

TEACHER NOTES

This six week unit was designed to meet all of the Common Core narrative writing standards. By the end of this unit, all students should take at least one piece of writing through the entire writing process and formally publish that piece of writing. Students will also write to three different writing prompts within this unit. I've added a variety of writing craft, organization, and revision lessons within this unit. You certainly do not have to follow these lessons in the exact order that they are written. You may want to spend multiple days on one lesson or rearrange some of the mini lessons. No one knows your students' instructional needs better than you!

The mini lessons were designed to be an approximately 10-15 minute lesson that intentionally teaches a particular writing craft or skill. I've included a script of what I might say to my students when I was teaching the mini lesson, as well as additional teaching notes. I often use a picture book as a mentor text within the mini lesson.

You can follow each mini lesson with additional guided practice, but that is completely optional. I personally like to give my students that additional assistance before having them try those strategies independently. The guided practice can also be completed in guided writing groups for students who need the extra practice. In a few of the lessons, I have included multiple forms of the guided practice, so you can choose the form that best fits the needs of your students.

Independent writing time should take up the majority of time in the writing workshop. I allow my students to move around in the writing process as needed, rather than trying to require them to follow the writing process in a linear manner. After students have three completed first drafts, I have students select one of the narratives to take through the entire writing process to be published and shared to classmates or others.

Almost all research on writing workshop strongly recommends that students should select their own topics and be allowed to work at their own pace. I completely agree with that philosophy, and the majority of the time I do have my students choose their own topics and work through the writing process at their own pace. However, most states do require students to take a formal writing assessment where students will have to complete a timed writing to a given prompt. I feel that in addition to my ongoing writing instruction, I also need to help prepare my students for our state writing assessment. This is why I occasionally have my students write to genre specific writing prompts.

These writing prompts are not only good practice for formal writing assessments, but they are also great tools for identifying areas that need improvement in students which can help you form writing groups. These formal assessments can also give you ideas for additional mini lessons that your students need.

There is also a grammar tie-in for each lesson. I like to focus on one grammar skill each week, and spend a few minutes each day focusing on that skill. I prefer to set aside a few minutes before and after our traditional writing workshop time to focus on these grammar skills. Beginning on week two, these grammar skills are partially taught through mentor sentences that can be displayed for students to identify what is right or wrong about the sentence. These are not "fix all" sentences with a variety of errors. Instead, each sentence will reflect the grammar concept of the week. A collection of mentor sentences are included on pages 67-91 and are labeled to correlate with each lesson. Have students analyze these sentences and discuss what is right or wrong with the sentences and why. Be sure to use the formal language of the standards and relay that you expect to see these rules applied in student writing.

At the end of the unit, I've included a rubric to formally assess student writing. I do not give a grade using the rubric until the end of the unit, because I want to be sure I have taught each element the student will be graded on before I formally assess. However, it is very important to informally assess student writing throughout the unit.

The last day of the unit is an author's celebration. This celebration will be a chance for students to showcase their work to others. Students will create invitations to send home to their parents or other family members, other teachers or administrators. This will be your students' opportunity to show off all of their hard work. I've included this celebration on the last day (day 30) of the unit, but the timing of this celebration will depend on your classroom needs.


SUGGESTED MENTOR TEXTS

Fictional Narratives

- Sylvester and the Magic Pebble by William Steig
- Lilly's Purple Plastic Purse by Kevin Henkes
- A Bad Case of Stripes by David Shannon
- Pigsty by Mark Teague
- Brave Irene by William Steig
- Charlotte's Web by E.B. White
- The Can Man by Laura E. Williams
- Trombone Shorty by Troy Andrews
- Freedom Song by Sally M. Walker
- A Fine, Fine School by Sharon Creech
- Amazing Grace by Mary Hoffman
- Miss Nelson is Missing by Harry Allard
- The Insect Architect by Nina Laden
- Bullfrog Pops! by Rick Walton
- Owen by Kevin Henkes
- The Wolf Who Cried Boy by Bob Hartman
- Bad Dog by Nina Laden
- Quiet as a Cricket by Audrey Wood
- Punctuation Celebration by Elsa Knight Bruno

