My Amazing Beginning, Middle, and End Story

Teacher		**Class**	Grade 3
Subject	ELA	**Topic**	Creative writing: narratives
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to order real or imagined events and add talking and senses details. They plan on a story mountain and write a short mini-narrative.

Curriculum links

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Learning objectives

- Students will order real or imagined events in a clear beginning, middle, and end.
- Students will use talking and senses words to develop experiences and events.

Success criteria

- I can put my story events in order with first, next, and last.
- I can tell if my narrative is real or imagined.
- I can add talking and what I see, hear, and feel.

What students already know

Ask: Have you told a story about something real or make-believe? Partners share one sentence each for 1 minute, then thumbs up if it really happened.

Key words

narrative	a story about things that happened, real or made up [10]
sequence	the order things happen in, from first to last [10]
detail	a small word that shows what you see, hear, or feel [13]
technique	a smart way to tell a story, like using talking [13]
dialogue	the exact words a person in a story says [13]

Materials

- long paper strips
- crayons
- tape
- pre-drawn three-box strips with First, Next, Last for support
- device and speaker to play Video clip 3
- printed Slides 1-4, 7, 10, 12 for display

Before the lesson

- Cut long paper strips, one per student plus extras, and test folding into three hills
- Pre-draw three-box support strips with starters First, Next, Last
- Test Video clip 3 Beginning, middle, end (0:00-2:35) with sound and captions
- Set up display for Slides 1-4, 7, 10, 12 and have crayons and tape ready

Lesson outline

0–10 min **Starter** 10 min · Whole class

Activates past storytelling and hooks interest in putting events in order.

YOU DO

1. Display the title Write real or imagined events readers love and read it together.
2. Say the hook question about the wobbly lunch tray and ask for a vote.
3. Ask the think, pair, share question Have you told a story about something real or make-believe? and time 60 seconds.
4. Connect votes to goal: today we put real or imagined events in clear beginning, middle, and end order.

STUDENTS DO

1. Tell a partner in 30 seconds about a real or make-believe story.
2. Vote and explain: start with the wobble, because that happened first.
3. Listen to the learning goal and repeat beginning, middle, end.

Say: I have a story about a wobbly lunch tray in the cafeteria. Should I start with the mop coming, or with the wobble? Turn to your partner and tell about a real or make-believe story you have told. Today we will make our stories clear so readers can follow them.

Ask: Should we start with the wobble or with the mop coming? (Start with the wobble, because that is what happened first.) · Was the story you told real or imagined? (Real means it truly happened; imagined means we made it up.)

Check understanding: Thumbs up for real story, thumbs down for imagined story, then show fingers 1-2-3 for beginning-middle-end; reteach order if mixed.

Support: Give sentence frame: My story was about ___ and it was real/imagined. **Stretch:** Explain why starting at the end would confuse the reader.

Use: Slides 1-2

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10–25 min **Teaching** 15 min · Whole class

Teaches narrative tools and models a clear event sequence.

YOU DO

1. Share the big idea: A narrative is a story of real or imagined events in clear order.
2. Show the photo example: A lost tooth can be true. A talking tooth is make-believe. Both can be great narratives!
3. Play Video clip 3 and pause to name first, next, last words that connect events.
4. Model the paper mountain with the box story while thinking aloud about talking and senses.

STUDENTS DO

1. Listen for real or imagined story and events in order during the video.
2. Call out first, next, last words and senses words they hear.
3. Help add one talking line and one hear or feel word to the model.

Say: A narrative tells a story with a sequence of events [13]. It can be a non-fictional or fictional account of related events or experiences [10]. Good writers use technique, details, and sequence. Technique is how you tell it, like talking. Details show what you see, hear, feel [13]. Sequence means first, next, last in order.

Worked example: My mountain for the box story: Beginning - First, a student finds a small box on the desk. I draw a brown box. Middle - Next, the student hears a soft buzz inside. I add talking: Shh, did you hear that? whispered the student. I add sense word soft. End - Last, the student opens it just a tiny crack and gasps. That has a clear and logical progression from start to finish [12].

Ask: What makes this a narrative? (It is a story of real or imagined events in clear order.) · How can we show, not just tell, in the middle? (Add what we see, hear, and feel so the reader can picture it [12].) · Which event comes first, next, last in the box story? (First finds box, next hears buzz, last opens it a crack and gasps.)

Check understanding: Mini whiteboards: students number 1-2-3 for finds box, hears buzz, opens crack; review order if any mix first and last.

Support: Keep a word bank on the board: first, next, then, last, saw, heard, felt, said. **Stretch:** Suggest a stronger sense word to replace nice, like buzzy, cold, or loud.

