



# Narrative Writing!

## Story Openings

### Step 1:

Read and dramatize the text, exploring vocabulary; begin adding to the developing success criteria noting purpose, audience and how the author and illustrator create mood and atmosphere for the reader.

## **Lesson Preparation:**

- Print 1 copy of plan per class.
- Print 16 copies of coloured front cover per class.
- Print 1 copy of Resource 3 per class.
- Print 16 copies of Resource 2 per class.
- Print 32 copies of Resource 1 off per class.

# Writing Icons



## Spoken Scaffold

Use these helpful sentences when speaking to your partner.



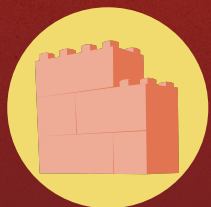
## Spoken Prompts

Use these questions and prompts to help to get your ideas flowing!



## Grammar Focus

This shows when there's a key skill we can use!



## Working Wall

Time to add something to our working wall!



## Writing Model

Use these examples of writing to learn how to do it yourself!



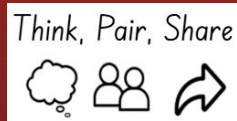
## Edit and Proofread

This shows when you have a chance to edit and proofread your writing!



## Spelling Focus

This shows when there's a key spelling rule to check!



## Think - Pair - Share

Time to find and talk to your talk partner! Remember - nest, eye2eye, knee2knee.

**Genre = *Type of Story*****Theme = *Big Idea or Lesson***

Fantasy – Magic, dragons, talking animals

Friendship – Friends help each other

Mystery – Solving a puzzle or crime

Honesty – Telling the truth matters

Adventure – Exciting action and exploring

Bravery – Be brave even if you're scared

Science Fiction – Space, robots, future

Perseverance – Keep trying, don't give up

Realistic Fiction – Could happen in real life

Kindness – Helping others is important

Historical Fiction – Past events + made-up characters

Teamwork – Working together is powerful

Nonfiction – True facts and real events

Respect – Treat others the way you want to be treated

# Night of the Gargoyles

Author: Eve Bunting

Illustrator: David Wiesner



What genre might this text be?

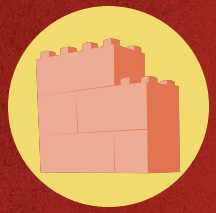
What feelings/emotions might you or another reader be feeling?

What themes are you noticing so far?



NIGHT OF THE  
GARGOYLES

BY EVE BUNTING  
ILLUSTRATED BY DAVID WIESNER



Think, Pair, Share



# Vocab Haul!



Think of at least **five pieces of vocabulary** that describes the **emotions felt** so far.

“When I look at the cover, I feel...”

“The shadows make me feel...”

“The gargoyle’s face makes me feel...”

Use the vocab resource on your table to help you, but you must think of at least two of your own.



## 🌙 Themes in *The Night of the Gargoyles*

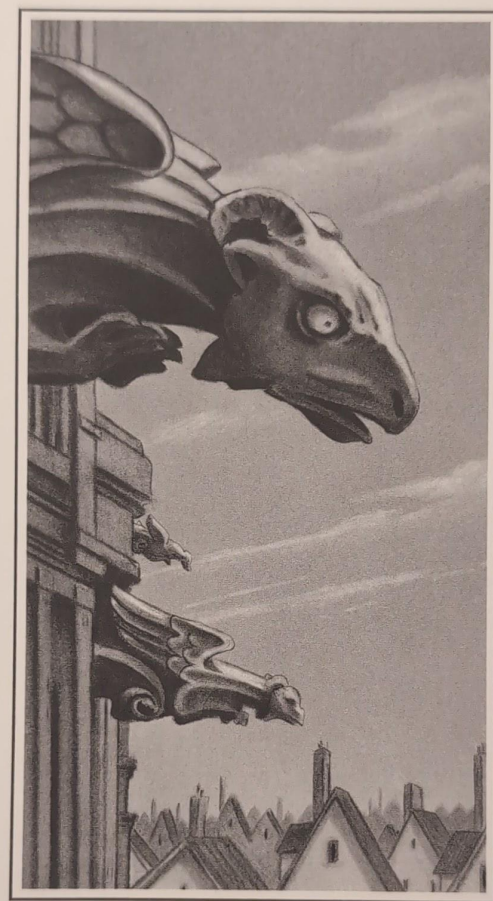
1. **Imagination vs. Reality** – The story shows how ordinary statues *might* come alive at night if you use your imagination.
2. **The Secret Life of Things** – Sometimes objects around us (like gargoyles) may have hidden lives we don't see.
3. **Mystery and the Unknown** – The gargoyles are spooky and mysterious, reminding us that the night can be full of secrets.
4. **Supernatural / Magic** – The idea that magical or strange things can happen when people aren't watching.
5. **Curiosity** – The story makes readers wonder: what happens when no one's looking?

