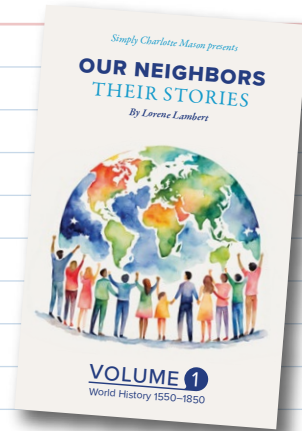


Our Neighbors: Their Stories, Volume 1

# Narration Notecards

by Katie Thacker



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Book-specific narration prompts for first grade  
through high school—at your fingertips!

Narration Notecards: Our Neighbors: Their Stories, Volume 1  
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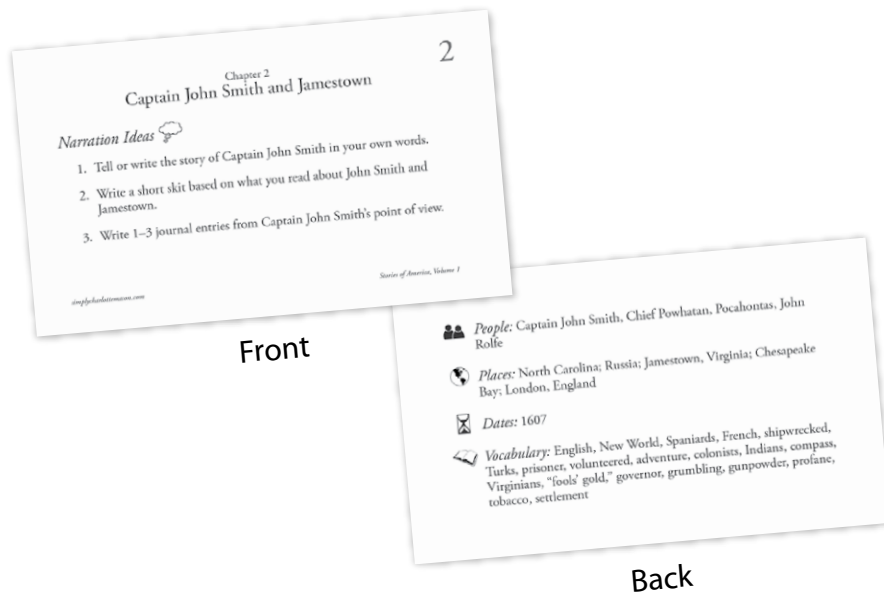
SAMPLE

# Narration Notecards

Book-specific narration prompts for first grade through high school—at your fingertips!  
Available in two formats

