

Unit 3: Construction


WEEK 1 Day 1



## Writing Fictional Narrative

### Deconstruction: Fictional Narrative Purpose

<b>Content Objective</b>	I can state the main purpose of a text. (R.9.K.a, R.9.K.b)
<b>Language Objective</b>	I can describe what I notice about a text. (SL.K.1)
<b>Vocabulary</b>	<p><b>genre:</b> a type of writing</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>entertain:</b> to interest someone</p> <p><b>character:</b> a person or animal in the story</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Fictional Narrative (in the Introduction documents).</p> <ul style="list-style-type: none"> <li>● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni (2 copies); <i>Big Al and Shrimpy</i>, Andrew Clements &amp; Yoshi (2 copies); <i>Amazing Grace</i>, Mary Hoffman (2 copies); <i>Chrysanthemum</i>, Kevin Henkes (2 copies); <i>The Name Jar</i>, Yangsook Choi (2 copies), <i>Lon Po Po</i>, Ed Young (2 copies)</li> <li>● whiteboard On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: Why did the author write this? What do you notice?</li> <li>● Fictional Narrative anchor chart images Cut apart the mentor text images.</li> <li>● chart paper</li> </ul>

	<p>Prepare the following Fictional Narrative anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="500 222 1362 701" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Fictional Narrative</b></p> <p><b>Purpose:</b> to entertain and teach about something</p> <p><b>Examples:</b></p>  </div> <ul style="list-style-type: none"> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> <li>● Why We Write: <i>Big Al and Shrimpy</i></li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>We have been learning about many different <b>genres</b> of writing this year! Today we are going to begin learning about a new genre of writing!</i></p>
<p><b>Deconstruction</b> 28 minutes</p>	<p><i>We know that each genre has a different <b>purpose</b>, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.</i></p> <p>Refer to the questions on the whiteboard.  <i>With your partner you are going to answer these two questions:      Why did the author write this? and What do you notice?</i></p> <p>Distribute books to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their book to show their classmates. Ask, “Why did the author write this?” and “What did you notice?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p>Show the Fictional Narrative anchor chart.  <i>The books that you looked at are all <b>fictional narratives</b>. Fictional narratives are written to <b>entertain</b> and to teach about something.</i></p>

	<p>Display the Why We Write chart and the Why We Write: <i>Big Al and Shrimpy</i> sheet.</p> <p><i>Now we have a new purpose for writing to add to our Why We Write chart! Big Al and Shrimpy is a fictional narrative, written to entertain and to teach about something. Let's add this to our chart.</i></p> <p><i>Let's think about how Big Al and Shrimpy meets the purpose of fictional narrative. One purpose is to be entertaining—or interesting—to the reader. I am going to turn slowly through the pages so that we can look at the illustrations and remember what the story is about. If you see or remember something entertaining, give a thumbs up and we will pause and talk about it.</i> [tells a story of two fish who are friends; shows them playing together; has a problem that the fish solve together]</p> <p>Read the last page of the book.</p> <p><i>Fictional narratives are also written to teach about something. What message does this book have? What does it teach the reader?</i> [even someone small can have big ideas]</p>
<p><b>Closing</b> 1 minute</p>	<p><i>It's so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at fictional narratives and learn about how authors develop their <b>characters</b>.</i></p> <p>Note: Leave the Fictional Narrative anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the fictional narratives.</p> <p>What do they notice about the structure of the fictional narratives?</p> <p>What do children already know about the purpose of fictional narrative?</p>

<p><b>Notes</b></p>
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