

Unit 3: Construction

WEEK 3 Days 2-5

During Days 2-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 1 for a detailed lesson). In addition, children's writing is assessed using the Fictional Narrative Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Fictional Narrative Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following

Writing Fictional Narrative: (see the attached lessons for recommendations)

- orientation
- sequence of events
- conclusion

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Fictional Narrative

Deconstruction and Revision: Orientation

Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong orientation
- children's fictional narratives

Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
 - *Amazing Grace*, page 1
 - *Chrysanthemum*, pages 1-3
 - *Fish is Fish*, page 1
 - child's fictional narrative, page 1
- Together identify the orienting information in the book: who is in the story, when and where it happens, and a clue about the problem.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and a clue about what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

Writing Fictional Narrative

Deconstruction and Revision: Sequence of Events

Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong sequence of events
- children's fictional narratives

Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review that the sequence of events includes a big problem, as well as the events that lead up to the problem, and the resolution of the problem.
- Discuss the big problem in the mentor text. Have children refer back to their own work to make sure they included a big problem.
- Discuss the events leading up to the big problem in the mentor text. Have children refer back to their own work to make sure they included at least one event before the big problem.
- Discuss the resolution in the mentor text. Have children refer back to their own work to make sure they included a resolution.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories. Some possibilities include
 - orally telling or dramatizing the story, adding the missing part
 - putting the pages of the fictional narrative in order and adding blank pages for missing events; having the child touch the pages and say what will be written on them

Writing Fictional Narrative

Deconstruction and Revision: Conclusion

Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong conclusion
- children's fictional narratives

Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review the conclusion.
- Read the conclusion of the mentor text. Discuss what the fictional narrative teaches.
 - *Amazing Grace*: If you put your mind to it, you can do anything you want.
 - *Chrysanthemum*: Be proud of your name.
 - *Fish is Fish*: Be happy with who you are and what you have.
- Refer children back to their conclusions.
- If children have not included a conclusion that teaches something or shows how a character has changed, have them work with a partner or with teacher guidance to add a conclusion. (Note that writing a story that teaches a lesson will be challenging for children and that mastery is not expected.) Use questions, like the following, to prompt children's thinking:
 - What might that character learn after having that problem?
 - What might that character learn after the problem is resolved in that way?
 - What could a reader learn from that problem?