

**Let's
write a
story!**

**Lesson
Plan**





Title of activity:

Let's write a story!



Topics:

story writing, narratives, creative writing



Target language:

English



Grade:

6th-university level



Target Language Level:

A1-C2 (beginner - advanced)



Time Required:

40-50 minutes

Lesson Objectives:

- Students will be able to collaboratively construct a story with their classmates using a variety of narrative structures.

Description:

This is a collaborative writing lesson focused on developing students' narrative and story-telling skills in a fun, interactive, and creative way.

This lesson can be made as complex or as simple as you and your students would like it to be. It is very flexible as you will see through the suggestions in the lesson guide that follows.

Ideally, students will be familiar with using the past tense and chronological sequence words, but the interactive translator will help them if they are not.



Target Concepts

- Language for storytelling and narratives
- Past simple



Reminder: Pangea Chat will help students learn the language they need during the lesson, so there's no need to worry about having them use dictionaries or translators.

Tip: Though not required or necessary, if students have never been exposed to the narrative genre, you may want to have them do a reading activity prior to this lesson in which you present a basic narrative to them, highlighting the key stages of a narrative. This may help students get more out of the lesson.

If collaborative writing is also something students have never experienced, you may want to carry out a shortened version of this lesson in class before trying it out on the app to help students better understand how it works!



***Before starting the lesson, create a chat titled "Let's tell a story."**



Reminder: You can see students' use of language and in-app support throughout the lesson on your Class Analytics page. This will allow you to identify how much students are using the target language as well as which students may need additional support.

Pre-task

Activity **Timing** *5 minutes*

Ask students, “What was the last story you heard or read?”
You can also ask them follow-up questions like:

Who told the story?

When did you hear/read the story?

Where did you hear/read the story?

Why do you think you remember the story?

Task

Activity 1 **Timing** *5 minutes*

Explain to students that, as a class, you are going to create a story together. Explain that each student will contribute 1-2 sentences to the story.

Establish the order in which students will contribute to the story. This could be alphabetically, for example. Make sure this is visible to students somewhere (you can 📌 **pin it** at the top of the chat, so it’s not lost in the story text).

Tell students you will be providing them with the first sentence to get the story started.

Remind students that the story will need a beginning, middle, and end. If they are familiar with the stages of a narrative, you can mention those specifically. You could consider organizing the order students will contribute in based on the stage of the story they should focus on.

To encourage interaction as the story progresses, ask students to respond to their classmates' contributions with emojis that express their emotional responses to each new addition. Some good emojis for this are: 😲, 😐, 😍, 😏, 🤔, 🙄, 😭, and 😡. But, any emojis could be used—the importance is encouraging interaction.

Make sure to confirm students understand. You can ask each student to respond with a 👍 to show understanding and a 👎 if they do not. Address any questions before continuing.



Activity 2 **Timing** 1 minute

Provide students with the first sentence of the story. You can guide students into using language related to a particular topic depending on the sentence you give them. You can also establish a certain level of complexity with this first sentence.

Here are a few examples of possible first sentences by language level:

A1 (beginner): It was hot and sunny.

A2 (elementary): There is a small cat that lives on my street.

B1 (intermediate): While George was cooking some pasta in the kitchen, his husband heard a loud noise.

B2 (upper intermediate): Nancy said Carlos had not arrived yet, but nobody knew why not.

C1 (advanced): If she had known the horrible consequences of her decision, she would never have made it.



To make the story more complex, you can encourage things like:

Reported speech

Modals in the past (could have, couldn't have, should have, shouldn't have)

Vivid details (more use of adjectives, adverbs, adjective phrases, etc.)

Mixed sentence types: simple, compound, complex, and compound-complex sentences

Tip: You could provide students with an image that represents the first sentence to help them better understand and set the scene.

Activity 3 **Timing** *20-30 minutes*

Have students collaboratively create the story with their classmates using the order for contributing you shared with them.



Wrap-up

Timing 5-10 minutes

Ask students if they like the story they created. You could ask them to answer with “yes/no, because...,” with 👍 👎 emojis, or even by giving a number between 1 and 5 where 1 = very much and 5 = not very much.

If you want to generate more discussion, you can ask students to tell you:

What they most liked about the story

What they least liked about the story

What was most surprising about the story

How writing the story this way made them feel

If they would like to write more stories collaboratively



Extension

Timing 30-40 minutes

You could use the story created to explore the stages of a narrative:

Exposition
Rising action
Climax
Falling action
Resolution

If you have already covered these concepts, you could ask students to identify the different parts of the story through copying and pasting or by commenting (long click the message and respond) on their peers' contributions that correspond to each one.

If you have not already covered these concepts, you can introduce each one briefly (the name of the stage with a definition, for example: *Exposition: Introduces the story and sets the scene.*). After doing this, you can see if students can identify each part in the story you have created together.

In either case, you can also have students make suggestions if any stage is missing to create a more “complete” narrative. If you do this, it may benefit students if you copy and paste the complete narrative with the new additions into the chat in one message.