



**INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF ENGLISH
CLASS IV (2021-2022)**

RESOURCE PERSON: MS. LYNN FERNANDEZ

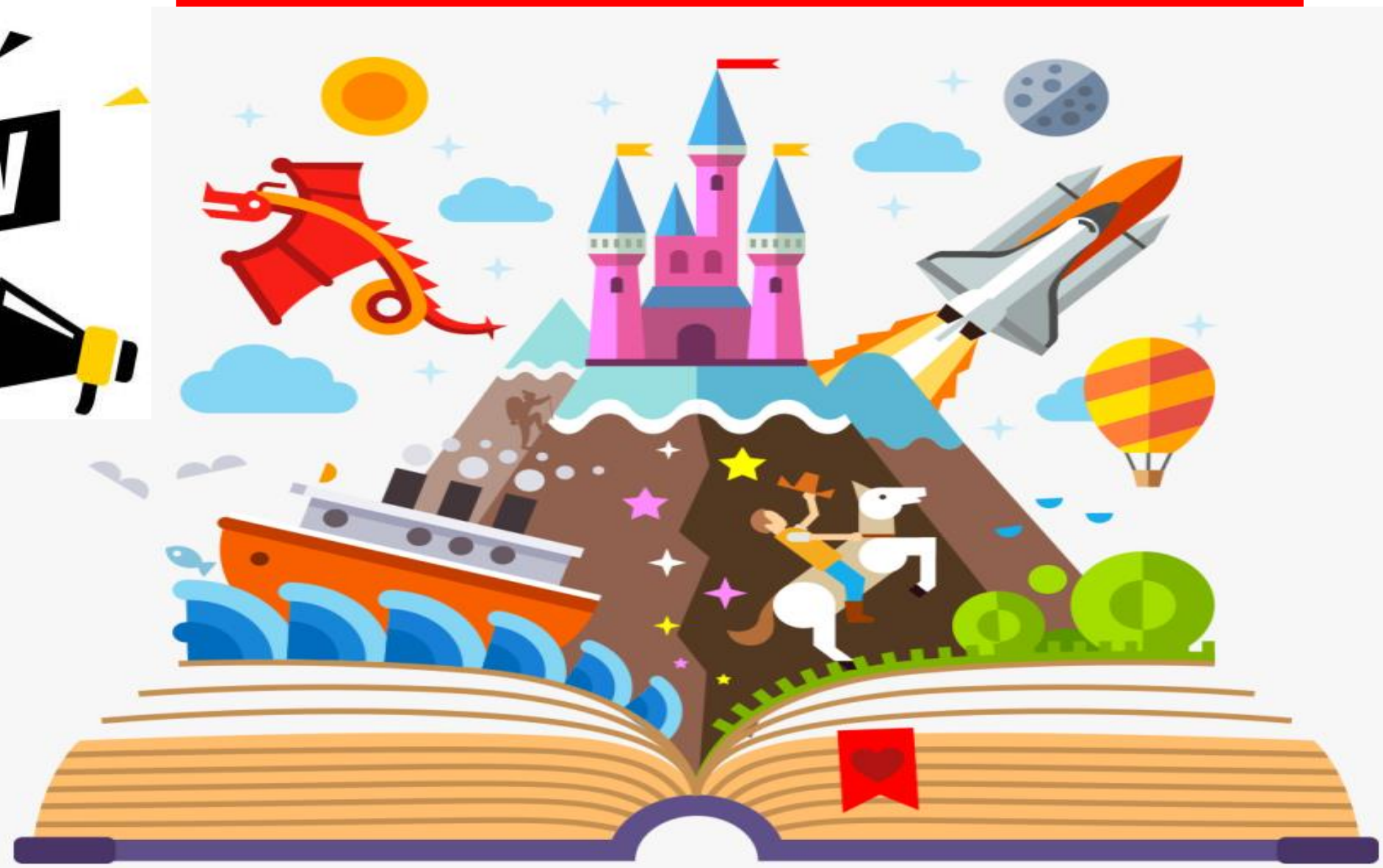
I am a
Writer

I
Writing



STORY WRITING

**TIME
FOR
REVIEW**

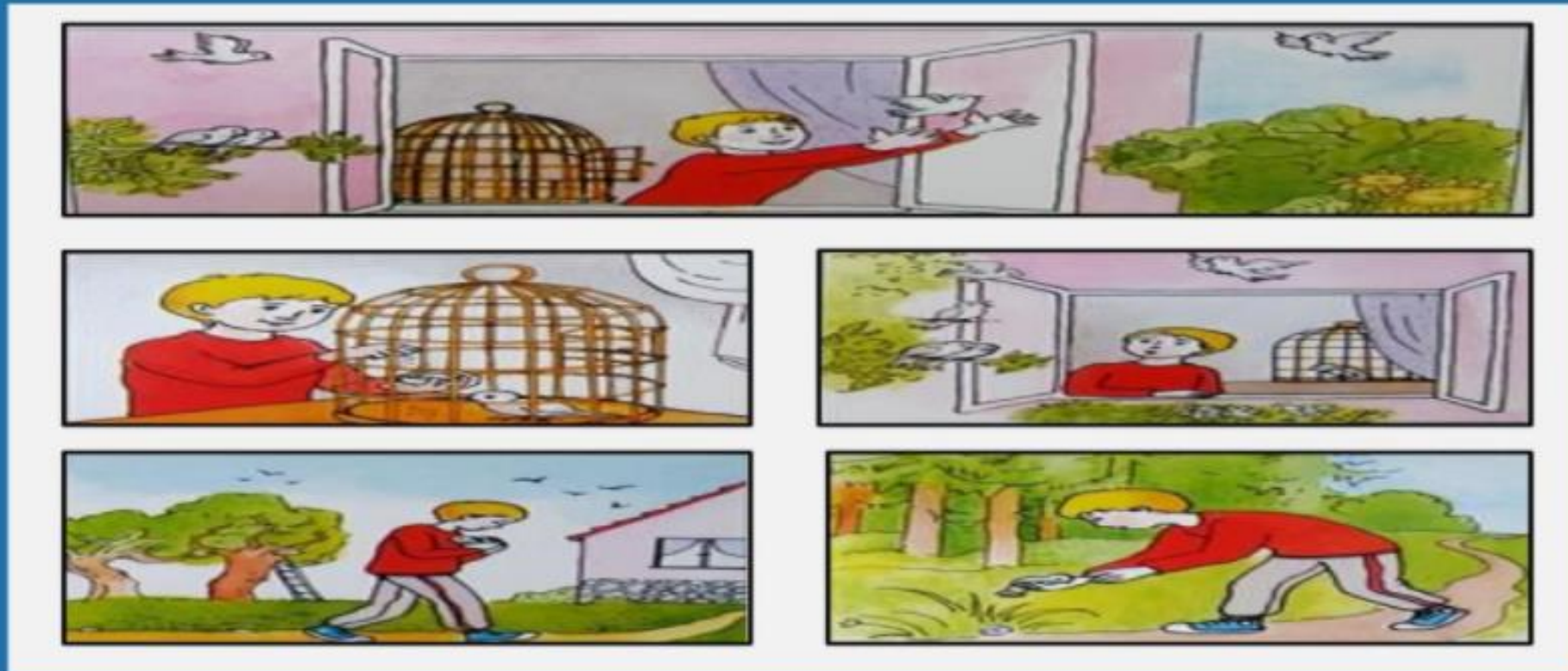




**LET'S DO A RECAP OF
PICTURE BASED
STORY WRITING**

PICTURE BASED STORY WRITING

- Here, you have to write a story based on the given set of pictures.



TIPS FOR WRITING A STORY

1. Observe the pictures very carefully and try to understand the story.
2. Arrange the pictures in the correct sequence of events.
3. Don't forget the important words, **FIRST**, **THEN**, **NEXT**, **LAST**.
4. Remember to write an opening statement.
5. Write your story in the past tense.
6. Check for spellings and grammatical errors
8. Write a closing statement.
9. Write a title and theme of the story.





**LET'S DO A RECAP OF
THE ELEMENTS OF
STORY WRITING**

ELEMENTS OF A STORY(RECAP)

Setting:

- is where and when the story takes place.



Characters:

- are the people, animals, or things that take part in the story.



Problem:

- is something that causes trouble for the characters.



Solution:

- is how the problem in the story is solved.





LET'S DO A RECAP OF
STORY SEQUENCE

STORY SEQUENCE



Who are the characters in the story?



Where is the setting(s) of the story?



What happened first in the story?

First

What happened next in the story?

Next

SEQUENCE WORDS

Beginning



- In the beginning
- First of all
- Once upon a time
- One day
- First/ Firstly
- To begin
- To start
- Once

Middle

- Soon
- Meanwhile
- Then
- After that
- Third/ Thirdly
- And
- In addition
- Also
- Later
- After/ Before
- Next
- Second/ Secondly
- Furthermore
- Subsequently
- Moreover
- Another

Interruption



(something unexpected)

- Suddenly
- All of a sudden
- But then

Ending

- Finally
- At last
- In conclusion
- To summarise
- After all
- By the end
- At the end
- Afterward
- In the end
- Lastly
- By this point
- Eventually

SEQUENCING A STORY

There is a sequence in all stories. Sequencing follows a series of events that help readers to understand the story. The story is pointless without the correct sequence. It definitely helps to improve comprehension and also helps students understand organization skills. The knowledge about the elements of story writing also helps to develop an interesting story.



