



WEEK 1 Day 2

Writing Fictional Narrative
Deconstruction: Character Development

Content Objective	I can answer questions about the characters in fictional narratives. (R.4.K, R.6.K.a, R.6.K.b)						
Language Objective	I can describe characters in a text. (SL.3.K.a)						
Vocabulary	<p>genre: a type of writing</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>purpose: the reason for doing or creating something</p> <p>entertain: to interest someone</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>						
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi ● chart paper and markers, pencil, and crayons or colored pencils <p>Prepare the following Shrimpy chart. Note that the right-hand column will be filled in on Day 4.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; width: 80%;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Shrimpy</th> </tr> <tr> <td style="width: 50%; padding: 5px;">External Attributes</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Internal Attributes</td> <td></td> </tr> </table>	Shrimpy		External Attributes		Internal Attributes	
Shrimpy							
External Attributes							
Internal Attributes							

<p>Opening 1 minute</p>	<p><i>Yesterday we began learning about a new genre of writing—fictional narrative! We learned that the purpose of fictional narrative is to entertain and to teach about something.</i></p>
<p>Deconstruction 28 minutes</p>	<p>Characters are a very important part of fictional narratives. Remember, the characters are the people or animals in a story.</p> <p>Hold up <i>Big Al and Shrimpy</i>. <i>This book has two main characters. The main characters are the most important characters in the story. The main characters in this book are Big Al and Shrimpy.</i></p> <p>Refer to the Shrimpy chart. <i>Today we are going to re-read the book and record Shrimpy’s attributes. Attribute means something that you can describe about a character, just like how we describe attribute blocks in Math! The top box says “External Attributes.” This means what you can see about a character on the outside. For example, an external attribute of Chrysanthemum is that she is a mouse. The bottom box says “Internal Attributes,” which means things we learn about a character on the inside. For example, an internal attribute of Chrysanthemum is that when she was young, she loved her name.</i></p> <p>Read page 1. <i>On this page we learned about a few of Shrimpy’s attributes. Can you name one that you heard in the text?</i></p> <p><i>That’s right—Shrimpy is a fish. That is one of his external attributes. Let’s record that on the chart, right here.</i></p> <p>Sketch an outline of Shrimpy on the chart.</p> <p><i>The text also tells us that Shrimpy is “clever” and “smart.” Let’s write those adjectives on the Internal Attributes part of the chart.</i></p> <p>Read pages 2-3. <i>What did we learn about Shrimpy’s external attributes on these pages?</i></p> <p>Write “very, very small” next to the sketch of Shrimpy. <i>What else do you notice about how he looks?</i></p> <p>Harvest the children’s ideas and add additional details to the Shrimpy drawing, including big eyes, his fins, and a yellow-orange color.</p> <p>Read pages 5-6. <i>These pages tell us more about Shrimpy’s internal attributes—how he feels. It says he feels “lonely.” Let’s add that to our chart.</i></p>

	<p>Read pages 7-10. <i>These pages told us more about Shrimpy’s external attributes. When he’s playing tag, how does he move?</i> Add “moves slowly” to the External Attributes portion of the chart.</p> <p>Read pages 11-18. <i>How did Shrimpy feel here? [scared] Let’s add that to his internal attributes.</i></p> <p>Read pages 19-20. <i>This page gives us more information about Shrimpy. It says that the other fish were ready to give up, but not Shrimpy. Let’s add that to his internal attributes.</i></p> <p>Read pages 21-25 and the first sentence on page 26. <i>What do the authors mean when they say Shrimpy “gave some orders?” What does that tell you about Shrimpy? [he is confident; he is a leader]</i> Record children’s responses in the Internal Attributes portion of the chart.</p> <p>Finish reading the book.</p> <p><i>In this book, Andrew Clements and Yoshi tell the reader a lot about the character Shrimpy—both what he looks like on the outside and what he thinks and feels on the inside.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the external and internal attributes of one character—Shrimpy. Tomorrow you will work with a partner to draw and write about the attributes of another character, and we will begin to develop a character together.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>Listen for and make note of how children discuss characters.</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>

	What information from the text do they use to describe internal attributes?
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