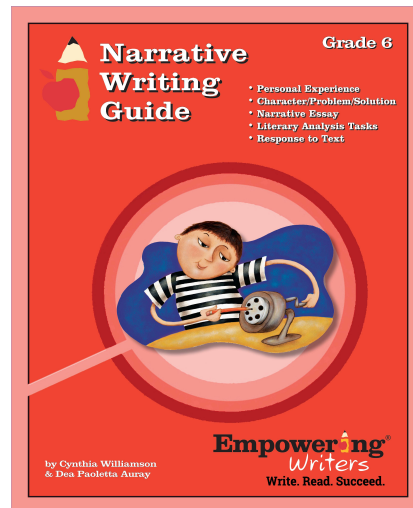




# Grade 6 Narrative Writing Guide

Student Pages for Print or Projection

## SECTION 5: Main Event



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Name \_\_\_\_\_

## COMPARING SUMMARIES AND FULLY ELABORATED MAIN EVENTS

Read each version of a main event about babysitting.

- 1.) I learned that babysitting my little brother was hard work.
- 2.) My mom asked me to look after my little brother while she took a nap. I said, “of course,” but it wasn’t easy! First, he spilled the last of the milk in the kitchen. Then, he dumped his legos all over the living room floor. Then, I lost my temper and called him a brat, which made him cry and he woke Mom up.
- 3.) Mom’s nose was red and sore. There were gray shadows under her eyes.

“I really need a nap,” she said. “Do you think you could look after Teddy for an hour or so?”

“Of course,” I said. Mom was recovering from a cold and I was more than happy to help. Teddy was only three. He was a bundle of energy, but so was I. I could handle him — no problem. At first, everything was fine. Teddy and I went outside and kicked the soccer ball around in the back yard. We were having a great time until Teddy got thirsty. I poured the last of a gallon of milk into a cup and handed it to my parched brother. He spilled it. “More,” he said, handing me his cup.

“There is no more,” I explained, showing him the empty milk jug. “Have some apple juice or water.” “No,” he shouted. “Milk!” He finally accepted a cup of water. After he finished, we went into the living room and Teddy dumped his bucket of brightly colored legos onto the rug. “We build something,” he said.

“Sure,” I said. “We can build something, but you’re going to have to clean up all these legos afterwards.”

“No,” he yelled, stomping his foot. At that point, I lost my temper.

“You’re a brat, Teddy!” To my horror, he burst into tears. “Sssh,” I said. “You’ll wake up mom.” But it was too late!

**Turn and Talk:** Which example is a fully elaborated main event? Which example is a simple summary of a main event? Which example is a grocery list of action? Which example is the most entertaining to read?

Name \_\_\_\_\_

**THE MAIN EVENT (1)**

**REMEMBER:** • The main event is the MOST IMPORTANT part of a story!

- The main event should take up the largest amount of writing within a story.
- The main event should occur as though in slow motion - with every small detail told.
- The main event is a time for the author to show off and really entertain!

**Directions:** Read the summary of the main event below. Imagine what is happening. Then, in order to ELABORATE on the main event, ask:

- What did you do? (action) • What did you see, hear, feel? (description)
- What did you wonder/worry? (thoughts/feelings)
- What did you say? (dialogue/exclamation) • SOUND EFFECT?

**As we hiked in the desert, we saw cactus and hear the coyotes howl.**

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Name \_\_\_\_\_

**THE MAIN EVENT (2)**

**REMEMBER:** • The main event is the MOST IMPORTANT part of a story!

- The main event should take up the largest amount of writing within a story.
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**Directions:** Read the summary of the main event below. Imagine what is happening. Then, in order to ELABORATE on the main event, ask:

- What did you do? (action) • What did you see, hear, feel? (description)
- What did you wonder/worry? (thoughts/feelings)
- What did you say? (dialogue/exclamation) • SOUND EFFECT?

**Matt and I watched a meteor shower together.**

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Name \_\_\_\_\_

### THE MAIN EVENT (3)

**REMEMBER:** • The main event is the MOST IMPORTANT part of a story!

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- The main event is a time for the author to show off and really entertain!