# WHAT IS A GARGOYLE?

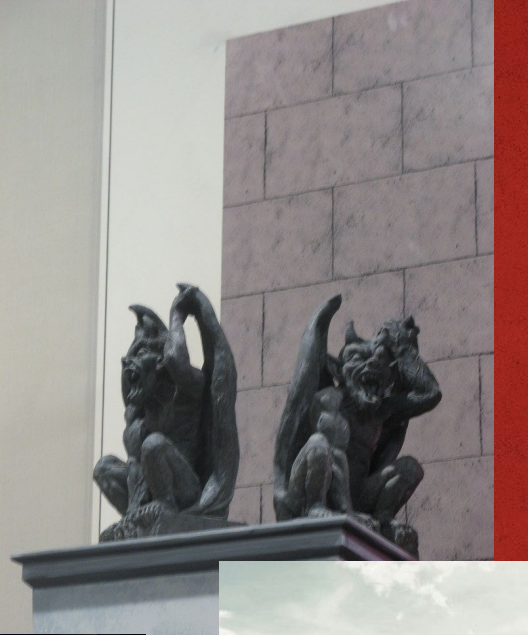
**Gargoyle** - A waterspout in the form of a grotesque human or animal figure projecting from the roof or eaves of a building.

**Have you seen a gargoyle?**

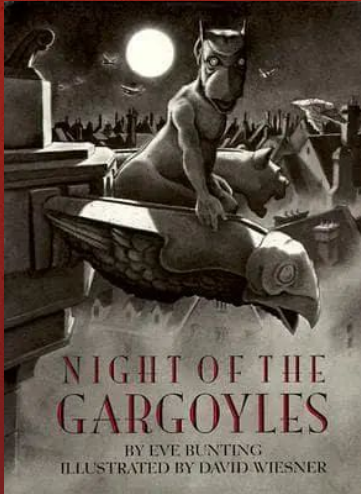
- In real life?
- In books?
- On TV/in a film?



**Gargoyle (GAHR-goil):** A waterspout in the form of a grotesque human or animal figure projecting from the roof or eaves of a building.



