

"Lakeside ride"

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Have you ever been on a ride that makes you feel ill? At Lake Side I went on a flying saucer. The owner said, "are you seven years old?" I said "yes." "Well then go right in" He said to stand on that body post. The flying saucer was spinning fast like the speed of light. I noticed that the body posts were moving up and down. I started to feel ill for the moment. Then I really started to feel ill. I spoke to my dad. I said "tell the driver to stop!" My dad said "stop." I was feeling like I was going to throw up. I am not going on rides unless I'm 1 gear older.

First Grade—Narrative

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<p>Ways to Use this Sample during Writing Instruction</p> <ul style="list-style-type: none"> To teach “show vs. tell.” In this piece, the writer could show his readers how ill he felt by using descriptive details. He doesn’t need to tell us he feels ill, we could infer it from his writing. Show writers how to “show” in their own pieces. Find a place where writers told something about how they felt, such as “I was happy.” Instead of <i>telling</i> they felt happy, have them <i>show</i> how happy they were. 	
<p>Questions to Consider in Study Groups What questions do you have about this writer? This story?</p>	
<p>Narrative Elements</p>	<p>The piece focuses on one small moment and creates a sequence of events.</p>
<p>Narrative Strategies</p>	<p>The writer shows, rather than tells about the ride at Lakeside. The writer uses literary language, and the use of dialogue contributes to our understanding of the time. The writer finds success with crafting a question lead.</p>
<p>Conventions</p>	<p><i>Syntax and Vocabulary</i> The sentences in this piece are varied lengths. “Like the speed of light” is figurative language that creates a picture for the reader of how fast that ride was!</p> <p><i>Spelling</i> This piece has been edited for spelling.</p> <p><i>Punctuation</i> The writer uses ending punctuation and quotation marks successfully. “Ride” should be capitalized in the title.</p>