



Writing Fictional Narrative

Deconstruction and Revision: The Third Person

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| Content Objective | I can write a fictional narrative. (W.K.b) |
| Language Objective | I can write a fictional narrative in the third person. (L..K.a, W.2.K.a) |
| Vocabulary | <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>perspective: a way to see or think about something, point of view</p> <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>revise: make changes to writing</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Amazing Grace</i>, Mary Hoffman ● Fictional Narrative anchor chart, from Week 1, Day 1 Add Language. ● writing tools ● children’s drawing and writing books and writing folders ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5 |
| Opening 1 minute | <i>Today we will learn about another feature of fictional narratives.</i> |
| Deconstruction 10 minutes | <p style="text-align: center;"><i>Many of the fictional narratives we have read are written from the narrator’s perspective. That means that someone else—not a character in the story—is telling the story.</i></p> <p>Show the cover of <i>Amazing Grace</i>. <i>Amazing Grace is written by Mary Hoffman. Mary Hoffman writes the story of a character named Grace. When she writes, she uses</i></p> |

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| | <p><i>the third person to show that she is writing about other characters—not herself. Remember, writing in the third person means not using words like I or you. When we learned about report, we found out that writers who write reports use the third person to show they are experts on the topic they are writing about.</i></p> <p><i>Let’s read the first page of Amazing Grace to remember what the third person sounds like.</i></p> <p>Read page 1. <i>Who does Mary Hoffman talk about on this page? [Grace, Nana]</i></p> <p><i>Mary Hoffman uses the characters’ names to write about them. She does not include any information about herself.</i></p> <p><i>Let’s add this to our Fictional Narrative anchor chart.</i></p> <p>On the Fictional Narrative anchor chart, under Language, write the third person</p> <p><i>Today, when you go back to your writing, you are going to make sure you used the third person to tell your character’s story.</i></p> <p><i>Think about the story you are writing and about the characters in your story. Play the story in your mind like a movie. Who is in your story? What happens?</i></p> <p><i>When you go back to your writing, make sure you told your character’s story and that you did not include yourself in the story. If you used the words I or you, that means you did not use the third person the whole time. Think about how you can revise parts that are not written in the third person. Ask a friend for help.</i></p> |
| <p>Individual Construction 18 minutes</p> | <p>Send the children with materials to check their writing. If they did not write in the third person, support them in revising their stories to only be written in the third person. They may need to watch peers dramatizing the story to better understand the perspective of a narrator.</p> <p>Take notes about children’s writing using the Fictional Narrative Observation Tool.</p> |
| <p>Closing 1 minute</p> | <p><i>Tomorrow we will learn about a different feature of fictional narrative, and you will review and revise your own work to make it even better!</i></p> <p>After the lesson, identify one child’s story that is written in the present tense and who would be willing to get help from the class to change it into past tense on Day 2.</p> |

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| Standards | <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.1.K.a Use frequently occurring nouns and verbs.</p> <p>L.1.K.d Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p>L.1.K.e Produce and expand complete sentences in shared language activities.</p> |
| Ongoing assessment | <p>Reflect on the whole group discussion and children’s individual work.</p> <p>Do they understand what the third person is?</p> <p>Do they write using the third person?</p> <p>What strategies help children to write about the characters and not include themselves in the story?</p> <p>Use the Fictional Narrative Observation Tool to record other observations of children’s work.</p> |

Notes