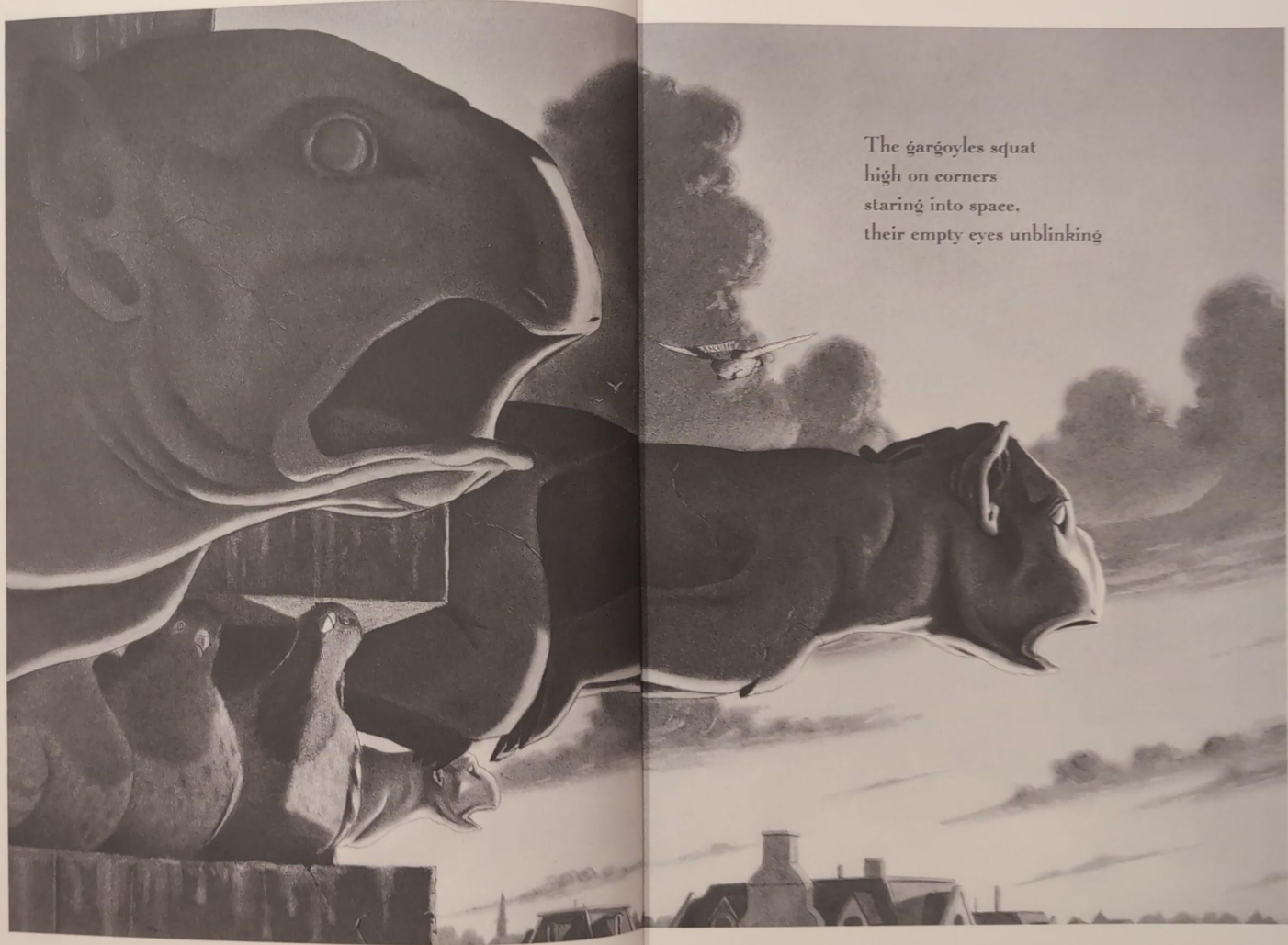
# Mood



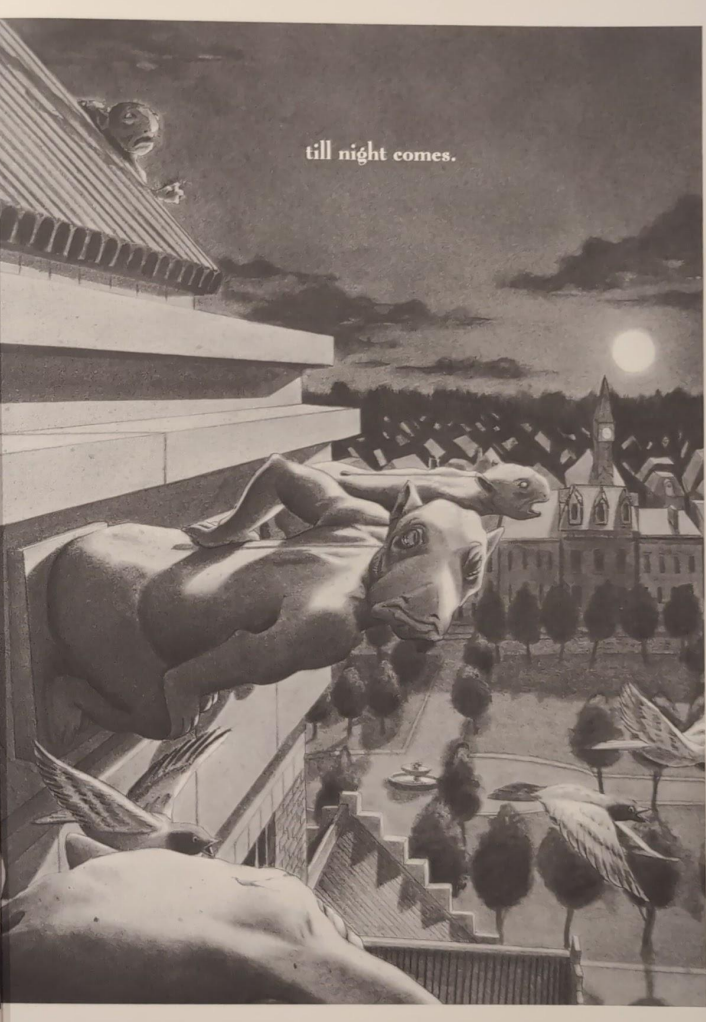
# Atmosphere

A Halloween-themed background with a dark red, textured surface. In the upper right, a large, bright orange full moon is partially obscured by a black bat silhouette. To the left of the moon, several black silhouettes of spiders are scattered across the top. Below the moon, a black silhouette of a gnarled tree stands on a dark brown hill. In the lower left, another dark brown hill is visible. The text "Let's Read..." is centered in a white, stylized font. Small black silhouettes of bats are also scattered throughout the scene, including one near the bottom center and another near the bottom left. The overall atmosphere is spooky and festive.

Let's Read....



The gargoyles squat  
high on corners  
staring into space,  
their empty eyes unblinking

