# A Story Takes Shape

Students use setting clues to write a three-part story.

**1.3.W.1** "Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 STORY SETTING

a

| noon | morning | night |
|---|---|---|

b

| park | home | library |
|---|---|---|

## 2 WRITE YOUR STORY

| | |
|---|---|
| 1 | |
| 2 | |
| 3 | |

ANSWER KEY

# A Story Takes Shape

GRADE 1 · 1.3.W.1

## HOW TO RUN THIS PAGE

Read the clues aloud and give students time to circle each answer. Then prompt them to invent a character, a problem, and a solution before they write a beginning, middle, and end.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

## PART 1 · STORY SETTING

**SAY** "Listen to each clue. Circle the time and place for your story."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | When the sun first comes up, what time is it? Circle the word. | **morning** |
| b | Where can you check out books to take home? Circle the place. | **library** |

## PART 2 · WRITE YOUR STORY

**SAY** "Make up a character and tell me the character's name, a problem, and how the problem gets fixed. Write one sentence in each box: start with who, the circled time, and the circled place, then write what goes wrong, then tell how it ends."

- Box 1 (beside 1): **Mia went to the library in the morning.**
- Box 2 (beside 2): **Mia lost her book.**
- Box 3 (beside 3): **Mia found it on a shelf.**

## WHAT TO ACCEPT

Circle answers: morning, library. Accept three connected sentences with a character, both setting details in the beginning, a problem in the middle, and a fitting ending.