



WEEK 4 Day 2

Writing Fictional Narrative

Deconstruction and Revision: The Past Tense

Content Objective	I can write a fictional narrative. (W.3.K.b)
Language Objective	I can write a fictional narrative in the past tense. (L.1.K.a, L.1.K.d, L.1.K.e, W.2.K.a)
Vocabulary	<p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>tense: the form of a verb related to time</p> <p>revise: make changes to writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fish is Fish</i>, Leo Lionni ● children’s drawing and writing books and writing folders Before the lesson, prepare the presenting child’s work to be seen by all, either by projecting it or by writing it on the board/on a piece of chart paper. ● whiteboard Write the word “jump” in the middle of the board. Leave room to the left of the word to write it in past tense. ● Fictional Narrative anchor chart, from Week 1, Day 1 ● Past Tense Verbs Cards, one copy for each group of children ● blank Past Tense Verbs Cards, copies as needed to support children with writing different past tense verbs ● marker ● writing tools ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5
Opening	<i>Yesterday we learned that fictional narratives are written in the</i>

1 minute	third person. Today we will learn about another feature of fictional narratives.
Deconstruction 12 minutes	<p>When the narrator tells the story in a fictional narrative, she often tells something that already happened. When we talk about something that already happened, we use the past tense.</p> <p>Show pages 11-12 of <i>Fish is Fish</i> (the pages that begin “Then one day...”). Listen to the first sentence of this page. Read the first sentence. Leo Lionni uses the verb “jumped” because he is telling an action that already happened. That is the past tense.</p> <p>Point to the word “jump” on the board. Let’s see if we can sound this word out together.</p> <p>This word says “jump.” Frogs jump. I jump. You jump. What would this verb sound like if we were telling someone it already happened?</p> <p>Right! If someone already did that, the word would be “jumped,” just like Leo Lionni wrote. The word “jumped” looks like this.</p> <p>Write the word “jump” on the board to the left of the other “jump.” It starts the same way as “jump,” but then you add “e” and “d” to the end to show it already happened.</p> <p>Add -ed to the end of the word. Now this word says “jumped,” and it shows us that it already happened. The frog jumped in the water. A lot of times you can add “-ed” to the end of a word to make it in the past tense.</p> <p>Let’s look at another example.</p> <p>Read the first page of the book. On this page Leo Lionni uses two verbs in the past tense. He says “...there <u>was</u> a pond...,” because he is writing about something that already happened. If he was writing about something happening now, he would have written “...there <u>is</u> a pond...”</p> <p>In the next sentence Leo Lionni says “They <u>were</u> inseparable friends.” Again, he is writing about something that already happened. If he was telling the reader that it was happening now, he would have written “They <u>are</u> inseparable friends.”</p> <p>Show the Past Tense Verb Cards for “was.” This word says “was.” You might use this word in your writing, and this card is available to help you write it.</p> <p>Repeat the process for the Past Tense Verb Card for “were.”</p> <p>Let’s add that information to our chart.</p>

	Under Language write past tense verbs
Joint Revision 8 minutes	<p>_____ [<i>presenting child</i>] is going to share his work. Listen to hear if it is written in the past tense, telling a story that already happened.</p> <p>Have the presenting child share his work. Review with the class which parts (if any) are written in the past tense, and which are not. Decide together how to change the verbs into past tense.</p> <p><i>Today, when you go to write, you will review your story to see if it is written in the past tense, showing that the story already happened. These cards might help you write some important verbs in the past tense.</i></p> <p>Hold up and read the Past Tense Verbs Cards.</p> <p>Show the Blank Past Tense Verbs Cards. <i>I also have blank cards, where we can write any other verbs you need to put in the past tense.</i></p>
Individual Construction 8 minutes	<p>Send the children with materials to check their writing. If they did not write in past tense, support them in telling their stories in the past tense, and then in revising their verbs to match. Write verbs in the past tense on the blank cards to support children’s revisions.</p> <p>Take notes about children’s writing using the Fictional Narrative Observation Tool.</p>
Closing 1 minute	<i>Tomorrow we will learn about a different feature of fictional narrative, and you will review and revise your own work to make it even better!</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
Ongoing assessment	<p>Reflect on the whole group discussion and children’s individual work.</p> <p>Do they understand what the past tense is?</p> <p>Do they tell stories using the third person?</p> <p>What do they understand about changing verbs to the past tense (adding -ed, irregular verbs, etc.)?</p> <p>What support do they need to write in the past tense?</p> <p>Use the Fictional Narrative Observation Tool to record other observations of children’s work.</p>

Notes