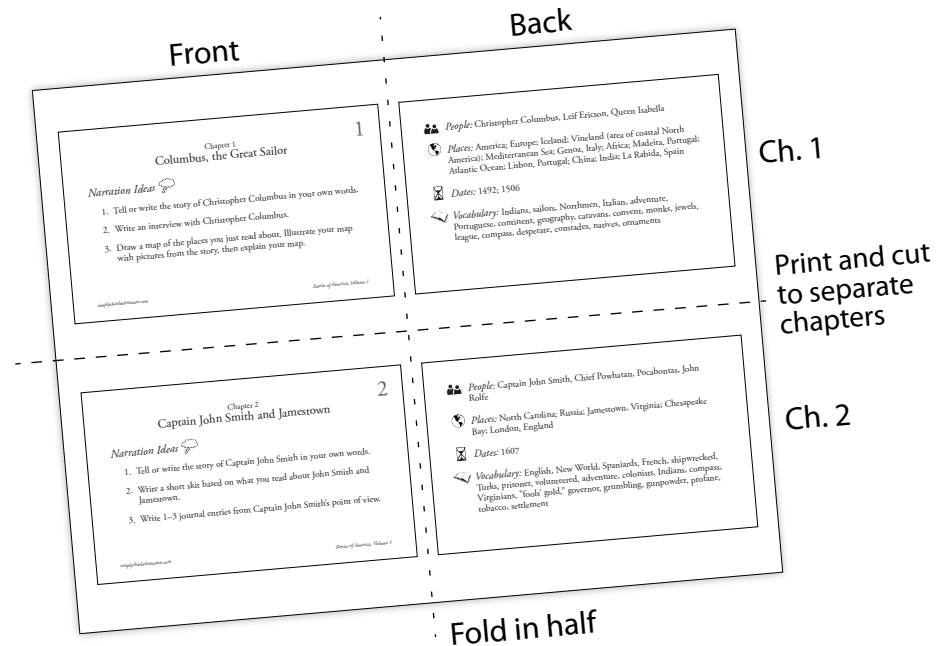
## Pre-Printed 3" x 5" cards

You receive 3" x 5" cards printed on both sides. One side features the narration prompts and the other side gives the key people, places, dates, and vocabulary words.



## Printable Electronic Download

You receive a PDF with two cards, both fronts and backs, on each 8.5" x 11" page. Print the PDF on regular copy paper or card stock and cut the sheets in half length-wise. (One chapter on the top half, the other chapter on the bottom half.) Fold each chapter's card to place the narration prompts on one side and the key people, places, dates, and vocabulary words on the other side.



## How to Use Narration Notecards

1. Read aloud a chapter from the book or assign it as independent reading.
2. Grab the narration notecard for that chapter and select a narration idea from the list on the front or let your student choose one.
3. Give your student the notecard to look at while narrating orally or in writing. The word bank of people, places, dates, and vocabulary on the back will help with spelling and details.

## More Narration Notecards Ideas

- Choose a few key words from the back of the notecard to highlight before you read. Write those words in a visible location and instruct your student to listen/read attentively for them. Define the chosen words if necessary.
- Use a map to look up any of the places listed.
- Use the dates to prompt Book of Centuries entries.
- Add any other words from the reading that your student would like to see spelled.

## Choosing a Narration Prompt

The narration ideas are listed from easiest to hardest on each card. Select one of the prompts for your student: 1. Beginner, 2. Intermediate, 3. Advanced.

1. Beginner prompts are designed for beginner narrators of all ages. Older beginners may start by telling their narrations and can gradually move to writing their narrations as they become comfortable.
2. Intermediate prompts are designed for students in grades 4–12 who have had some experience narrating. Narrations should be a variety of written as well as oral. Students at this level can be assigned either the Beginner or Intermediate prompts as desired throughout the year.

3. Advanced prompts are designed for fluent narrators in approximately grades 7–12 who are ready for more. Use Advanced prompts to raise the bar on their narrations as they move into high school, but feel free to assign any prompt on the card as desired. Many narrations will be written; continue to ask for some oral.

## Narration Notecards Tips

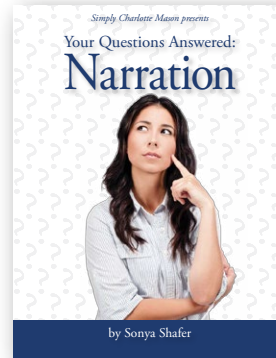
Important! The narration cards are to be used as a springboard for telling or writing narrations. Please do not burden your young student by insisting that he must use every word on the card.

For students experienced in oral narration, we recommend about

- 1 written narration per week for 4th grade; the rest oral.
- 2 written narrations per week for 5th and 6th grade; the rest oral.
- 3 written narrations per week for 7th and 8th grade; the rest oral.
- 4 written narrations per week for 9th and 10th grade; the rest oral.
- 5 written narrations per week for 11th and 12th grade; the rest oral.

[simplycharlottemason.com](http://simplycharlottemason.com)

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For more narration ideas, refer to

*Your Questions Answered:  
Narration*  
by Sonya Shafer



[simplycm.com/narration-qa](http://simplycm.com/narration-qa)

Chapter 1  
Into a Larger World

1

*Narration Ideas*

1. Tell all you know about the changes happening in the world in the 1500s.
2. Write a ballad about the age of exploration.
3. Using an atlas, globe, or the internet (with parent permission), look up each of the places mentioned in the chapter.

