WEEK 3 Day 1

Writing Fictional Narrative

Individual Construction

Content Objective	I can write a fictional narrative. (W.3.K.b)	
Language Objective	I can tell a fictional narrative to my partner, using a clear voice. (SL.4.K)	
Vocabulary	fictional narrative : a genre of writing whose purpose is to entertain and to teach about something	
Materials and Preparation	 writing tools children's drawing and writing books and writing folders drawing and writing paper in different styles Thinking and Feedback visuals sticky notes, for recording suggestions and inspirations Fictional Narrative Observation Tools, from Week 2, Day 5 	
Opening 1 minute	Today you will continue to write your fictional narratives !	
Individual Construction 19 minutes	Send the children with materials to continue writing. As children work, circulate to support them and to assess their work. If a child is stuck, facilitate gathering several children to dramatize the story, to give the writer more ideas.	
	Take notes about children's writing using the Fictional Narrative Observation Tool. These notes will be used to plan for lessons on Days 2-5 and for revisions in Week 5.	
	Identify a child to present her writing and receive feedback using Thinking and Feedback.	
Closing 10 minutes	Bring the class back together. Use the Thinking and Feedback protocol for one child's problem, based on character attributes. Record suggestions on sticky notes to place in the child's drawing and writing book.	

	Tomorrow you will continue writing your fictional narratives. Have the children put away their papers in their writing folders. After the lesson, review the Fictional Narrative Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 2-5.
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic.SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Observe and take notes as children write. Do children begin with an orientation that introduces the characters, setting, and problem? Do they include multiple events (not just the problem in the story)? How do they resolve the problem? How well-developed are the characters? Do they write in the third person? Do they write in past tense?

Notes	