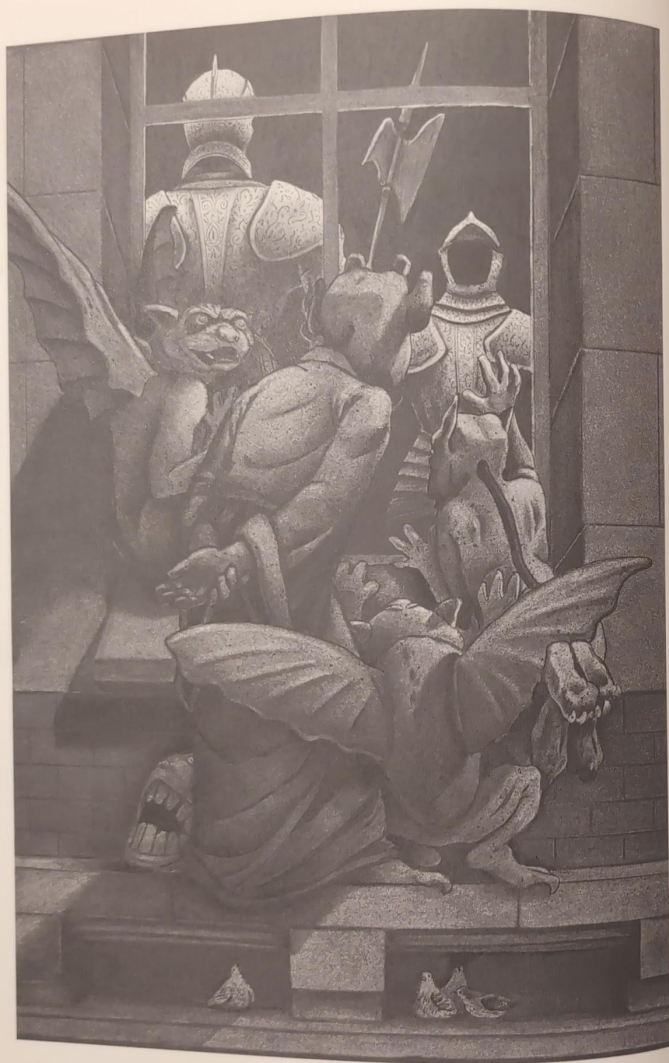


till night comes.



Then there is movement  
in the shadowy corners  
as the gárgoyles creep  
on stubs of feet  
along the high ledges  
and peer,  
nearsighted,  
into rooms where mummies lie  
in boxes, long and thin  
as coffins, ribboned round  
with painted boats and figures  
dark as night.



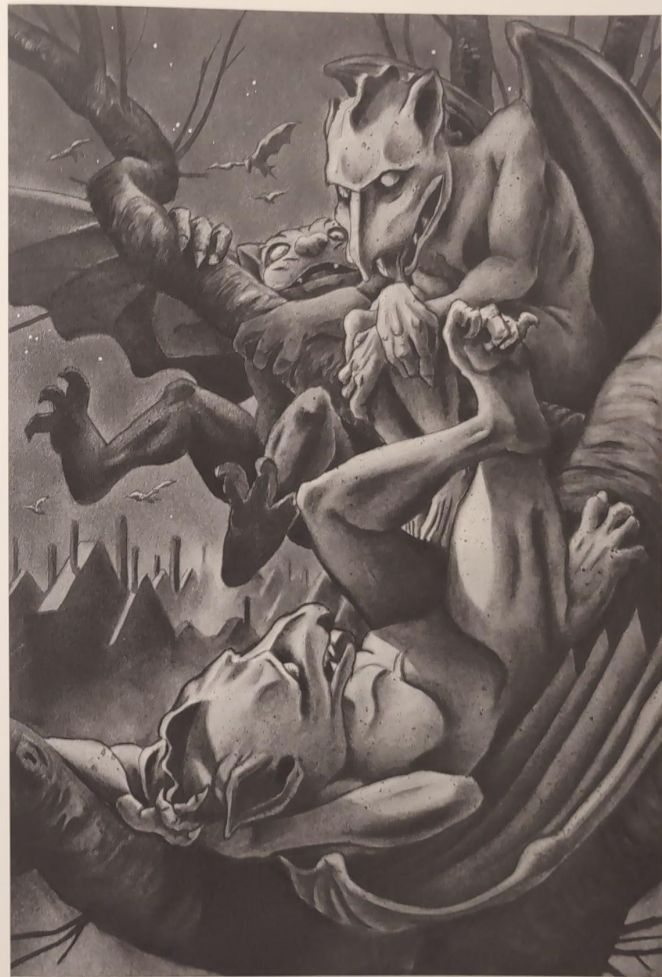


And gargoyle-creep again  
to gape at suits of armor,  
shining, stiff,  
the helmets hinged on eyes  
as bloodless as their own.





Or, tired of viewing,  
fly, if they have gargoyle wings,  
straight up to lick the stars  
with long, stone tongues  
green-pickled at the edges.  
Or land in sleeping trees  
to swing on branches, da-de-da,  
and feel the air move cool  
against their pockmarked stone.



