

WEEK 2 Day 3

**Writing Fictional Narrative**  
Individual Construction: Plot

<b>Content Objective</b>	I can use character attributes to write a problem for a story. (W.3.K.a)
<b>Language Objective</b>	I can ask and answer questions about my character’s problem. (SL.2.K.b)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>attribute:</b> a quality or feature of something or someone</p> <p><b>plot:</b> the events in a story</p> <p><b>problem:</b> a challenge in the story</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Character chart, from Week 1, Day 3</li> <li>● writing tools</li> <li>● children’s drawing and writing books</li> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions</li> </ul>
<b>Opening</b> 5 minutes	<p><i>Yesterday you began developing <b>characters</b> for your <b>fictional narratives!</b> Today you will use your character <b>attributes</b> to begin planning the <b>plot</b> of your story.</i></p> <p>Refer to the Character chart.</p> <p><i>As a class we decided on the attributes of our character. Then we all thought about what <b>problem</b> that character might have. You are going to do the same thing today. Think about your character and his attributes. What is one problem your character could have? When you have an idea, give a silent thumbs up.</i></p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p>

	<p><i>The first partner will describe her character and tell her idea for a problem, and the second partner will ask a question. Then the second partner will describe his character and tell his idea for a problem, and the first partner will ask a question.</i></p> <p>As the children talk to their partners, circulate to support them. After children finish their conversations, distribute writing materials and drawing and writing books and send them to write.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p>Send the children to draw and write. Some may need to continue developing their characters, while others are ready to begin writing about the character’s problem. As children work, circulate to support them. Ask questions to help children develop their characters more fully. Guide them to choose problems related to their characters’ attributes. Children may write more than one possible problem to choose from on Day 4.</p> <p>Identify a child to present and receive feedback on her problem using Thinking and Feedback.</p>
<p><b>Closing</b> 10 minutes</p>	<p>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.</p> <p><i>Today you began working on the plots of your fictional narratives by coming up with problems your characters might have. Tomorrow you will have a chance to dramatize your problems before continuing to write.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p><b>Ongoing assessment</b></p>	<p>As children write, listen for and make note of how children discuss problems. After the lesson, review children’s writing.</p> <p>Do the problems connect with the character attributes?</p>

**Notes**