

# 6 NARRATIVE PROMPTS

## GETTING WARM

Today you will write a narrative (story) using the topic of 'Getting warm'.  
Your narrative might be set in a polar region, your home, or anywhere else. The characters might get warm by exercising, clothing, heating, or another way. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication



## FLIGHT

Today you will write a narrative (story) using the topic of 'Flight'.  
Your narrative might be set in the air, but not necessarily. It might be about something that can fly, or something that is thrown. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication

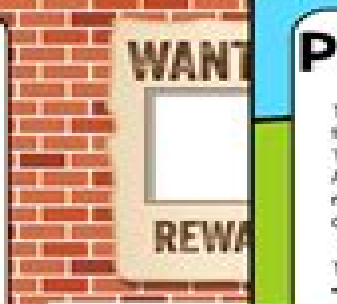


## WANTED

Today you will write a narrative (story) using the topic of 'Wanted'.  
Write a narrative about somebody, or some creature, who does, or has done, the wrong thing. What did they do? What effects did it have? Be creative with your thinking!

You will need to think about:

- the characters



## PLAYING OUTSIDE

Today you will write a narrative (story) using the topic of 'Playing Outside'.  
Your characters could be playing anything at all. And the playing could happen at any stage of the narrative (the beginning, middle, or end). Be creative with your thinking!

You will need to think about:

- the characters



## WATER

Today you will write a narrative (story) using the topic of 'Water'.  
Your narrative can have anything to do with water. It could be about one of the pictures on this page, or anything else to do with water. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



## NIGHT

Today you will write a narrative (story) using the topic of 'Night'.  
Your narrative can have anything to do with night time. It could be about one of the pictures on this page, or anything else to do with night. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



# Narrative Stimulus Pictures

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## **Narrative Stimulus Pictures:**

**Storytelling, Narrative, and the Thematic Apperception Test** Phebe Cramer,1996-05-03 This volume is about a particular kind of story telling Known as the Thematic Apperception Test TAT it is a systematic approach to story telling that provides clinicians with an effective method for investigating those original and highly personal themes that constitute the unique personality of each individual The first half of the book illuminates the meaning of narratives and the second half explores their implications for therapeutic understanding and treatment Topics covered include The history and development of the TAT The importance of context in storytelling How stories are transformed over time What narratives may reveal about personality organization How narratives may alter according to age gender or as a result of defense mechanisms The use of the TAT for research studies

**Developing Narrative Comprehension** Ute Bohnacker,Natalia Gagarina,2020-12-15 Comprehension of texts and understanding of questions is a cornerstone of successful human communication Whilst reading comprehension has been thoroughly investigated in the last decade there is surprisingly little research on children s comprehension of picture stories particularly for bilinguals This can be partially explained by the lack of cross culturally robust cross linguistic instruments targeting early narration This book presents an inference based model of narrative comprehension and a tool that grew out of a large scale European project on multilingualism Covering a range of language settings the book uses the Multilingual Assessment Instrument for Narratives to answer the question which narrative comprehension skills bilingual children can be expected to master at a certain age and explores how such comprehension is affected or not affected by linguistic and extra linguistic factors Linking theory to method the book will appeal to researchers in linguistics and psychology and graduate students interested in narrative multilingualism and language acquisition

**Assessing Multilingual Children** Sharon Armon-Lotem,Jan de Jong,Natalia Meir,2015-04-28 Second language learners often produce language forms resembling those of children with Specific Language Impairment SLI At present professionals working in language assessment and education have only limited diagnostic instruments to distinguish language impaired migrant children from those who will eventually catch up with their monolingual peers This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children It aims to disentangle effects of bilingualism from those of SLI making use of both models of bilingualism and models of language impairment The book s methods oriented focus will make it an essential handbook for practitioners who look for measures which could be adapted to a variety of languages in diverse communities as well as academic researchers

***Remote Online Language Assessment: Eliciting Discourse from Children and Adults*** Natalia Gagarina,Angel Chan,Wenchun Yang,2024-08-20 Being able to collect valid data is crucial for empirical science disciplines such as linguistics developmental psycholinguistics clinical psycholinguistics and speech and hearing sciences In recent years there has been an increasing use of digital devices for remote language assessments such as online elicitation of language samples apps for eliciting expressive and productive lexical abilities and online questionnaires