*People:* Ferdinand Magellan, Christopher Columbus, Marco Polo, King Ferdinand, Queen Isabella, Charles V, King Henry VIII, Queen Elizabeth, the Songhai people, Sonni Ali, the Aztecs, Moctezuma (maak-tuh-zoo-muh), Hernán Cortés, Leonardo da Vinci, Lisa del Giocondo, Michelangelo, Martin Luther, Protestants, Catholics

*Places:* Spain, Portugal, Atlantic Ocean, North America, South America, New World, Europe, London, Thames River, England, Paris, Rome, Beijing, China, Africa, Songhai Empire, Niger River, Mali, Nigeria, Gao, Central America, Tenochtitlan (tuh-nowch-teet-laan), Lake Texcoco, Mexico, Florence

*Dates:* September 20, 1519; 1492; 1519; 1509; 1521; 1503; 1517

*Vocabulary:* continent, middle class, wherries, London Bridge, mummer, quay, porter, monastery, the Forbidden City, port, Holy Roman Emperor, causeway, Moctezuma's palace, the *Mona Lisa*, the Sistine Chapel, St. Peter's Cathedral, the Renaissance, pope, the Reformation

Chapter 2  
The Voyage of Ferdinand Magellan

2

*Narration Ideas*

1. Tell or write all you know about Magellan's voyage.
2. Write a news article about the mutiny from Magellan's crew.
3. Tell or write about two significant decisions Magellan made and how they impacted his journey.

*People:* Columbus, Ferdinand Magellan, Queen Eleanor, Manuel I, King Charles, Vasco de Balboa

*Places:* Spain, Europe, Portugal, Asia, Indian Ocean, Africa, Atlantic Ocean, Africa, Pacific Ocean, North America, South America, Canary Islands, Rio de Janeiro, Argentina, Port St. Julian, Strait of Magellan, Guam, Philippines, China, Vietnam, the Spice Islands, India, Sanlúcar de Barrameda

*Dates:* 1492; 1494; September 1519; December 1519; November 28, 1520; September 6, 1522

*Vocabulary:* page, the Treaty of Tordesillas, astrolabe, quadrant, hemisphere, mutiny, maroon, strait, conquistador, circumnavigate

Chapter 3  
Empire of the Ottomans

3

*Narration Ideas*

1. Tell or write all you know about the Ottoman Empire.
2. Tell or write five interview questions you would ask Suleiman the Magnificent along with what you think his answers might be.
3. Suppose you are living in Vienna at the time of the Ottoman attack. Write three journal entries describing your experience.

*People:* Osman, Roman Emperor Constantine, Suleiman the Magnificent, Selim the Grim, Genghis Khan, Mustapha, Selim

*Places:* Turkey, Black Sea, Aegean Sea, Mediterranean Sea, Euphrates River, Mesopotamia, Anatolia, Constantinople, Istanbul, Syria, Palestine, Egypt, Jerusalem, Red Sea, Russia, Hungary, Rhodes, Vienna, Baghdad, Iraq, Rome, United States

*Dates:* 1800s, 1453, 1520, 1566, 20th century

*Vocabulary:* ottoman, continent, Muslim, Islam, sultan, Shari'ah, caravan, mosque

Chapter 4  
The Little Ships

4

*Narration Ideas*

1. Tell or write all you know about the defeat of the Spanish Armada.
2. Write a poem from the perspective of an English sailor on the afternoon of April 24, 1587.
3. Write an essay about the English and Spanish forces at sea in 1587. How were they similar? How were they different? How did those differences factor into the end result of the battle?

*People:* Elizabeth I, King Henry VIII, King Edward IV, Queen Mary, Prince Philip of Spain, Charles V, Hernán Cortés Francisco Pizarro, Francis Drake, Sea Dogs, Duke of Parma, Lord Howard, Duke of Medina Sidonia

*Places:* England, Spain, Belgium, Netherlands, Philippines, English Channel, Port of Cádiz, Tilbury, Thames River, Dunkirk, France, Calais

*Dates:* 1558; 1553; 1534; 1544; 1556; 1494; 1577–1580; April 24, 1587; April 1588; July 29, 1588; August 6, 1588

*Vocabulary:* reign, the Reformation, Protestant, Catholic, Bloody Mary, Holy Roman Emperor, Treaty of Tordesillas, conquistador, Aztec, Inca, galleon, privateer, El Draque, armada, beacon, militia, cathedral, rendezvous, gunwales, pitch