UNIT AT A GLANCE

| | | | | | |
|--------|-------------------------------|--------------------------------|----------------------------|--------------------------------------|--|
| Week 1 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| | What is a Fictional Narrative | Parts of a Fictional Narrative | Using a Graphic Organizer | Planning a Fictional Narrative Group | Planning a Fictional Narrative Independent |
| Week 2 | 6 | 7 | 8 | 9 | 10 |
| | Ways to Begin a Narrative | How Not to Begin a Narrative | Writing With a Strong Lead | Developing Characters | Developing Setting |
| Week 3 | 11 | 12 | 13 | 14 | 15 |
| | Developing Suspense | Introducing the Climax | How Not to Solve a Problem | Adding a Satisfying Ending | How Not to End a Narrative |
| Week 4 | 16 | 17 | 18 | 19 | 20 |
| | Adding Transition Words | Show Don't Tell | Using Specific Words | Strong Verbs | When to Add Details |
| Week 5 | 21 | 22 | 23 | 24 | 25 |
| | Adding Dialogue | Stretch Your Sentences | Figurative Language | Replacing Pronouns | Staying in Same Point of View |
| Week 6 | 26 | 27 | 28 | 29 | 30 |
| | Keeping the Same Verb Tense | Revision Checklist | Editing Checklist | Illustrations | Peer Feedback |

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| Day 1: What is a Fictional Narrative | Materials: |
| Standard: W.3, 4, 5 | <ul style="list-style-type: none"> • <u>Sylvester and the Magic Pebble</u> by William Steig • Fictional Narratives printable |
| <p>Mini Lesson: <i>In this writing unit we will be learning how to write fictional narratives. When we write a fictional narrative, we write a made up story. While the stories should be made up, they do not have to be fantasies. We write fictional narratives to entertain the reader. Most of the chapter books we read are fictional narratives. Of course, we won't start quite that big! A fictional narrative should include the following:</i></p> <ul style="list-style-type: none"> • Setting-the time and place in which the story takes place • Characters-the people in the story • Plot-the events of the story-there should be rising action, a climax, and falling action <p>Read <u>Sylvester and the Magic Pebble</u> as a mentor text to show students an example of a fictional narrative. After reading the book, have students share how they knew it was a fictional narrative.</p> | |
| <p>Independent Writing: Today's independent writing is quite different from a typical lesson. Students will not write independently today as they begin to transition into fictional narrative writing. Instead, today's independent writing time will be completed as a whole group or small group activity.</p> <p><i>Many times young authors have trouble deciding what to write about, so today we're going to brainstorm different ideas of what we can write about.</i> Distribute the Fictional Narratives recording sheet and go over the top portion together. I'm going to show you eight different pictures, and <i>you're going to work with your group to think of a possible story you could write about each picture.</i> Display the pictures one at a time. After displaying the pictures, have students work with their group to think of a prompt they could write to go with the picture. It will not be necessary for students to actually write about these pictures, but students can certainly go back and revisit these ideas if they are ever stuck on what to write about.</p> | |
| <p>Optional Handout/Printable:</p>  <p>The image shows a worksheet titled "fictional narratives" in a cursive font. It has three main sections: "WHAT IS A FICTIONAL NARRATIVE" with bullet points defining it as a made-up story; "ELEMENTS OF A FICTIONAL NARRATIVE" with bullet points listing setting, characters, and plot; and "PICTURE PROMPTS" with a list of eight numbered prompts for brainstorming stories.</p> | <p>Grammar Tie-in: Parts of Speech</p> <ul style="list-style-type: none"> • Mentor Sentence I <p>Ask students to share what a noun is and a noun's purpose in a sentence.</p> |

