

WEEK 2 Day 4

**Writing Fictional Narrative**  
Individual Construction

<b>Content Objective</b>	I can write a fictional narrative. (W.3.K.b)
<b>Language Objective</b>	I can tell a fictional narrative to my partner, using a clear voice. (SL.4.K)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>problem:</b> a challenge in the story</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>orientation:</b> in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Fictional Narrative anchor chart, from Week 1, Day 1</li> <li>● children’s drawing and writing books, for their reference Before the lesson, check in with one child who is willing to tell his story in front of the class to model.</li> <li>● writing tools</li> <li>● drawing and writing paper Different styles of loose paper (they will be stapled later) should be available to children. All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children.</li> <li>● children’s writing folders</li> <li>● Fictional Narrative Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 14 minutes	<p><i>Now that you have a plan for the main <b>character</b> and <b>problem</b> in your story, you will start writing your <b>fictional narrative!</b></i></p> <p><i>Before you start writing, you will meet with a partner to tell, and maybe act out, your story.</i></p>

	<p>Refer to the Fictional Narrative anchor chart.</p> <p><i>Remember, your story should begin with an <b>orientation</b> that introduces the characters and setting and gives a clue about the problem. Then you should have some events before the big problem happens, as well as an event before the problem is solved.</i></p> <p><i>Think about your character and problem plan and to think about what will happen in your story.</i></p> <p>Provide children time to think, and then model telling and acting out stories.</p> <p><i>_____ is going to share his story so that we can practice telling and acting out to prepare for writing.</i></p> <p>Have the presenting child tell his story, inviting you to dramatize it with him, if that is helpful. Model responding to the story by sharing an appreciation or suggestion.</p> <p><i>Now it's your turn to share your story with a partner. Each partner will have a chance to tell her story. If it's helpful, you can act out the story together. If you thought of more than one problem yesterday, you might need to act out different problems and get <b>feedback</b> from your partner, to choose which is best.</i></p> <p>Pair children and send them to tell/dramatize their stories. Have children's drawing and writing books available for reference, in case they need to remember details about their characters or problems.</p> <p>Bring the class back together. Show the paper available for writing.</p> <p><i>You will be writing your fictional narratives as a book. On the first page you will write your orientation. Make sure you use this first page to introduce the characters, setting, and problem. Then you can use each page after that to write about a different event in the story. Take one page at a time. We will collect the pages in your writing folders and staple them together when your books are complete.</i></p> <p>Send the children with writing tools and papers to draw and write.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p>As children work, circulate to support them. If a child is stuck, facilitate gathering several children to dramatize the story, to give the writer more ideas. Take notes about children's writing using the Fictional Narrative Observation Tool.</p> <p>Identify a child to present and receive feedback on his work using Thinking and Feedback, at the beginning of Day 5.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today you began writing your fictional narratives. Tomorrow we will use Thinking and Feedback to respond to _____'s work, and you will continue writing your stories.</i></p> <p>Have the children put away their papers in their writing folders.</p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and take notes as children write.</p> <ul style="list-style-type: none"> <li>Do children begin with an orientation that introduces the characters, setting, and problem?</li> <li>Do they include multiple events (not just the problem in the story)?</li> <li>How do they resolve the problem?</li> <li>How well-developed are the characters?</li> <li>Do they write in third person?</li> <li>Do they write in past tense?</li> </ul>

**Notes**