand out of the water!"

Meg looked at him in surprise. "Why?" she asked.

"A c-c-crocodile," stuttered Tom. "Over there!"

Meg looked to where Tom was pointing. She could just make out two beady eyes and a long snout peeping out of the water. She looked at Tom. Her eyes were as big as saucers.

"Don't worry, Meg," said Tom, "I won't let it get us."

Tom steered the boat towards the bank. Quickly, the children jumped out and pulled the boat away from the edge. They watched from a safe distance as the crocodile swam past. Imagine how silly they felt when they saw it was just a log!



1. **Highlight** the **words** that tell us where the story happened.

2. **Circle** three **descriptive verbs**.

3. **Underline** the exact **words** Tom says.

4. **Highlight** the **simile**.

5. **Highlight** the **word** that tells how the children jumped out of the boat.