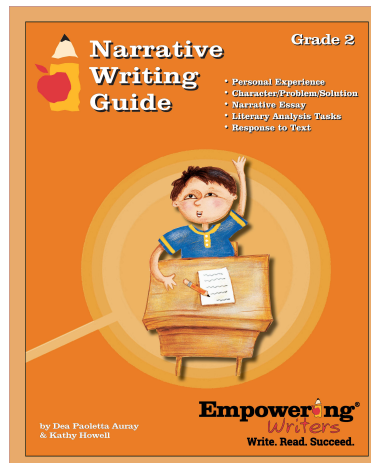




# Grade 2 Narrative Writing Guide

Student Pages for Print or Projection

## SECTION 4: Suspense



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## FIND THE SUSPENSE!

Authors can build suspense by raising story questions to make you wonder or worry. They can use word referents in order to hint at, rather than name, a revelation. Read each suspenseful segment. Underline story questions in red. Underline the use of word referents in blue.

1. Jennifer stared into the dark forest. She shivered a little and her heart began to race. Were there wild animals in these woods, she wondered. She walked on, cautious and quiet. Would she make it out safely?
2. Jan was amazed at the sight before her. She never realized all the stories she'd heard were true! The little man in green giggled. He was the size of a child with a long white beard and jolly red cheeks. He wore a green derby hat with a big gold buckle. The impish elf scurried around the clearing, pointing to the rainbow. Jan hid behind the tree, staring in disbelief. This mischievous fellow kept muttering about a pot of gold. It was hard to believe that she was watching a leprechaun!
3. Jack peered down the stairs. He heard the crinkle of paper, and the sticky sound of tape being pulled off the roll. His mother was kneeling near the Christmas tree, smiling as she unrolled the gift wrap. His heart began to race with excitement as he caught sight of the box in her hands. Could it really be for him? The one thing he had wished and hoped for?



Name \_\_\_\_\_

**WORD REFERENTS (1)**

Imagine that the author wants to build suspense before revealing a story critical character. One way to do this is by using word referents instead of immediately naming the character or object. Using word referents makes the reader wonder exactly what kind of character or object will be revealed. See how many different ways you can refer to each story critical setting or object.

**Ex. Story critical character: Witch**

**Adjective**

- scary
- green-faced
- cackling
- black-clad

**Noun**

- woman
- hag
- broom rider
- character

Now, it's your turn:

Story critical character: **Leprechaun**

**Adjective**

**Noun**

_____	_____
_____	_____
_____	_____
_____	_____

Story critical object: **Crown**

**Adjective**

**Noun**

_____	_____
_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_

## WORD REFERENTS (2)

Imagine that the author wants to build suspense before revealing a story critical element. One way to do this is by using word referents instead of immediately naming the setting, character or object. See how many different ways you can refer to each story critical setting, object, or character.

Story critical setting: **Playground**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____

Story critical object: **Monkey Bars**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____

Story critical character: **2nd Grader**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____





Name \_\_\_\_\_

**WORD REFERENTS (3)**

Imagine that the author wants to build suspense before revealing a story critical element. One way to do this is by using word referents instead of immediately naming the setting, character or object. See how many different ways you can refer to each story critical setting, object, or character.

Story critical setting: **Circus**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____

Story critical character: **Clown**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____

Story critical object: **Cotton Candy**

Adjective

Noun

_____	_____
_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_

## WORD REFERENTS (4)

Imagine that the author wants to build suspense before revealing a story critical element. One way to do this is by using word referents instead of immediately naming the setting, character or object. See how many different ways you can refer to each story critical setting, object, or character.

Story critical setting: **Farm**

Adjective

Noun

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Story critical character: **Farmer**

Adjective

Noun

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Story critical object: **Barn**

Adjective

Noun

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Name \_\_\_\_\_

## RED FLAG WORDS AND PHRASES

Authors use red flag words and phrases to build suspense. They use them to grab the reader's attention and to tell the reader "Look out! Something important is about to happen!" Look at the list of red flag words and phrases below. Read the suspenseful segment. Place a red flag word or phrase in each blank.

