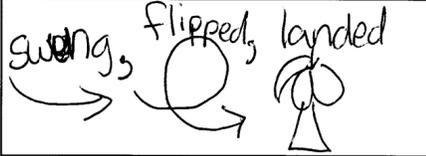


Story Opening & Transition Sentences Worksheet

 S 	C 	
Scorching humid muggy 	deep thick 	bunch sweet juicy 
T 	C 	
Swish!	He	swung, flipped, landed 
On a muggy day deep in the tropical forest, a hungry monkey spotted a big bunch of sweet bananas high up in the trees. Swish! He swung, flipped, and landed on the top of the banana tree.		
<small>Secret Formula: 2-Sentences Narrative: Intermediate Level ©2006 Nancy Fetzer</small>		

Purpose: Utilize this organizer for students learn to write story openings and transition sentences that smoothly and cohesively stay on topic, include different important words, and are filled with descriptive language as well as powerful verbs.

Directions: During the writing lesson, the teacher utilizes an overhead transparency of the organizer, while students at their desks, write on their own organizers.

Teacher: (At the beginning of the lesson, identify the secret formulas for each sentence. *With this organizer we will learn to write two powerful sentences (make muscles). You know the secret formula for the first sentence: S, C, and arrow. The S is for setting; the C is for character, and the arrow is for action. The setting tells me when and where. The character tells who the story about? Who is driving the action in the story? The action is what the character is doing? The arrow is the character's action. What are they doing? Now look at your organizer, read the top line: setting, character, and action. The second sentence has a secret formula: T for transition, C for character, and the arrow is for action.*

Story Opening & Transition Sentences Worksheet

The image shows a woman on the left side, smiling and holding two jars filled with beads. She is also holding a card with a starburst symbol. Behind her are several cards with simple line drawings: an ear, an eye, a nose, a hand, a thought bubble, a heart, a circle, and a starburst. To the right is a worksheet titled 'Story Opening & Transition Sentences Worksheet'. The worksheet features a 'Secret Formula' grid with four boxes: 'S' (Setting) containing a sun and the words 'screaming', 'muggy', 'humid'; 'T' (Time) containing a palm tree and the word 'thick'; 'C' (Character) containing a monkey; and 'C' (Character) containing a bunch of bananas and the words 'sweet', 'juicy'. Below the grid are several sets of horizontal lines for writing, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

Follow the listed steps for the lesson:

Step 1: Who is in the story, a person or an animal? (Draw the character in the character box. In the example, the students decided to write about a monkey, so they drew a monkey in the Character box.)

Step 2: What's the setting? When and where is the story happening? (Draw the setting in the When and Where boxes. In the example, the students drew a sun for a sunny day and tree for the jungle.)

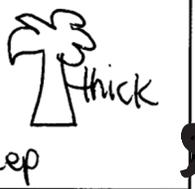
Step 3: What's happening? What's the character doing in the story? What's happening to the character? (Draw the action in the arrow box. Students drew eyes and bananas.)

Step 4: Read the Secret Formula pictures to make a story sentence. Students and teacher read and pantomime the pictures they drew in their boxes. The physical motions provide more scaffolding for students.

Teacher: *On a hot day* (rub back of hand across forehead), *in the jungle* (arm straight up, with an open hand), *a monkey* (cup hands on head for ears), *saw some bananas on a tree* (point). After forming a sentence with the Secret Formula boxes, the students then repeat the sentence to their buddies. If the students can easily say the sentence, the teacher then moves to step five to provide instruction for a more sophisticated sentence.

Step 5: Add fancy words! The teacher pulls out a deck of cards with symbols representing different types of fancy words (an eyeball for what something looks like, an ear for what something sounds like, a heart for feeling words, etc.). Once students identify what types of fancy words would best describe the girl and cat, the teacher then posts the cards next to the organizer.

Story Opening & Transition Sentences Worksheet

  muggy scorching humid	S   thick deep	C  	 bunch sweet  bananas juicy
T <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	C  He	 	

Step 6: Read the Secret Formula pictures with fancy words to make several different story sentences filled with vivid sensory descriptions. Students and teacher read and pantomime the pictures they drew in their boxes. Since many fancy words are recorded in each of the boxes, many sentences can be formed.

Optional: Punctuation: Students write a comma after the When and Where pictures, and write a period after the Action picture. The punctuation in the picture boxes is unique way to help teach students understand why they need to add commas and periods.

Teacher: Look at your organizers. The first two boxes are for when and where phrases. If a when or where phrase is at the beginning of a sentence, then a comma goes after them. (Students write a comma after the Where box.) Next we need to write the period for our sentence. Write a period after your Action boxes. Now turn to your buddies and tell your sentences, then write them down.

