

WEEK 2 Day 1

Writing Fictional Narrative
Deconstruction: Fictional Narrative Stages

Content Objective	I can identify the characters, setting, and major events in a story. (R.6.K.a, R.6.K.b)
Language Objective	I can answer questions about key details in a text. (SL.2.K.a)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>entertain: to interest someone</p> <p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p> <p>stages: the parts of a piece of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>orientation: in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p>problem: a challenge in the story</p> <p>sequence of events: the events in a fictional narrative, which include the big problem and solution</p> <p>conclusion: the end</p>
Materials and Preparation	<ul style="list-style-type: none"> chart paper <p>Prepare the following <i>Big Al and Shrimpy</i> chart. Note: A filled-in example can be found in the lesson.</p>

	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><i>Big Al and Shrimpy</i></p> <p>Orientation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">Clue about the problem</td> </tr> </table> <p>Sequence of Events:</p> <div style="text-align: center; height: 100px;"> </div> <p>Conclusion: “But the guest of honor was Shrimpy, the little fish with the big ideas.”</p> </div> <ul style="list-style-type: none"> ● <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi ● Fictional Narrative anchor chart, from Week 1, Day 1 Add Stages. 	Who	When	Where	Clue about the problem
Who	When	Where	Clue about the problem		
<p>Opening 1 minute</p>	<p><i>We learned that the purpose of fictional narratives is to entertain and to teach about characters and how their attributes influence the plot of the story. Today we are going to learn more about the stages—or parts—of fictional narratives.</i></p>				
<p>Deconstruction 28 minutes</p>	<p><i>Fictional Narratives begin in the same way as personal recounts—with an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and a <u>clue about the problem</u> that will happen in the story.</i></p> <p>Point to the Orientation section of the <i>Big Al and Shrimpy</i> chart.</p> <p style="text-align: center;"><i>Let’s look at Big Al and Shrimpy to find out how Andrew Clements and Yoshi introduce the story.</i></p> <p>Read through page 6. Ask children who the story is about and fill in that portion of the chart [Shrimpy, Big Al, the other fish].</p> <p style="text-align: center;"><i>It’s not very clear when this story takes place. We can leave this section blank, unless anyone has an idea of what to add here.</i></p> <p>Ask children where the story takes place and fill in that portion of the chart [in the wide blue sea].</p>				

We know that the characters in fictional narratives always have a problem. Part of the orientation is giving a clue to the reader about what the problem will be. What clues do we get from these pages about what the problem in the story will be?

Harvest the children’s ideas, reviewing the first 10 pages, as necessary. Record their ideas in the chart. [The other fish don’t want to be friends with Big Al and Shrimpy.]

*After the orientation comes the **sequence of events**. Fictional narratives have one big problem that happens. What is the big problem that happens in this story? [Big Al gets stuck.]*

Harvest children’s ideas, reviewing pages 17-18 as necessary. Record the problem at the peak of the triangle under Sequence of Events.

There are a few important events that happen before the big problem in the story. What important events could we include here?

Harvest children’s ideas, reviewing pages 7-16 as necessary. Record their ideas in the chart, in the area leading up to the peak.

So we said the big problem is that Big Al gets stuck. What happens next?

Harvest children’s ideas, reviewing pages 19-24 as necessary. Record their ideas in the chart, in the area following the peak.

How does the problem get solved?


Harvest children’s ideas, reviewing pages 25-28 as necessary. Record their ideas in the chart.

*Let’s read the last page to find out what the **conclusion** of the book is.*

Read page 30. Refer to the Conclusion part of the chart.

Often the conclusion of a fictional narrative teaches the reader something. Last week we said that this book teaches that even someone small can have big ideas.

<i>Big Al and Shrimpy</i>			
Orientation:			
Who Big Al Shrimpy the other fish	When	Where the wide blue sea	Clue about the problem The other fish don’t want to play with Big Al and Shrimpy

	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Sequence of Events:</p>  </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Conclusion: “But the guest of honor was Shrimpy, the little fish with the big ideas.”</p> </div> <p><i>Let’s add information about the stages of fictional narrative to our chart.</i></p> <p>On the Fictional Narrative anchor chart, below Stages, write orientation sequence of events, that include the big problem and solution conclusion that teaches about something.</p> <p>With any remaining time, continue dramatizing possible plots, as on Week 1, Day 5.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned more about the stages of fictional narratives. Tomorrow you will begin writing your own fictional narratives by developing characters!</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group discussion.</p> <p>Are children able to name the characters and setting? What clues about the problem do they identify? What do children identify as the big problem in the story? Which events do children identify as important?</p>

Notes