### RED FLAG WORDS AND PHRASES

Suddenly	Just then	All of a sudden
A moment later	In the blink of an eye	Without warning
The next thing he/she knew	Instantly	To his/her surprise
(Add your own)		

Kelly bent to pick a flower in the garden.



\_\_\_\_\_, she heard the sound of quiet footsteps. She looked around but didn't see anyone. Must be a neighbor passing by, she thought. She shrugged and picked another flower.



\_\_\_\_\_, Kelly saw the leaves of the flowers swaying. Could it be a little squirrel nibbling on the tulips, she thought. She walked toward the tulips, but there was nothing there. Kelly frowned and thought and thought. She took a few steps forward and stopped.



\_\_\_\_\_, there was a giggling sound just up ahead. Kelly pushed the flowers aside and jumped back. Standing there between the daisies was an elf!

**THINK ABOUT IT:** What senses did the author use to hint that Kelly was not alone? Underline the sensory clues. How was Kelly feeling? Circle phrases that show her feelings.



Name \_\_\_\_\_

### THE MAGIC OF THREE

One way that authors build suspense is by using “the magic of three.” Read the suspenseful segment below:

- Underline *red flag words* or phrases in RED.
- Number and underline each *hint* in regular PENCIL.
- Underline the *main character’s* reactions to each hint in BLUE.
- Circle the *revelation*.

Carlos strolled along the lonely beach. Just then a peculiar splash in the water caught his eye. He turned toward the water and peered into the waves. There was no sign of whatever it was splashing and gushing out there. He shrugged and went on along the shore.

Suddenly he heard a most unusual bellowing sound. Again he stopped and tried to figure out what in the world was making that sound. But, all was still, except for the sound of the waves. Carlos shook his head - it didn’t make sense. He edged closer to the water wondering out what was out there.

Without warning something huge and shiny seemed to leap out of the water! Carlos gasped and covered his mouth with his hand. What he saw way off shore was a whale breaching!



Name \_\_\_\_\_

**BUILDING SUSPENSE (1)**

**REMEMBER:** • One of the best ways to hold the reader’s interest is to add 3 or 4 suspenseful sentences building up to the main event.

- Raise story questions, use word referents, or the “Magic of Three.”

Read the revelation at the bottom of the page. Then, on the lines above the revelation, put the main character (I) in the setting (cave) and write at least 3 or 4 suspense building sentences that **lead up to** the revelation! Have fun with this! ENTERTAIN! Stretch it out! Make the reader DYING to know what’s next!

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**There in the corner of the cave stood a dragon.**



Name \_\_\_\_\_

**BUILDING SUSPENSE (2)**

**REMEMBER:** • One of the best ways to hold the reader’s interest is to add 3 or 4 suspenseful sentences building up to the main event.

- Raise story questions, use word referents, or the “Magic of Three.”

Read the revelation at the bottom of the page. Then, on the lines above the revelation, put the main character (Catherine) in the setting (underwater) and write at least 3 or 4 suspense building sentences that **lead up to** the revelation! Have fun with this! ENTERTAIN! Stretch it out! Make the reader DYING to know what’s next!

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**Catherine’s eyes opened wide at the sight of the octopus.**





Name \_\_\_\_\_

### BUILDING SUSPENSE (4)

**REMEMBER:** • One of the best ways to hold the reader’s interest is to add 3 or 4 suspenseful sentences building up to the main event.

- Raise story questions, use word referents, or the “Magic of Three.”

Read the revelation at the bottom of the page. Then, on the lines above the revelation, put the main character (Keller) in the setting (the backyard) and write at least 3 or 4 suspense building sentences that **lead up to** the revelation! Have fun with this! ENTERTAIN! Stretch it out! Make the reader DYING to know what’s next!

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**Keller gasped with fright as a skunk waddled closer to his swingset in the backyard.**







Name \_\_\_\_\_

**BEFORE AND AFTER REVISION ACTIVITY (1) - SUSPENSE**

Read this sentence. It gives away an exciting part of the story way too soon!

There is no suspense to catch the reader's attention. It is BORING!

**I saw an army of frogs near the edge of the pond.**

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.



Name \_\_\_\_\_

**BEFORE AND AFTER REVISION ACTIVITY (2) - SUSPENSE**

Read this sentence. It gives away an exciting part of the story way too soon!