Use: Slides 3-4, 7, 10; Video clip 3 (0:00–2:35)

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25–50 min **Main activity** 25 min · Pairs

Students plan and draft ordered narratives with technique and details.

YOU DO

1. Give each student a long paper strip, crayons, and tape and model folding into three hills.
2. Direct students to choose a real or imagined lunch-tray or box idea and draw or write one event per hill.
3. Prompt adding one talking line in the middle and one see, hear, or feel word.
4. Have partners point to each hill, retell in order, fix order, then write a 5-sentence mini-narrative.

STUDENTS DO

1. Fold strip, tape ends into mountain, and draw or write one event on each hill.
2. Add senses words and one line of talking in the middle box.
3. Point to each hill and retell the three events in order to a partner, then write 5 sentences.

Say: Pick a real or imagined idea. Plan beginning, middle, end on your mountain. Add talking and senses detail to show, not just tell, so the reader can see, hear, and feel what happened [12]. Read to your partner, fix the order, then write your mini-narrative.

Worked example: Beginning hill: First, I carried my wobbly lunch tray across the cafeteria. I felt nervous. Middle hill: Next, the milk tipped and I heard a loud slosh. I shouted, Whoa! End hill: Last, a helper brought the mop and I said thanks. I felt glad it was clean.

Ask: Is your idea real or imagined, and how do you know? (Real if it could truly happen; imagined if I made up a talking or magic part.) · What shows the clear order in your story? (Words first, next, then, last and events that follow start to finish.)

Check understanding: Partners check: point and retell, then hold up 3 fingers if order is clear; teacher pulls small group to reorder if not.

Support: Give pre-drawn three-box strips with starters: First, Next, Last. **Stretch:** Add one line of what a character said in the middle box to show action.

Use: Slide 9

50–60 min **Plenary** 10 min · Whole class

Reviews order, technique, and details and checks exit understanding.

YOU DO

1. Invite two pairs to read mini-narratives and have class name the beginning, middle, end.
2. Lead a quick fix-up: move one mixed-up sentence back into order together.
3. Guide exit ticket writing: One thing I learned today and My narrative was real or imagined because.
4. Preview next writing: we will keep using talking and senses to entertain readers.

STUDENTS DO

1. Listen, identify first, next, last and one talking or senses detail in shared stories.
2. Write exit ticket sentences and share one idea with the class.
3. Self-check against success: order, real or imagined, talking and senses.

Say: Narrative writing presents readers with a sequence of events [13]. A clear ending helps the reader follow the flow of the narrative [12]. Writers keep the reader entertained with individual and original details [9]. Show me you can order events and add talking and senses.

Ask: How did talking or senses words make the story better? (They show what happened so we can see, hear, and feel it.) · How do you know your story has a clear event sequence? (Events go first, next, last and build in a clear order to the end.)

Check understanding: Collect exit tickets and sort into got it and need practice; reteach order to small group tomorrow if needed.

Support: Offer exit frame: At last, I felt ___ because ___. **Stretch:** Add what the main character learned or will do next time.

Use: Slide 12

Common mistakes

Mistake	How to spot it	How to fix it
Telling events out of order, like starting with the ending	Story uses last first, or reader cannot follow first, next, last	Point to each mountain hill and retell; move sentences to match the hills so progression is clear [12]
Thinking a narrative must be true	Student says imagined ideas like a talking tooth cannot be a story	Remind that a narrative can be non-fictional or fictional events [10]; sort real and imagined ideas both work
Telling instead of showing with no senses or talking	Writing says It was fun with no see, hear, feel words	Add one sense and one talking line; descriptive writing appeals to the senses and paints a picture [13]

Support

- Give pre-drawn three-box strips with starters: First, Next, Last.
- Provide senses chart with eyes, ears, hands and word bank for see, hear, feel.
- Let partners tell it first, then write, using talk frames At first, Then, At the end.

Stretch

- Add one line of what a character said in the middle box to show action.
- Combine two senses in one sentence about the same object.
- Change one detail to turn a Real idea into an Imagined story idea.

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For the LSE or teaching assistant

Sit with target writers during main activity; help fold mountain, scribe if needed, prompt pointing and retelling in order before writing.

Check for understanding

Question	Answer
Is your story real or imagined, and how do you know?	Real if it truly happened; imagined if I made it up.
Put these in order: opens box a crack, finds box, hears buzz.	Finds box first, hears buzz next, opens a crack last.
Make this showing: He was scared. Add talking or senses.	Example: His hands felt cold and he whispered, What was that buzz?

Homework

Read your 5-sentence mini-narrative aloud to someone at home in order.

Sources

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