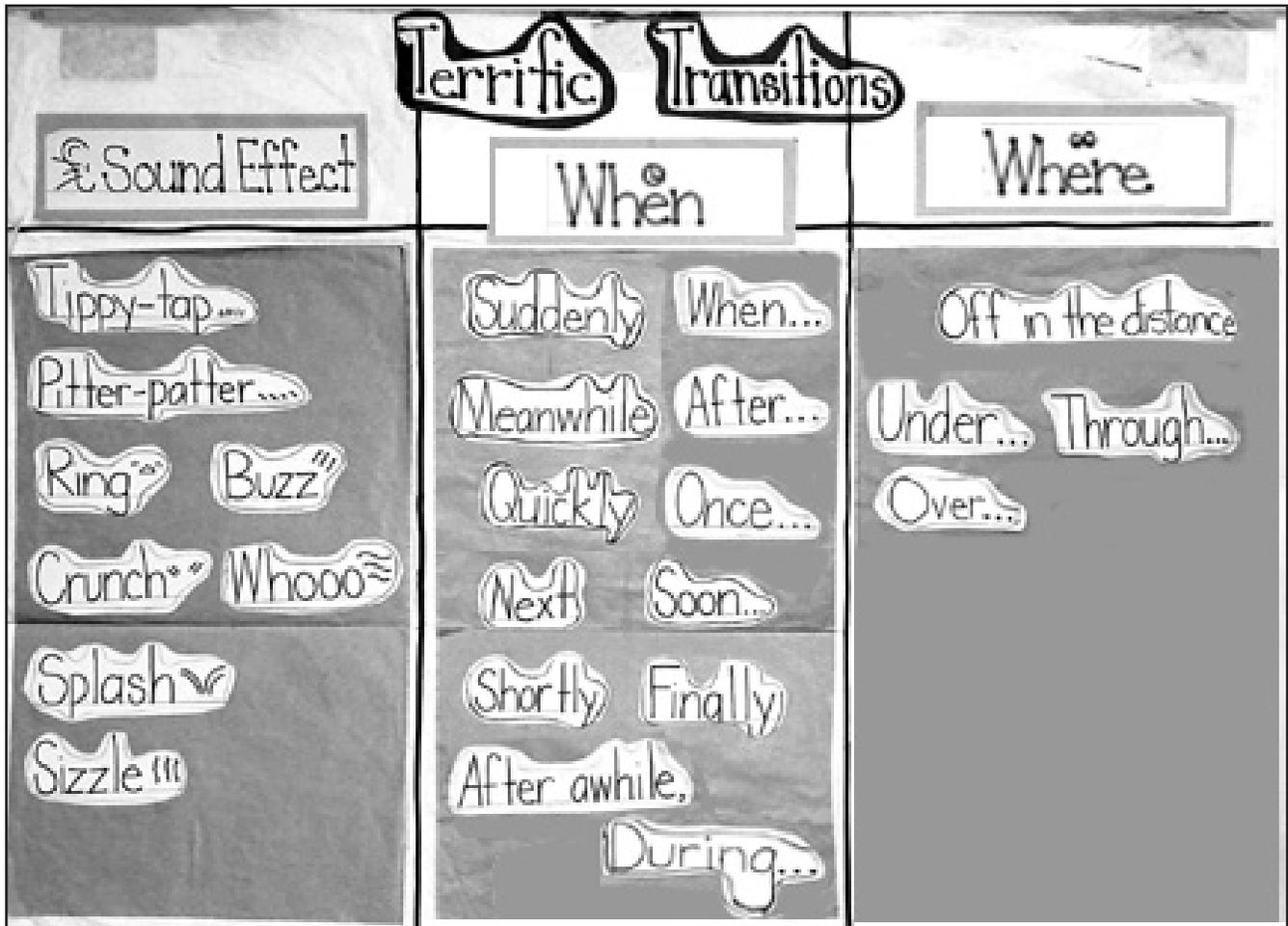
Next students prepare for the second sentence:

Step 1: Read Formula: Point to the secret formula in the second sentence. The secret formula for the second sentence is T for transition, C for character, and arrow for action. Transitions are special words that move the story from one action to the next action.

Step 2: Action: To brainstorm this sentence start with the action box. Point to the box and ask: What happened next in our story? We wrote that the monkey spotted bananas in the first sentence. What happened after he spotted the bananas? What happened to him or what did he do? (Draw the action in the arrow box. Students drew the monkey flipping towards the tree.)

Step 3: Character: Who is driving the action in this sentence? Remember good writer don't use the same words over and over again. Our monkey is a boy. What word could we use instead of monkey? (Students write "he" in the character box.)

Story Opening & Transition Sentences Worksheet



Step 4: Transition: *The transition can be a sound effect, a when (time), or a where (location) phrase. Teacher points to the Terrific Transitions board. Transitions are special words that move us from one action to the next action. This next action is moving the monkey to the tree. What sound would he make if he was flipping through the air? (Students write "Swish" in the transition box.)*

Step 5: Read the Secret Formula pictures to construct the second sentence. Students and teacher read and pantomime the pictures they drew for both sentences. The physical motions provide more scaffolding for students.

On a hot day (rub back of hand across forehead), in the jungle (arm straight up, with an open hand), a monkey (cub hands on head for ears), saw some bananas on a tree (point). Swish (fling arms across body), he flipped through the tree and landed on the tree (make circles in the air with index finger).

Story Opening & Transition Sentences

	(S)		(C) 	
 muggy scorching humid	 thick deep		 bunch sweet bananas juicy	
(T)	(C) 			
Swish!	He	swung, flipped, landed 		
<p>On a muggy day deep in the tropical forest, a hungry monkey spotted a big bunch of sweet bananas high up in the trees. Swish! He swung, flipped, and landed on the top of the banana tree.</p>				

Step 6: Add fancy words! (Students wrote powerful verbs in their action boxes.)

Step 7: Read the boxes with fancy words to make several different story sentences filled with vivid sensory descriptions. Students and teacher read and pantomime the pictures they drew in their boxes. Since many fancy words are recorded in each of the boxes, many sentences can be formed.

Optional: Punctuation: Students write in commas and a period on their organizers.

Students write their sentences on their organizers. Then they check for their capitals, commas, and periods in their sentences.



S



Two empty rectangular boxes for drawing or writing.

Two empty rectangular boxes for drawing or writing.

Two empty rectangular boxes for drawing or writing.



T



Two empty rectangular boxes for drawing or writing.

Two empty rectangular boxes for drawing or writing.

Two empty rectangular boxes for drawing or writing.



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.