There is no suspense to catch the reader's attention. It is BORING!

**I got chased by a dog.**

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.



Name \_\_\_\_\_

**BEFORE AND AFTER REVISION ACTIVITY (3) - SUSPENSE**

Read this sentence. It gives away an exciting part of the story way too soon!

There is no suspense to catch the reader's attention. It is BORING!

**I explored the forest.**

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.



Name \_\_\_\_\_

**BEFORE AND AFTER REVISION ACTIVITY (4) - SUSPENSE**

Read this sentence. It gives away an exciting part of the story way too soon!

There is no suspense to catch the reader's attention. It is BORING!

**I went on a ride at an amusement park.**

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.



Name \_\_\_\_\_

## Egg Tale

I hiked along the narrow trail behind my house that wound its way into the woods. It was a cool, sunny, spring afternoon, and everything seemed to be bursting into bloom. Bright yellow daffodils lined the path and the trees were covered in velvety green and red buds. Birds were busy building nests and squirrels scampered happily along the forest floor.

Suddenly I heard a peculiar cracking sound. Cr...cr...cr...

I stopped short and looked around. Nothing...I huffed and continued on, scratching my head. Perhaps it was a squirrel cracking open a nut, I thought.

Next thing I knew I heard it again, only louder. It seemed to be coming from the underbrush. I knelt down and peered into the greenery. For a moment a ray of light shined out of the shadows. "What in the world?" I whispered. But as soon as it appeared it was gone. I stood and hurried on, feeling a little uncomfortable.

Just then there was a loud SNAP! I froze, then spun around. I caught a glimpse of something creamy white with brown speckles. It was just visible through the bushes. I crept closer and grabbed my binoculars.

It was a large egg, about the size of a soccer ball, sitting in a nest made of grass and leaves! One side of the egg had a wide crack in it that continued to grow. I saw something slippery and green squirming around inside it! What could it be, I wondered.



The giant egg began to vibrate and tremble. The brittle crackling sound grew louder. I watched bits of the shell break off and fall away. My heart began to race as the entire top of the shell peeled back and popped off. There was a groaning sound as an alligator uncurled and stretched, straining out of the broken shell. First one scaly leg emerged, then another. A long snout at the end of a flat head followed, pointing skyward. I stood gaping as the alligator hatched. The birds swooped overhead as if to get a better look. Squirrels sat up and took notice of the alligator. I stared at the alligator trying to memorize what I saw. The alligator raised its head and stared at me with its beady yellow eyes. Then the alligator slipped into the nearby stream.

I think of the unusual egg and the alligator every time I walk in the woods. I've always hoped to see the alligator again, but it's never happened. Now, I never take a hike without my camera. If I spy a pair of yellow, beady eyes staring at me from the stream I'll be sure to snap a photo!

**Summarizing Framework:**

This is a story about \_\_\_\_\_ .

The problem, adventure, or experience was \_\_\_\_\_ .

The problem was solved, adventure/experience concluded when \_\_\_\_\_ .



Name \_\_\_\_\_

**LITERARY ANALYSIS TASK: SUSPENSE**

Read the story Egg Tale and draw a ring around the suspenseful segment. What technique did the author use to write this suspenseful segment? How do you know? Write in complete sentences to provide the evidence that proves your answer.

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**Sentence Starters:**

The author used \_\_\_\_\_.

The reader knows this because \_\_\_\_\_.

In the story \_\_\_\_\_ the author used \_\_\_\_\_.

The author wrote \_\_\_\_\_.

We see this when \_\_\_\_\_.

This makes the reader \_\_\_\_\_.

We find out what the strange noise is when \_\_\_\_\_.

This leaves the reader \_\_\_\_\_.





Name \_\_\_\_\_

**NARRATIVE EXTENSION TASK: SUSPENSE**

In the story, Egg Tale, there is a story critical element, the “alligator.” Underline the sentences in the story where you see the word “alligator” written. Instead of naming this animal over and over, the author could have used some word referents. Rewrite several of the sentences in this story using a word referent in place of the word “alligator.”

*Word Referents for “alligator”*

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*Revised sentences*

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