Fictional narratives

WHAT IS A FICTIONAL NARRATIVE

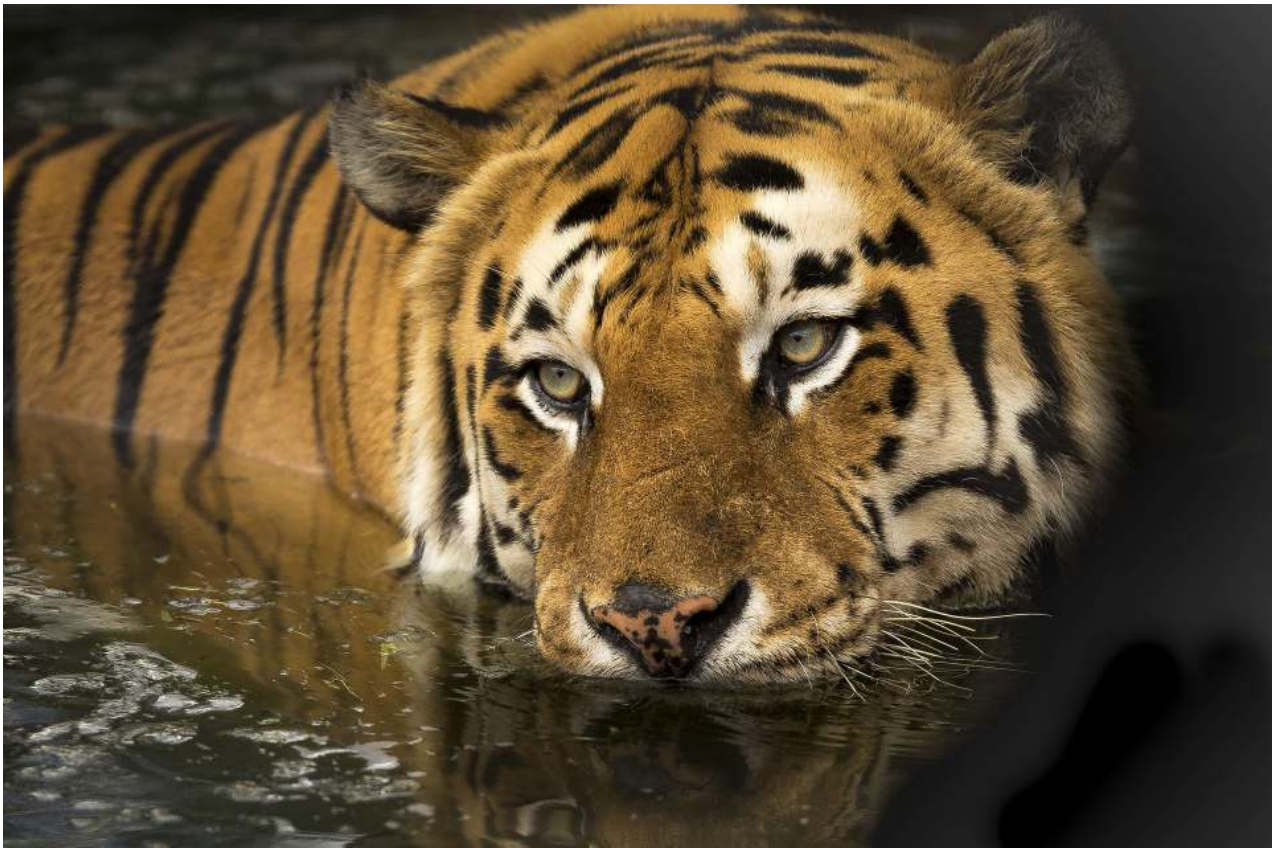
- Story that is NOT true
- Written to entertain the reader

ELEMENTS OF A FICTIONAL NARRATIVE

- Setting-the time and place in which the story takes place
- Characters-the people in the story
- Plot-the events of the story-there should be rising action, a climax, and falling action

PICTURE PROMPTS

- [illegible]



Day 2: Parts of a Fictional Narrative

Materials:

- Parts of a Fictional Narrative Spinner
- Lily's Purple Plastic Purse! by Kevin Henkes

Standard: W.3, 4, 5

Mini Lesson: It's essential for students to begin this unit understanding what should be included in a fictional narrative. Otherwise, you're likely to see many long list of events without a real purpose. Before students begin writing, spend another day focusing on the parts of a fictional narrative. This lesson can also be used for students when they are "stuck" writing and can't think of what to write about.

