

WEEK 2 Day 5

**Writing Fictional Narrative**  
Individual Construction

<b>Content Objective</b>	I can write a fictional narrative. (W.3.K.b)
<b>Language Objective</b>	I can tell a fictional narrative to my partner, using a clear voice. (W.3.K.b)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>problem:</b> a challenge 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>orientation:</b> in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions and inspirations</li> <li>● children’s drawing and writing books and writing folders</li> <li>● writing tools</li> <li>● drawing and writing paper in different styles</li> <li>● Fictional Narrative Observation Tools, from Day 5</li> </ul>
<b>Opening</b> 10 minutes	<p><i>Yesterday you began writing your <b>fictional narratives!</b> We will start today with <b>Thinking and Feedback</b>, and then you will continue your own writing.</i></p> <p>Use the Thinking and Feedback protocol to present the child’s work chosen on Day 4. Record suggestions on sticky notes to place in the child’s folder. Record inspirations on sticky notes to place in the folders of those who were inspired.</p> <p>Send the children with materials to continue writing.</p>

<b>Individual Construction</b> 19 minutes	As children work, circulate to support them. 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.
<b>Closing</b> 1 minute	<p style="text-align: center;"><i>Next week you will continue work on your fictional narratives.</i></p> Have the children put away their papers in their writing folders.
<b>Standards</b>	<b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Ongoing assessment</b>	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**

Writing U3 W2 D5