

WEEK 1 Day 3

Writing Fictional Narrative
 Deconstruction and Joint Construction: Character Development

Content Objective	With my class I can create a character for a fictional narrative. (W.3.K.b)								
Language Objective	I can describe characters in a text. (SL.3.K.a)								
Vocabulary	<p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p>								
Materials and Preparation	<ul style="list-style-type: none"> ● Character Attributes sheets, 2 copies ● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni (2 copies); <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi (2 copies); <i>Amazing Grace</i>, Mary Hoffman (2 copies); <i>Chrysanthemum</i>, Kevin Henkes (2 copies); <i>The Name Jar</i>, Yangsook Choi (2 copies), <i>Lon Po Po</i>, Ed Young (2 copies) ● writing tools ● chart paper and markers, pencil, and crayons or colored pencils <p>Prepare the following Character chart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="2" style="padding: 5px;">Character:</td> </tr> <tr> <td style="width: 50%; padding: 5px;">External Attributes</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Internal Attributes Traits:</td> <td></td> </tr> <tr> <td style="padding: 5px;">Feelings:</td> <td></td> </tr> </table>	Character:		External Attributes		Internal Attributes Traits:		Feelings:	
Character:									
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	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="width: 45%; padding: 5px;">Interests:</div> <div style="width: 45%;"></div> </div>
<p>Opening 1 minute</p>	<p><i>Yesterday as a class we looked closely at the character Shrimpy and recorded his external and internal attributes. Today you will work with a partner to describe a different character. Then you will share what you found, and we will begin creating a character together as a class.</i></p>
<p>Deconstruction in Pairs 18 minutes</p>	<p>Show one Character Attributes sheet.</p> <p><i>Each pair will get a sheet like this, with a picture of the character. The box that has the picture says “External Attributes.” Remember, that is what we can see about a character on the outside. Look at the picture on your page and talk to your partner about what your character looks like. There is space in that box to add words, if you would like to draw or write anything else about how the character looks.</i></p> <p><i>The other box says “Internal Attributes.” Talk to your partner about how the character acts and feels in the book. Draw and write anything you remember. You can also look back at the book to get ideas.</i></p> <p>Distribute one Character Attribute sheet and corresponding text to each pair of children. As children work, circulate to support them, drawing their attention as necessary to pages in the text that most clearly illustrate the character’s attributes.</p> <p>After about 8 minutes, bring the class back together, sitting on the perimeter of the rug. Allow several pairs to share the external and internal attributes of their characters, and where they found the information in the text.</p>
<p>Joint Construction 10 minutes</p>	<p>Refer to the Character chart.</p> <p><i>We are going to write a fictional narrative together as a class, and today we are going to describe the main character. Our story can be about any character in the world—real or make believe! Take a moment to think about our character. Should it be an animal or person? What does the character look like? What does the character do and feel? What should our character’s name be?</i></p> <p><i>We are going to go around the circle, adding details to create a character together. If you do not want to add to our character, you</i></p>

	<p><i>can say "Pass."</i></p> <p>Start with one child and elicit a detail about the character. Write the detail on the chart. For example, a child may name the character, and this can go at the top of the chart. Or a child might identify the character as a frog, which can be recorded as an external attribute; or as brave, which can be recorded as an internal attribute.</p> <p>Continue around the circle, asking children to add to the character's attributes. If a child provides a description that is inconsistent with how the character has been developed, pause and discuss whether or not that seems to fit with the character, and what should be adjusted in the character description. Continue until the character has been described fully.</p>
Closing 1 minute	<p><i>Today we developed a character together as a class. Tomorrow we will learn about how the character influences the plot of the fictional narrative—what happens in the story.</i></p>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
Ongoing assessment	<p>Listen for and make note of how children discuss characters.</p> <p>To what extent are they able to describe the external attributes of characters?</p> <p>To what extent are they able to describe the internal attributes of characters?</p> <p>What information from the text do they use to describe attributes?</p>

Notes