Begin the lesson by reviewing the parts of a fictional narrative. Read Lily's Purple Plastic Purse and discuss the parts of the narrative found in the book. You may also have students complete the parts of a story printable included in this lesson. If you feel that your students are already comfortable with the parts of a narrative, it's perfectly fine to skip that portion of the lesson.

Independent Writing: Have students work with a partner for this activity. They will use a paperclip and pencil to create spinners using the spinner print out. Students will spin to select a character, setting, and problem. Students do not have to write a fictional narrative for the elements chosen, but they should work together to write a *potential* summary using the Somebody, Wanted, But, So, Then strategy. Students have typically been exposed to this method prior to this lesson, so it should not be new information for students. Help students understand that they are working backwards, and while they do not have an actual story to summarize, they are imaging possibilities that *could* be used with the elements they spun.

Sharing: Have students share what they spun in each category. Then, have students share their summaries.

Optional Handout/Printable:

Name: _____

Fictional Narrative

Character: _____ Setting: _____

Problem: _____

| | |
|--|--|
| Somebody Who was the story about? | |
| Wanted What did the main character want? | |
| But What obstacle was in their way? | |
| So What did the main character do? | |
| Then How was the problem solved? | |

Parts of a Fictional Narrative

CHARACTERS

- Talking Bear
- Grumpy Old Man
- Adventurous Young Boy
- Drunk Old Man
- Grumpy Invented
- Grumpy Old Man
- Grumpy Old Man
- Grumpy Old Man

SETTING

- Forest
- City Park
- School Playground
- Mountain Top
- City Park
- City Park
- City Park
- City Park

PROBLEM

- Lost a magic penny
- Lost a magic penny
- Lost a magic penny
- Lost a magic penny
- Lost a magic penny
- Lost a magic penny
- Lost a magic penny
- Lost a magic penny

