

Unit 3: Construction

WEEK 4 Day 3



Writing Fictional Narrative

Deconstruction: Title
Individual Construction

Content Objective	I can write a fictional narrative. (W.3.K.b)
Language Objective	I can describe what I notice about the titles of fictional narratives. (SL.1.K.a)
Vocabulary	<p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni; <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi; <i>Amazing Grace</i>, Mary Hoffman; <i>Chrysanthemum</i>, Kevin Henkes; <i>The Name Jar</i>, Yangsook Choi, <i>Lon Po Po</i>, Ed Young ● writing tools ● blank paper, one piece for each child ● children’s drawing and writing books and writing folders ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5 ● Past Tense Verbs Cards, from Day 2, for children’s reference
Opening 1 minute	<p><i>You all have been working so hard to write and revise your fictional narratives! Today we are going to learn about the titles of fictional narratives, and you will write your own title and continue your work.</i></p>
Deconstruction 8 minutes	<p>Arrange the children and book covers so that all can see the titles. For example, gather the children on the perimeter of the rug, and put the books in the middle of the rug.</p>

	<p><i>Let's review the titles of these fictional narratives. As you listen, think about what you notice. What is the same about the titles? What is different?</i></p> <p>Point to each book and review its title.</p> <p><i>Think, Pair, Share: What is the same about the titles? What is different?</i></p> <p>Harvest the children's ideas. If it does not come up in conversation, highlight the authors' use of character names in the the titles.</p> <p><i>The titles of fictional narratives give the reader a clue about what the story will be about, without giving away the whole story. They are also written to be interesting to the reader.</i></p> <p><i>Your first job when you go to write today is to think of a title for your fictional narrative. Remember to give a clue about what the story will be about, without giving it all away. You might want to include your character's name in the title. Everyone will get a blank sheet of paper to be the front cover of your fictional narrative book. You can write your title on that paper.</i></p>
<p>Individual Construction 20 minutes</p>	<p>Send the children with writing materials, folders, and blank sheets of paper. As children work, circulate to support them. After they write their titles, guide them to continue work on the rest of their fictional narratives, adding to their stories and revising for the third person and the past tense, as necessary.</p> <p>Take notes about children's writing using the Fictional Narrative Observation Tool.</p> <p>Identify one child's story that would benefit from adding dialogue on Day 4.</p>
<p>Closing 1 minute</p>	<p><i>Reading all of these great titles really makes me want to read more of your stories! Tomorrow we will continue our work with fictional narratives.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group discussion and children's individual work. What do children understand about the titles of fictional narratives? How do they apply this knowledge to writing their own titles?</p> <p>Use the Fictional Narrative Observation Tool to record other observations</p>

	of children's work.
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Notes