**Directions:** Read the summary of the main event below. Imagine what is happening. Then, in order to ELABORATE on the main event, ask:

- What did you do? (action) • What did you see, hear, feel? (description)
- What did you wonder/worry? (thoughts/feelings)
- What did you say? (dialogue/exclamation) • SOUND EFFECT?

**Darcy and I went ice skating.**

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Name \_\_\_\_\_

**THE MAIN EVENT - MAKE-IT-YOUR-OWN**

**REMEMBER:** • The main event is the MOST IMPORTANT part of a story!

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- The main event should occur as though in slow motion - with every small detail told.
- The main event is a time for the author to show off and really entertain!

**Directions:** Read the summary of the main event below. Imagine what is happening. Then, in order to ELABORATE on the main event, ask:

- What did you do? (action) • What did you see, hear, feel? (description)
- What did you wonder/worry? (thoughts/feelings)
- What did you say? (dialogue/exclamation) • SOUND EFFECT?

\_\_\_\_\_ (Sentence here)

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Name \_\_\_\_\_

**REVISION ACTIVITY (1) - MAIN EVENT**

Read this summary of a **main event**. It rushes through the most important part of the story way too quickly! It is BORING!

**After the game, we had a pizza party at my house.**

Revise this by writing a fully elaborated **main event** with a balance of action, description, dialogue, thoughts and feelings - and just for fun, a sound effect.

Be sure to:

- ~# Show slow motion action. Ask: What did I do? S-T-R-E-T-C-H I-T O-U-T!
- ~# Include an exclamation. Ask: What did I exclaim?
- ~# Show how the main character is feeling. Ask: How did I feel?
- ~# Include a 3-4 sentence description of the pizza and/or house. Ask: What did I see, hear, feel?

**Revision:**

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Name \_\_\_\_\_

REVISION ACTIVITY (2) - MAIN EVENT

Read this summary of a **main event**. It rushes through the most important part of the story way too quickly! It is BORING!

**In the final moments of the game, I hurled the basketball at Tim.**

Revise this by writing a fully elaborated **main event** with a balance of action, description, dialogue, thoughts and feelings - and just for fun, a sound effect.

Be sure to:

- ~# Show slow motion action. Ask: What did I do? S-T-R-E-T-C-H I-T O-U-T!
- ~# Include an exclamation. Ask: What did I exclaim?
- ~# Show how the main character is feeling. Ask: How did I feel?
- ~# Include a description of the setting. Ask: What did I see, hear, feel?

Revision:

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Name \_\_\_\_\_

## The Magic of Compassion

Was I ever so glad I'd joined the pony club! It was six months ago that I became part of this awesome group and since then, I'd made new friends and learned so much about caring for a horse. Most importantly, I was becoming a world-class rider and I couldn't wait to show off my skills this Saturday at my first horse show.

Along with all of my Pony Club friends, I rushed to the stables after school on Friday afternoon before the horse show. We all wanted to get in some last-minute practice for our events and to groom our mounts until they looked their glossy, majestic best.

"Hey, Penny," I said patting a lovely chestnut colored horse on the nose. In another stall, a paint pony named Alfie neighed for my attention and I handed him a crunchy carrot. I loved all of these horses. Each had been rescued from lives of neglect and abuse. Hoping we could make up for their suffering, all of us Pony Club members pampered each and every one of these strong, spirited survivors. They all seemed grateful, especially a new arrival with a cream colored coat and blonde flaxen mane who we called our Princess. We lavished so much love on this gentle mare, brushing her mane, mucking out her stall and treating her to her favorite peppermints. She was still weak, but making a slow, steady recovery and in a few months, for sure, she'd be ready to be ridden.

In the stall next to Princess, I found my rambunctious young mount, Bud, and he was chomping at the bit to go outside. He and I practiced our jumps until I was sure we'd win a blue 1st place ribbon in tomorrow's show. Before I left the barn, I mucked out his stall and braided his tail with a shiny gold ribbon.