With the ongoing COVID 19 pandemic still affecting many lives globally there have been numerous disruptions of face to face in person language assessments leading many researchers to conduct their language assessments online Despite the necessity of remote language assessments and the convenience they may bring to both assessors and assesseees the potential merits limits and problems of remote testing have not yet been systematically explored and understood This timely Research Topic seeks contributions that mobilize new evidence and or insightful and nuanced discussions to address questions such as can we control online testing so that it is as good as face to face in person testing and if so how Do we have evaluative evidence of such practices and if so how robust is the evidence What adaptations and concerns can and cannot be accommodated at the present time What opportunities are offered by recent technological advances Are there certain conditions in which online testing works better or worse Last but not least how do differences between offline in person language assessments and online remote assessments affect the results of testing The current topic has two main foci the first deals with the assessment of conversational discourse in general and narrative discourse in particular in both children and young adults Communicative competence at the discourse level has been considered an essential and ecologically valid component in language assessments of children and adults for three key reasons 1 this competence is crucial for an individual s everyday functioning and academic and social life 2 it provides information about an individual s socio cognitive and linguistic abilities and 3 it is a versatile test of language skills at the levels of content form use and their integration The second focus is on comparing the results elicited via in person assessments and remote online assessments This Research Topic welcomes empirical articles discussing new evidence perspective and opinion papers on issues at the conceptual methodological interface and methods articles presenting approaches that can offer opportunities for remote testing of developmental discourse supported by recent technological advances Potential themes may include but are not limited to comparisons of remote versus in person testing modes using a within participants research design learner variables such as age gender language status monolingual multilingual and clinical status typically developing children and adults children and adults with clinical conditions such as developmental language disorder autism spectrum disorder which may affect the efficacy of remote testing linguistic variables such as the use of referential and relational devices and mental state language which may be subject to more variations when being assessed remotely new methods that offer opportunities for the remote testing of developmental and adult discourse supported by recent technological advances articles addressing the same research question within developmental narrative discourse but using different i e either online or offline research methods

**Crosslinguistic Approaches to the Psychology of Language** Jiansheng Guo,Elena Lieven,Nancy Budwig,Susan Ervin-Tripp,Keiko Nakamura,Seyda Ozcaliskan,2010-10-18 Inspired by the pioneering work of Dan Slobin this volume discusses language learning from a crosslinguistic perspective integrates language specific factors in narrative skill covers the major theoretical issues and explores the relationship between language and cognition Effects of Motion Pictures on

the Response to Narrative Elias Levinson, 1962      *Clinical Aphasiology*, 1987      **The Kindergarten and First Grade**  
 , 1917      *Associated Motion* Antoine Guillaume, Harold Koch, 2021-03-08 This volume is the first book length presentation of  
 the grammatical category of Associated Motion It provides a framework for understanding a grammatical phenomenon which  
 though present in many languages has gone unrecognized until recently Previously known primarily from languages of  
 Australia and South America grammatical AM marking has now been identified in languages from most parts of the world  
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 subject discussion of the relation between AM and related grammatical concepts detailed descriptions of AM in a wide range  
 of the world s languages and surveys of AM in particular language families and areas      **Papers and Reports on Child**  
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*Linguistics & Phonetics* , 1998      **The ... Yearbook of the National Reading Conference** National Reading Conference  
 (U.S.). Meeting, 1985      **Folia Linguistica** , 2007      **Testing in the English Language Arts** John D. Beard, Scott E.  
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## **Table of Contents Narrative Stimulus Pictures**

1. Understanding the eBook Narrative Stimulus Pictures
  - The Rise of Digital Reading Narrative Stimulus Pictures
  - Advantages of eBooks Over Traditional Books
2. Identifying Narrative Stimulus Pictures
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Narrative Stimulus Pictures
  - User-Friendly Interface
4. Exploring eBook Recommendations from Narrative Stimulus Pictures
  - Personalized Recommendations

- Narrative Stimulus Pictures User Reviews and Ratings
- Narrative Stimulus Pictures and Bestseller Lists
- 5. Accessing Narrative Stimulus Pictures Free and Paid eBooks
  - Narrative Stimulus Pictures Public Domain eBooks
  - Narrative Stimulus Pictures eBook Subscription Services
  - Narrative Stimulus Pictures Budget-Friendly Options
- 6. Navigating Narrative Stimulus Pictures eBook Formats
  - ePub, PDF, MOBI, and More
  - Narrative Stimulus Pictures Compatibility with Devices
  - Narrative Stimulus Pictures Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Narrative Stimulus Pictures
  - Highlighting and Note-Taking Narrative Stimulus Pictures
  - Interactive Elements Narrative Stimulus Pictures
- 8. Staying Engaged with Narrative Stimulus Pictures
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Narrative Stimulus Pictures
- 9. Balancing eBooks and Physical Books Narrative Stimulus Pictures
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Narrative Stimulus Pictures
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Narrative Stimulus Pictures
  - Setting Reading Goals Narrative Stimulus Pictures
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Narrative Stimulus Pictures
  - Fact-Checking eBook Content of Narrative Stimulus Pictures

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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