



OBJECTIVES

Students will

- ◆ brainstorm ideas for their realistic stories.
- ◆ take the spelling pretest.
- ◆ practice cursive *p* and *j*.

MATERIALS

- ◆ Routines 15–16
- ◆ **Language Arts Handbook**, pp. 126–129
- ◆ **Skills Practice 1**, p. 137
- ◆ **Transparencies** 61, 62



Research in Action

Support students as they begin to apply the knowledge, skills, or strategies you teach them. This can include reteaching, providing hints and reminders, giving useful feedback, and initially helping students apply what was taught.

(Steve Graham and Karen Harris)

Realistic Story

A **realistic story** contains people, places, and events that are made up, but could be real. A story about a boy who wants a puppy for his birthday would be realistic. The boy and the puppy are not real, but they seem real.

When you write a realistic story, you use your imagination to write a story that entertains your audience. Your story can have funny characters, exciting places, or strange events that could be true. That's what makes it different from a fantasy. In fantasy, things happen that could never really happen.

Try It!

Which of the ideas below could you use to write a realistic story?

- ▶ Two friends try out for a team.
- ▶ A girl meets a singing turtle by a pond.
- ▶ Your neighbor's dog wins the spelling bee at school.
- ▶ A boy gets a brand-new bicycle for his birthday.



Parts of a Realistic Story

A realistic story has a plot, one or more characters, and a setting. The plot of a realistic story has events that could happen in real life. The characters act like real people or animals would. The setting is a place that is real or could be real.

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Language Arts Handbook, p. 126

Writing

Realistic Story



ROUTINE ROUTINE
15 16

Prewriting

Teach

- ◆ Follow Routine 15. Remind students of the stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing. Tell students they will be writing a realistic story. If necessary, discuss the meaning of *realistic*.
- ◆ Display **Transparency** 61. Have a student read the paragraph aloud. Discuss the elements that make this a realistic story.
- ◆ Tell students that a realistic story contains people, places, and events that are made up but could be real. In "Two Days in May" for example, the events really happened, but the characters and setting were made up by the author of the story.
- ◆ Tell students that when writing a realistic story, the writer uses his or her imagination to tell a story. Remind students that their stories will have a plot, a setting or settings, and characters. The settings and characters should seem real.
- ◆ Tell students another important element of their stories is to have a clear beginning, middle, and end. A story map graphic organizer will help with these important elements. Tell students the story map will help them organize story ideas into an easy-to-follow story line.
- ◆ For further information about writing a realistic story, refer to **Language Arts Handbook** pages 126–129.



Transparency 61

Realistic Story

Nate got to school early on Friday morning. He was excited about Games Day. Nate saw his friend Brad on the playground.

"Are you nervous?" asked Brad.

"A little," said Nate.

Nate was one of the fastest runners in third grade. Today he might win a blue ribbon. He had a dream about winning a blue ribbon.

It was time for the race. The runners lined up. At the signal, they all started to run.

Nate got a good start, but Tina was ahead of him. He thought about the ribbon. He ran faster and faster. He passed Tina and crossed the finish line. He won!

Later, Nate walked home. He looked at his blue ribbon. He smiled and thought, "I guess dreams do come true, sometimes."

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Level 3

Transparency 61