The next morning, I was running late. I rushed into the barn to get Bud saddled up but did a double take as I passed Princess' stall. My eyes must have been playing tricks on me because the familiar cream horse had been replaced by a unicorn, with stripes in a rainbow of soft colors and a pearly spiral of a horn on her forehead. I didn't have time to investigate, because I heard my name being called in the arena:

"Next up, Anna Olsen riding Bud."

Bud's performance was absolute perfection but I kept thinking about the unicorn in the barn and it threw off my timing. We finished third — a disappointment but good enough for a bright yellow ribbon.

Along with the first and second place winners, I stood in the winner's circle waiting to be presented with my ribbon. "Did you see the unicorn in the barn?" I whispered to my friend Rachel, who'd taken first.

She nodded and mouthed the word "magic."

Magic? Since when did we believe in magic? That's what I was thinking when actual, undeniable magic took place before my very eyes. Everyone watched in amazement as the unicorn galloped out of the barn, her colors shimmering in the midday sun, and took flight. Gracefully, she soared up into the air leaving a trail of sparkling fireworks behind. In the blink of an eye, she disappeared behind a fluffy cloud.

When I brought Bud back into the barn, the Princess we'd always known and loved was resting in her stall. She took a peppermint from my hand and, as I looked into her warm, trusting eyes, I understood what had happened. Princess had transformed herself into a unicorn and flew high in the air to thank us for taking such good care of her. It might sound unbelievable and I'll never be able to prove it, but who among us doubts the magical power of compassion.

Name \_\_\_\_\_

LITERARY ANALYSIS TASK: MAIN EVENT

You've read the story The Magic of Compassion. Write an essay to explain how the author connected the real world with the fantasy world and why, in the main event, the reader is willing to suspend their disbelief and go along with the fantasy. Be sure to cite examples and evidence from the text.

THINK AND DISCUSS: What is the suspension of disbelief? What does an author need to do to create an effective, fully elaborated main event?

Your teacher will walk you through the following STEPS:

- 1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
• Who is the main point of view character?
• What is the setting?
• What is the main character's motivation? (What does she/he want?)
• What is the conflict? (Who or what stands in the way of the main character's motivation?)
• Fill in the summarizing framework that outlines the plot.

This story is about
The problem/adventure/experience
The problem was solved, experience or adventure concluded when

- What is the theme?
3. Consider the task:
• How does the author connect the real world with the fantasy world?
• How does the reader suspend their disbelief and accept this fantasy?
4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

**SENTENCE STARTERS:**

- In this fantasy story \_\_\_\_.
- Interestingly, the author uses \_\_\_\_ .
- Besides that \_\_\_\_.
- Of course \_\_\_\_.
- The author brings the main event to life when \_\_\_\_.
- We understand that \_\_\_\_.
- The author shows \_\_\_\_.
- Readers feel \_\_\_\_.
- The author describes \_\_\_\_.
- We see that \_\_\_\_.
- Readers discover that \_\_\_\_.
- This main event \_\_\_\_.
- In this story \_\_\_\_.

Name \_\_\_\_\_

## NARRATIVE EXTENSION TASK: MAIN EVENT

You've read the story The Magic of Compassion in which the point-of-view character witnesses the mysterious appearance and magical flight of a unicorn. Rewrite the story, replacing the main event with a new event.

Fill in the summarizing framework for the original story:

*This story is about* \_\_\_\_\_.

*The problem/adventure/experience was* \_\_\_\_\_  
\_\_\_\_\_.

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

Now, imagine your revised main event. Fill in the summarizing framework indicating your changes:

*This story is about* \_\_\_\_\_.

*The problem/adventure/experience was* \_\_\_\_\_  
\_\_\_\_\_.

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

**REMEMBER:** Use the productive questions to fully elaborate your MAIN EVENT:

- **ACTION:** What did you do?
- **DESCRIPTION:** What did you see, hear, feel, smell, taste, sense?
- **EXCLAMATION:** What did you say?
- **THOUGHTS/FEELINGS:** What did you feel, think, wonder, worry?
- **SOUND EFFECT:** What did you hear?

On another piece of paper or at the keyboard, write your new MAIN EVENT.