It **hooks us in** and gives us a feel of the  
**Stories usually start in 3 main ways:**  
mood/atmosphere

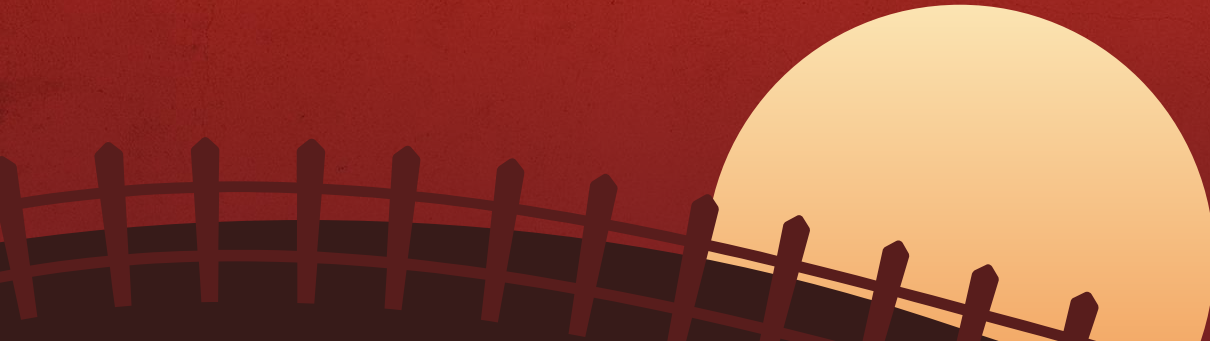
Dialogue

Character/setting  
description

Action

TTYP:

How did this story start?

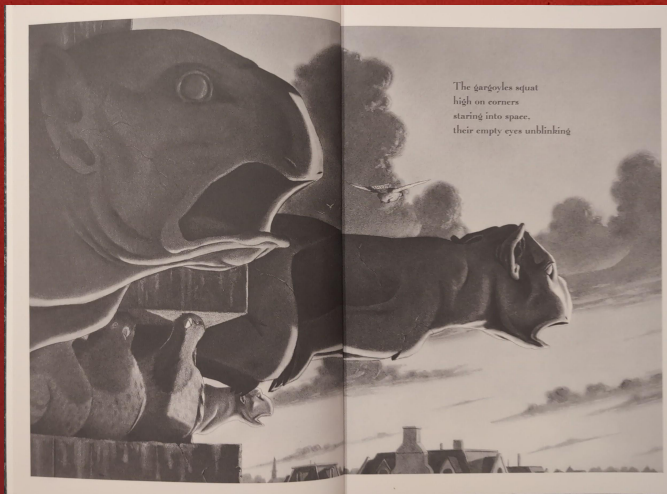


# Re-read the same section in pairs



Choose some words and phrases and consider the mood (emotions/feelings created) and the atmosphere as a result.

What imagery pops into your head as you read this word, phrase or sentence?



For example:

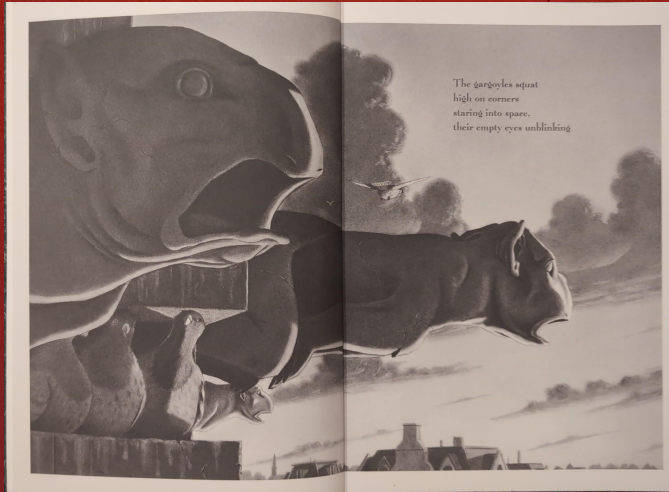
“The gargoyles squat high on corners...”

**MOOD** - How it makes you feel (I am feeling...)

**ATMOSPHERE** - How the setting feels (The setting feels...)



On your strips of paper, write down language choices that make you feel uneasy and tense.





Then down they swoop  
to where a fountain splashes dark,  
the water spitting from a cherub's mouth.  
They gárgoy-le-hunch around the rim  
and gárgoy-le-grunt  
with friends from other corners  
who have come for company.



