

Postcard: Mini-Narratives

Targeted Standards:

W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3 -- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

This strategy gives students practice in organizing narratives in clear sequences. Students will write mini-narratives from picture postcards.

Procedure:

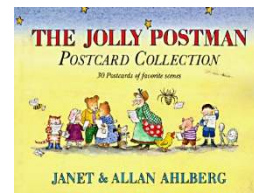
Postcards can be written from real experiences such as recounting an event in school or vacation or weekend. Students could make their own using a photo or drawing of that experience.

The following is an idea to use postcards to narrate an imagined experience.

1. Distribute postcards to students. (One postcard per student is ideal.)
2. Have students locate the caption on the postcard.
3. Teacher should model how to write a postcard message and how to address a postcard.
4. Ask students to rough-draft three or four sentences (on scrap paper) for the “postcard message” that narrate in sequence an event related to the picture on the postcard.
5. Have students take the edited sentences and write on the actual postcard.
6. Students may address and send the postcards.

Variations:

- Use the book *The Jolly Postman* by Janet & Allan Ahlberg to give examples of what postcards are and how they are structured
- Students may create a postcard based on a unit of study. Some examples include regions, planets, cultural celebrations, historical landmarks, etc.



Attachment/Resources:

Reference/Research:

Adapted from McCarthy, T. (1998). *Narrative writing: mini-lessons, strategies, activities*. New York: Scholastic Professional Books.