**Top
10**

WRITING TIPS



1

Choose a title that draws attention.

2

Find out all you can about your topic.

3

Organize your ideas before you begin.

4

Add your own style to your writing.

5

Include interesting information.

6

Make sure you stick to the topic.

7

Use words wisely.

8

Remember that good grammar counts.

9

Reread and revise your writing.

10

Enjoy your writing and others will, too!

STORY WRITING

(supported by an opening sentence)





How To Write A Good Opening Line

- ❖ Short, clear sentences will grab the readers' attention.
- ❖ Use language that will add weight to your sentences.
- ❖ Use your verbs correctly, and your adjectives sparingly.
- ❖ Opening lines don't have to be loud, subtlety is just as effective.

OPENINGS FOR WRITING



OPEN WITH DIALOGUE:

Start a conversation between two characters.

OPEN BY DESCRIBING A CHARACTER OR SETTING:

Begin your writing using descriptive words to describe the character or setting.

OPEN WITH A QUESTION:

Ask the reader a question.

OPEN WITH A QUOTATION:

Quote a person at the beginning of your writing.

OPEN WITH A RIDDLE OR HUMOR:

Begin with a joke or something funny that happened about what you are writing about.

OPEN WITH A SOUND:

Use an onomatopoeia to begin your writing.



OPEN WITH A BOLD STATEMENT OR FACT:

Surprise the reader with a true statement.

OPEN WITH HOW YOU FELT OR WITH A FEELING:

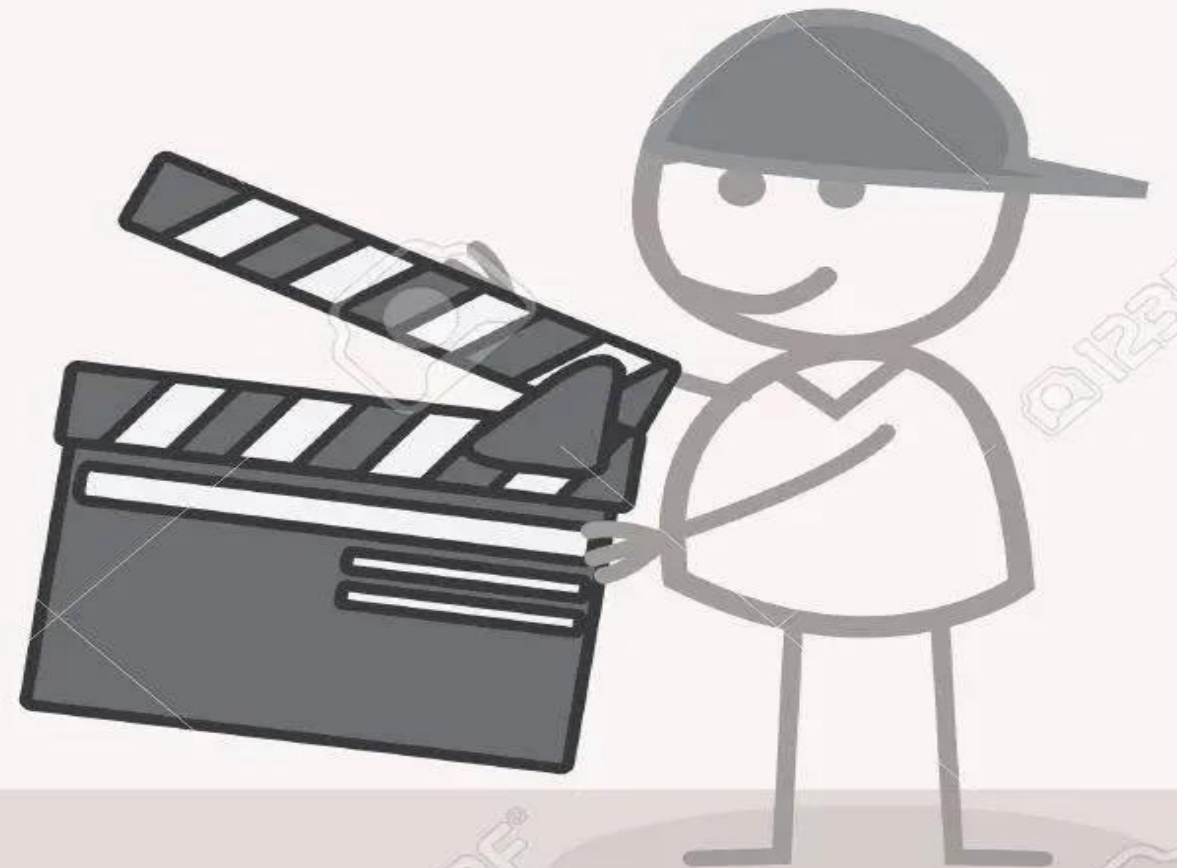
Tell the reader some of your emotions about how you are feeling about your topic.