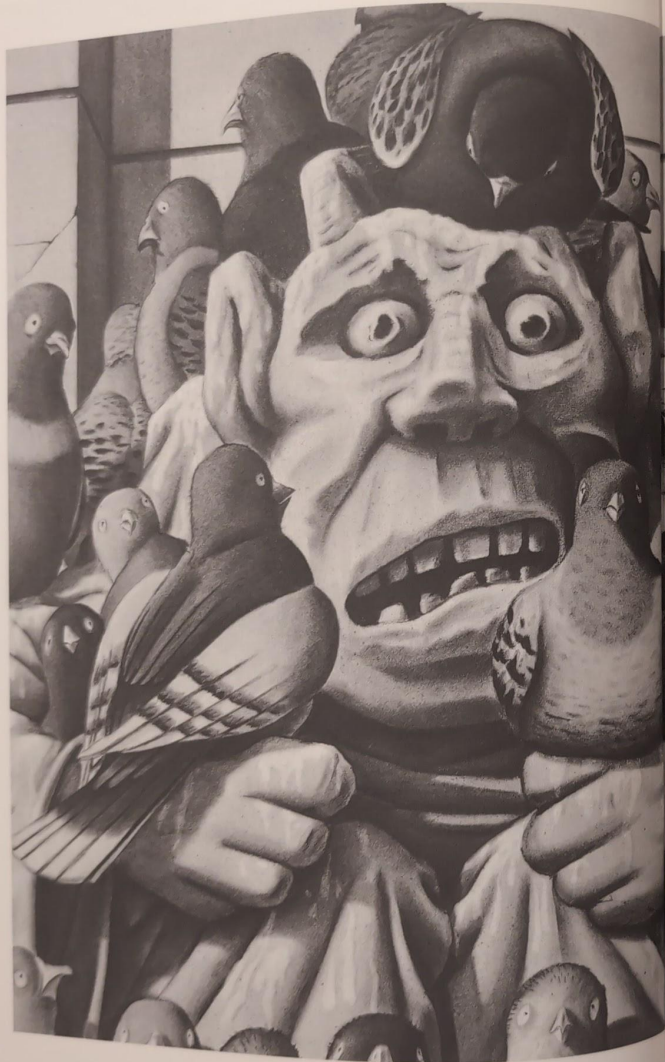


They grunt of what they've seen  
and where they've been.  
How hot the corners  
when the sun is high,  
especially the ones beside the clock.  
How noisy, too.