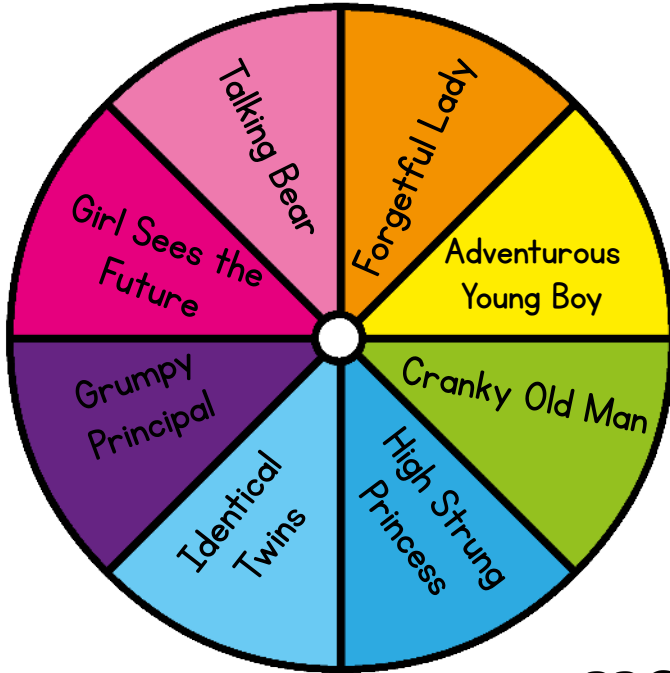
Grammar Tie-in: Parts of Speech

- Mentor Sentence 2

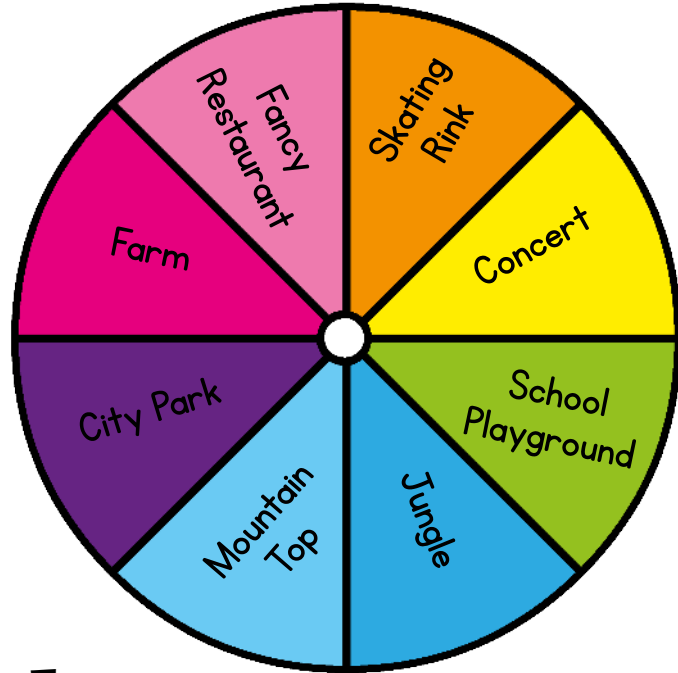
Ask students to share what a pronoun is and the purpose of pronouns. Discuss which pronouns are used in the subject of the sentence and which pronouns are used in the predicate of a sentence.