OPEN WITH A PERSONAL EXPERIENCE:

Begin by telling your reader about some of the experiences you had about your topic.

VIDEO TIME

Link : <https://www.youtube.com/watch?v=M2H29fRVqf8>



CREATIVE WRITING – COMPLETE THE STORY

Liza's First Spelling Bee

Liza has loved words for as long as she can remember. She loves the sounds words make, the shapes of words, and the way letters are arranged in words. Some of her favourite words are 'lollipop', 'balloon' and 'purple'. When Liza has free time at school, she likes to write down words and doodle on the letters to create fun drawings. Sometimes she takes the drawings home to her parents, and sometimes her teacher pins them to the classroom bulletin board.

One day, Liza's art teacher, Mr. Jordan, walked into her classroom and noticed one of Liza's recent pieces of word art. He was very impressed with her creativity and her word choice. After all, not many fourth graders know the word *sanctuary* and how to spell it, let alone know what it means. Liza's word art turned the word *sanctuary* into a beautiful image with birds, rabbits and butterflies in a natural, undisturbed setting with trees and a pond.

Mr. Jordan waited until the recess, and then talked to Mrs. Roberts, about Liza's talent. Mrs. Roberts said, "She is a very good artist, and she is also quite talented at spelling." "I'm sure the fact that she turns the letters of words into characters and images to form her artistic pieces helps her remember the spellings. She could do very well in a spelling bee, and her doodling would help her study," said Mr. Jordan. "I could help her too by creating word art with her," he added.

"That's a great idea. I will ask Liza if she is interested in entering the spelling bee," Mrs. Roberts replied. "It is only three weeks away, so she would have to study pretty hard," she added. Later that day Mrs. Roberts asked Liza if she could stay for a couple of minutes after class dismissal. Liza asked Mrs. Roberts if she was in trouble, and Mrs. Roberts replied, "Quite the contrary."

Liza was still nervous, but she stayed to see what her teacher wanted. When Liza found out Mrs. Roberts wanted her to enter the spelling bee, she was thrilled and honored. Usually only fifth graders enter the spelling bee. Liza was even more excited when she heard that Mr. Jordan was going to help her study with the use of art. Liza and Mr. Jordan met every day after school for the next three weeks. Mrs. Roberts had given them word lists to study. Liza studied hard by turning each word into a drawing. When she wasn't sure what a word meant, Mr. Jordan would tell her and help her come up with an idea for the word art.

When the big day arrived, Liza felt well prepared, but she was still nervous. There were 26 fifth graders and 3 fourth graders in the spelling bee. After the first three rounds, there were still 21 contestants; Liza was one of them. Liza was holding her own and continued to successfully spell difficult words including *'economy'*, *'avenue'*, *'tissue'* and *'station'* over the next several rounds. She knew her word art was helping her succeed because she could visualize the words. After six more rounds, there were only three contestants remaining – Liza and two fifth graders.

It was Liza's turn to spell. Her word was *'migration'*. She remembered drawing flying ducks for the word. She pictured her art, and spelled the word correctly. One of the fifth graders wasn't so lucky during this round, and it was now down to Liza and one other contestant, a boy named Ben. Ben went first in this round. He was given a word that Liza knew very well, *'valley'*. Ben knew the word too and spelled it without a hitch.

Now Liza had to spell her word correctly to stay in the bee; otherwise, Ben would win. She listened carefully as her word was announced. The word sounded familiar, but it wasn't one of the words she had studied. The word was *'tolerable'*. Liza thought about words that contained similar sounds.

She knew how to spell *'tolerate'* and *'notable'*. Could she use that knowledge to spell *tolerable*? She did, and it worked. Liza made it to the next round. Ben listened to his next word and hesitated for quite a while. He took his time and eventually spelled *'ceremony'* correctly.

Liza's next word was *'deception'*. This too was a word she had not studied. She thought and thought about the word and listened to the sounds, but in the end, she was one letter off in her spelling. Liza was slightly sad she didn't win, but at the same time she was proud of herself for making it this far in her first spelling bee. Plus, she knew she could come back next year and try again.

NOTEBOOK WORK





INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF ENGLISH [2021 – 2022]

TOPIC: Story Writing supported by an opening sentence

LANGUAGE NOTEBOOK WORK - 1

RESOURCE PERSON: Ms. Lynn Fernandez

NAME: _____ CLASS: IV SEC: _____ DATE: _____

Build an interesting short story based on the opening sentence given below. Give an appropriate title for it.

Title: _____

It was very late. Emily couldn't sleep. She lay in bed tossing and turning, waiting to fall asleep. She started counting sheep but then she heard a loud noise. It was _____