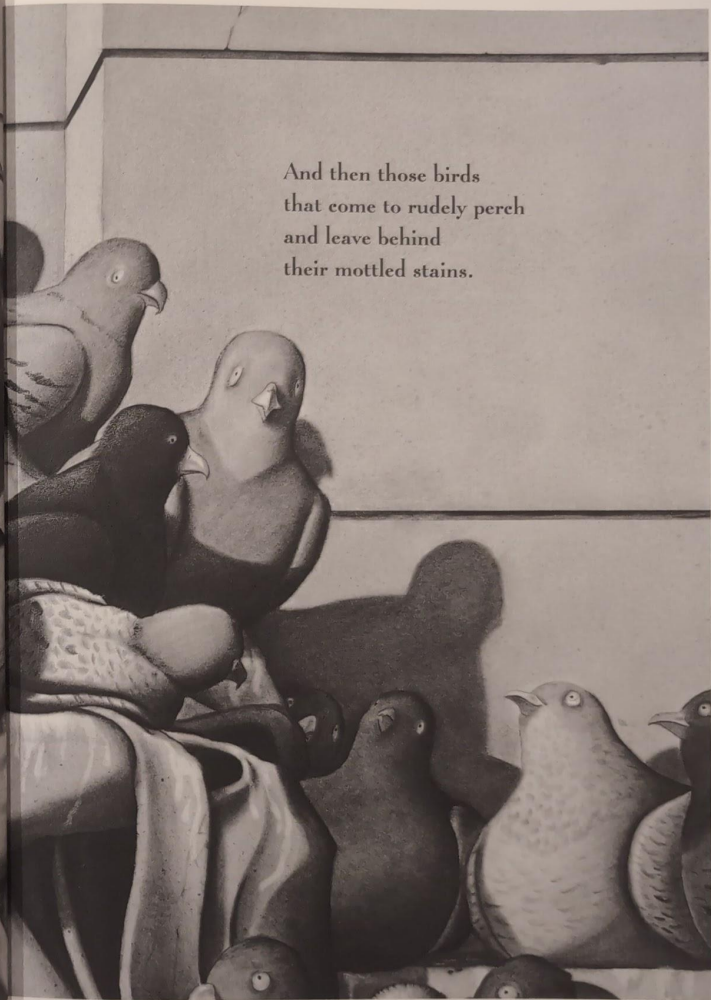


They grump of summer passing  
and the rain  
that pours in torrents through  
their gaping lips  
and chokes their throats  
with autumn's leaves.



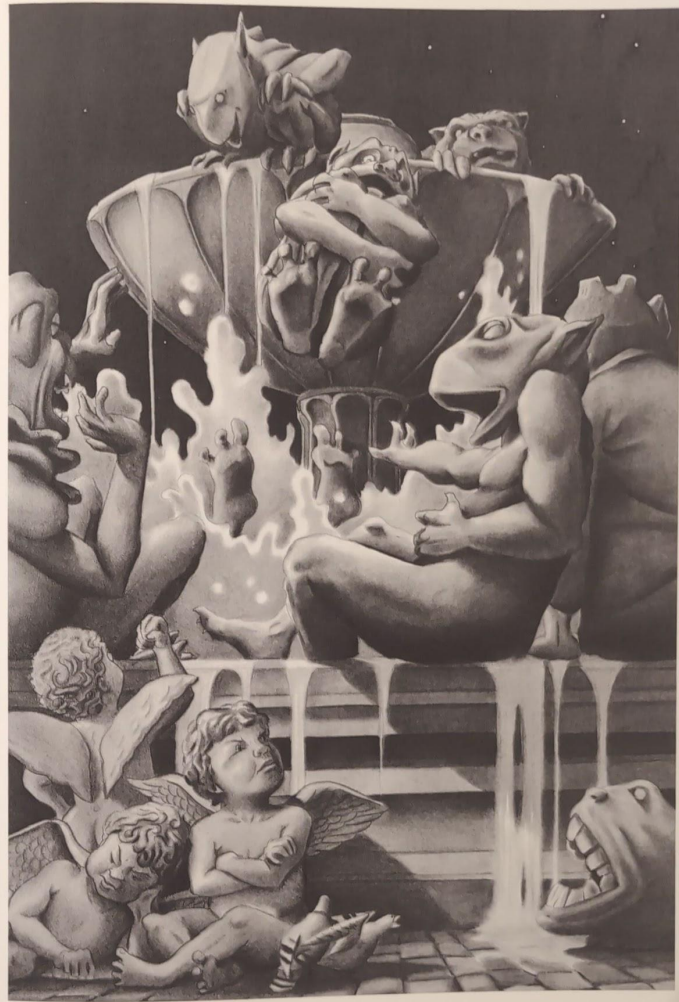


And then those birds  
that come to rudely perch  
and leave behind  
their mottled stains.





They lap the water  
with their mossy tongues,  
split-splat each other with their claws  
and boom those gargoyle laughs  
that rumble thick  
because there is no space  
inside their solid stone  
for laughs to somersault.





Useful vocabulary and spellings



Audience and purpose:

Useful vocabulary and spellings

Intended effect on my reader/ audience:

LANGUAGE CHOICES  
TO ACHIEVE MY  
INTENDED EFFECT

SOME EXAMPLES



# Icon pack

