



WEEK 1 Day 4

Writing Fictional Narrative

Deconstruction and Joint Construction: Plot

Content Objective	I can use character attributes to write a problem for a story. (W.3.K.b)
Language Objective	I can discuss with a partner how Shrimpy’s attributes impact the plot of the story. (R.6.K.a, R.6.K.b, SL.1.K.a)
Vocabulary	<p>character: a person or animal in the story</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Shrimpy chart, from Day 2 In the two boxes on the right-hand column of the chart, write “Impact on Plot.” ● <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi ● Character chart, from Day 3 In the two boxes on the right-hand column of the chart, write “Impact on Plot.” ● writing tools ● blank paper, one for each child
Opening 1 minute	<p><i>We have been learning about characters in fictional narratives. We have identified both external and internal attributes of characters. Today we will talk about how these attributes affect the plot—or what happens in the story.</i></p>
Deconstruction 13 minutes	<p>Refer to the Shrimpy chart.</p> <p><i>I added a new column to our chart. Next to both of the boxes we filled in are boxes that say “Impact on Plot.” We are going to talk about how the characters’ attributes affect what happens in the story. For example, an internal attribute of Chrysanthemum is that she loves her name when she is little. That is important to the story, because when she starts school she has a problem with her long</i></p>

	<p><i>name.</i></p> <p><i>Now let's think about Shrimpy.</i></p> <p>Review the external attributes recorded on the chart.</p> <p><i>Think, Pair, Share: How are these attributes important in the story? What happens in the story because Shrimpy is a small fish?</i> [the other fish don't want to be friends with him; he can only tag Big Al]</p> <p>Harvest the children's responses and add them to the chart. Refer back to the text as needed to support the discussion.</p> <p>Review the internal attributes recorded on the chart.</p> <p><i>Think, Pair, Share: How are these attributes important in the story? What happens in the story because Shrimpy is [clever/lonely]?</i> [because he is lonely, he becomes friends with Big Al; because he is clever, he saves Big Al]</p> <p>Harvest the children's responses and add them to the chart. Refer back to the text as needed to support the discussion.</p>
<p>Joint Construction 13 minutes</p>	<p>Refer to the Character chart.</p> <p><i>Now we are going to do the same thing—we will use our character attributes to plan for the plot of our fictional narrative.</i></p> <p><i>Let's review our character attributes. As we read them, think about a problem that this character might have.</i></p> <p>Read the external and internal attributes on the chart.</p> <p><i>Think, Pair, Share: Based on the character's attributes, what is one problem our character might have?</i></p> <p><i>Now you will have a chance to draw and write about a problem this character could have.</i></p> <p>Send the children to write. As they work, circulate to support them. As necessary, add notes to children's drawings so that their ideas can be preserved for class discussion the following day.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned how character attributes influence the plot of a story. We also started thinking about a problem our character might have. Tomorrow we will share and dramatize our ideas.</i></p>
<p>Standards</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>W.3.K.b Use a combination of drawing and writing to communicate a</p>

	<p>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>Listen and take notes during children’s discussions about Shrimpy. What do they understand about the impact of character attributes on plot?</p> <p>Review children’s ideas for story problems. Do the problems connect with the character attributes? Which attributes do most children seem to connect to? Are there any trends emerging?</p>

Notes