

Picture Stories

Subject: Language Arts



OBJECTIVES:

- Students will understand what a narrative is and how to write them.
- Students will gain an appreciation for walking and bicycling by writing about their experiences.



MATERIALS:

- Picture story handout



SETTING: indoors



ESTIMATED TIME:

40 minutes



VOCABULARY:

- Adventure, narrative



ACTIVITY SOURCE:

Nebraska Safe Routes to Schools;
Nebraska Department of Roads

OVERVIEW: Students will write and illustrate a short story that recalls past experiences with walking and bicycling, preferably to school.

BACKGROUND: Transportation is not just about getting from point A to B, particularly for children. One writer related this story (written 100 years ago but still relevant today): “In a private conversation with Jan Gehl he told me that it used to take him 8 minutes to walk to school and 2 hours to walk home. His mother would say, 'Jan, why does it only take you 8 minutes to get to school but two hours to get home?' Jan said, 'The 8 minutes was a trip. But what happened in the two hours was the stuff of life.’” *David Engwicht; www.lesstraffic.com*

Personal narratives are excellent ways for students to tell stories (true or fictitious) of their stories to school. A narrative is the general term for a story long or short; of past, present, or future; factual or imagined; told for any purpose; and with or without much detail. The following website suggests resources for teachers when introducing narratives to their students:

http://www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Narrative.htm

LESSON SET-UP:

1. Review the Writing Process and plan the lesson with the steps that you would like to incorporate.
2. Print out a writing/picture sheet for each student (you might want to photocopy it on both sides, so that the students have more room to write their story).

STATE STANDARDS

Language Arts:

- 1.2: Create readable documents with legible handwriting
- 2.1: Write brief narratives based on their experiences.
- 2.1 – Recognize and use the correct word order in written sentences.
- 1.7: Recount experiences in a logical sequence.

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DISCUSSION:

1. Ask students to think about a positive experience that they had while walking or bicycling.
2. Tell them to turn to someone next to them and tell them that story.
3. Ask one or two of them to share their story with the rest of the class.
 - If this experience does involve something negative such as an accident, brainstorm ways with the class about how this accident could have been avoided (*very important!*).
4. Explain what a narrative story is, and how it has a beginning, middle and ending.
6. Ask the students to draw a picture of the experience to illustrate the story.
7. If time permits, allow the students to share their stories with the class.

ACTIVITY:

1. Pass out a writing/picture sheet for each student.
2. Instruct the students to write a narrative about a positive experience that they had while they were walking or biking. Again, they should be encouraged to think of positive experiences, but if they do recall “near-misses” or accidents, they should also write about what they learned from this experience and how it might have been prevented.
 - Students should be encouraged to think about an experience that they had while walking or bicycling to school.
 - But if they don’t usually do so, they can think about a walking or bicycling experience that they have had on the weekend (such as a nature hike, a bike ride to a friend’s house or even a walk around the block).
 - If they can’t think of any interesting experiences, ask them to make one up!
3. Ask them to incorporate things they saw, heard, and touched as well as people they met and feelings they had about the experience.
4. This is an excellent opportunity to introduce and/or review the Writing Process:

- ✓ Prewriting
- ✓ Writing
- ✓ Revising
- ✓ Editing
- ✓ Publishing

5. Once they’ve completed their stories, edit their



EXTENSION IDEAS

1. Read books about walking and bicycling adventures; suggestions for books are found in the back of this guide.
2. As a homework assignment, assign students to ask their parents about an adventure that they had while walking or bicycling to school. Have them use the ideas from these stories as another narrative that they can write.
3. Take the class on a walk around the block. As they are walking ask students to observe what’s going on carefully, and to think about more potential stories that arise from these observations.

NOTE: You could also use this idea before the writing activity, to give students ideas for their stories.

MY PICTURE STORY


