

WEEK 2 Day 2

Writing Fictional Narrative
Individual Construction: Character Development

Content Objective	I can draw and write the attributes of a character. (W.3.K.b)
Language Objective	I can describe the attributes of a character. (SL.3.K.a)
Vocabulary	<p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>plot: the events in a story</p>
Materials and Preparation	<p>Before the lesson, choose an audience for whom children can authentically write. This unit suggests that children write books to be shared with a K1 partner class. Other possibilities include writing books/plays to be shared with other school community members and/or families.</p> <ul style="list-style-type: none"> ● Character chart, from Week 1, Day 3 ● writing tools ● children’s drawing and writing books ● Thinking and Feedback visuals ● sticky notes, for recording suggestions
Opening 5 minutes	<p><i>We have learned a lot about fictional narratives, and now you get to begin writing your own! For the next few weeks you will work to plan and write a book that you will share with a K1 buddy.</i></p> <p><i>Just like we did as a class, your first job will be to imagine a character.</i></p> <p>Refer to the Character chart.</p> <p><i>What attributes will your character have? Will it be an animal or a human? What will your character like to do? How will your</i></p>

	<p><i>character feel?</i></p> <p><i>In your drawing and writing book, you will draw your character. Then add adjectives—words to describe your character. Then write a name for your character.</i></p> <p><i>Take some time to think about the character you would like to write about. When you have an idea, find a partner and share your thoughts before you go to write.</i></p> <p>As children are ready, distribute writing materials and drawing and writing books.</p>
<p>Individual Construction 15 minutes</p>	<p>Send the children to draw and write about their characters. As they work, circulate to support them. Ask questions to help children develop their characters more fully.</p> <p>Identify a child to present and receive feedback on her character using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s character description. Record suggestions on sticky notes to place in the child’s drawing and writing book.</p> <p><i>Today you began working on your own fictional narratives by developing characters. Tomorrow you will begin to plan the plots of your stories.</i></p>
<p>Standards</p>	<p>W.3.K.a Use a combination of drawing and writing to communicate a topic</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>Ongoing assessment</p>	<p>As children write, listen for and make note of how children discuss characters. After the lesson, review the children's writing.</p> <p>To what extent are they able to describe the external attributes of characters?</p> <p>To what extent are they able to describe the internal attributes of characters?</p> <p>What might they need to add to make their characters more complex?</p> <p>How do they express character attributes (orally, through drawing, through writing)?</p>