Parts of a FICTIONAL NARRATIVE

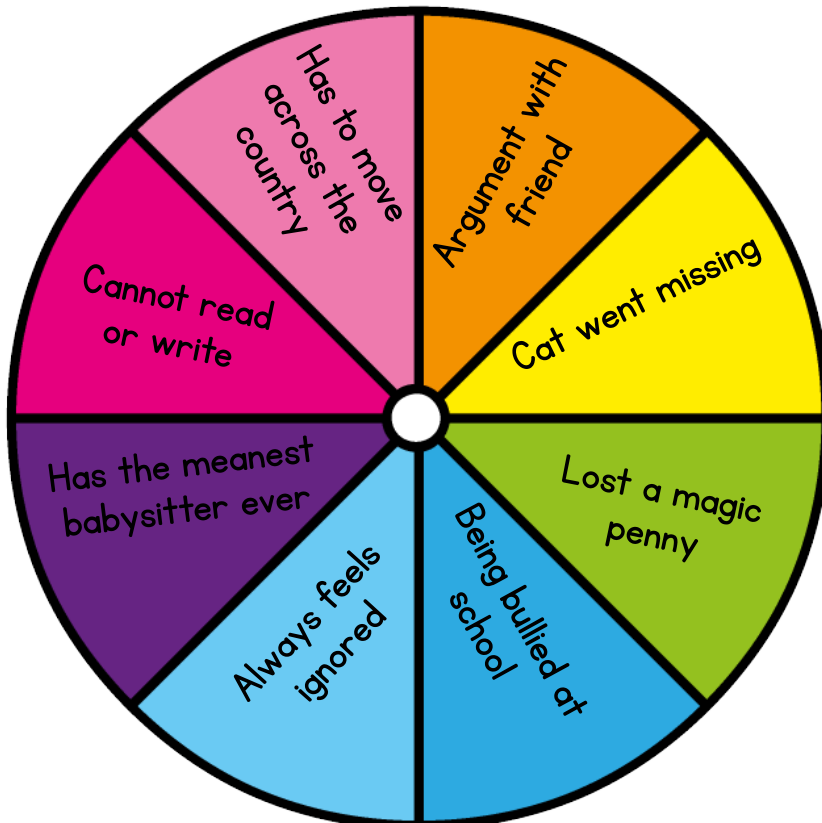
CHARACTERS



SETTING



PROBLEM



Name _____

Fictional Narrative Summary

Character: _____ Setting: _____

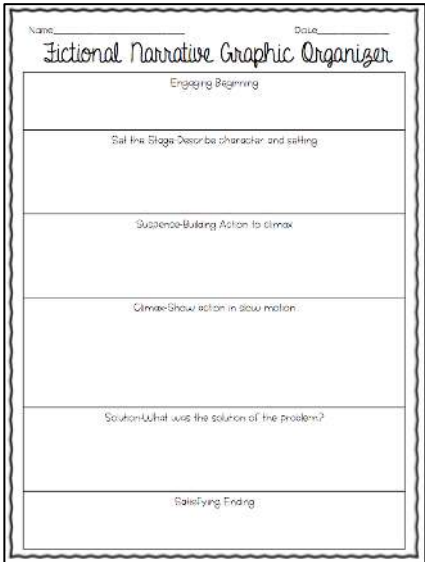
Problems: _____

| | |
|--|--|
| Somebody Who was the story about? | |
| Wanted What did the main character want? | |
| But What obstacle was in their way? | |
| So What did the main character do? | |
| Then How was the problem solved? | |

Name _____

Parts of a Fictional Narrative

| Story | Setting | Characters | Problem | Resolution |
|------------------------|---------|------------|---------|------------|
| Little Red Riding Hood | | | | |
| The Three Little Pigs | | | | |
| Goldilocks | | | | |

| | |
|---|--|
| Day 3: Using a Graphic Organizer | Materials: |
| Standard: W.3, 4, 5 | <ul style="list-style-type: none"> • <u>A Bad Case of Stripes</u> by David Shannon • Fictional narrative graphic organizers |
| <p>Mini Lesson: <i>Sometimes when we write, we need a road map to help guide our writing. A graphic organizer helps us make a plan for our writing and keeps us organized as we write. There are many different types of graphic organizers, and today we'll be learning how to use one that I think you'll find very useful.</i></p> <p>I've included my favorite fictional narrative graphic organizer. It is broken into easy to understand sections for students: engaging beginning, set the stage, suspense, climax, solution, and ending.</p> <p>Since this is students' first experience with this graphic organizer, rather than having students use the graphic organizer to plan their writing, students will use the graphic organizer in a reverse manner.</p> <p>Read <u>A Bad Case of Stripes</u> as a mentor text for fictional narratives, and recreate the graphic organizer as if you were the author planning the story.</p> <p>Independent Writing: Students will read the included fictional narrative, and they will transfer the narrative to the graphic organizer. Students may either rewrite or they may cut and paste the printed narrative.</p> <p>Sharing: Select one or two students who completed the graphic organizer and allow them to share using the document camera.</p> | |
| Optional Handout/Printables: | Grammar Tie-in: Parts of Speech |
|  <p>The graphic organizer is a vertical rectangle with a decorative border. At the top, it has fields for 'Name' and 'Date'. Below these is the title 'Fictional Narrative Graphic Organizer'. The main body is divided into six horizontal sections, each with a label: 'Engaging Beginning', 'Set the Stage Describe character and setting', 'Suspense-Building Action to climax', 'Climax-Show action in slow motion', 'Solution-What was the solution to the problem?', and 'Satisfying Ending'.</p> | <ul style="list-style-type: none"> • Mentor Sentence 3 <p>Ask students to share what a verb is and the different types of verbs. Discuss the action verb makes the predicate of a sentence.</p> |

Name_____

Date_____

Fictional Narrative Graphic Organizer

Engaging Beginning

Set the Stage-Describe character and setting

Suspense-Building Action to climax

Climax-Show action in slow motion

Solution-What was the solution of the problem?

Satisfying Ending

Name_____

Date_____

Fictional Narrative Graphic Organizer

Sweat was pouring into her eyes. Her heart was pounding from exertion, and she could barely catch her breath. It didn't matter that she was past the point of exhaustion. Sally was determined to improve her dribbling skills in soccer.

While Sally had always been known of as an intelligent girl who was kind to others, no one ever thought of Sally as an athlete. In fact, Sally has been known to trip over her own two feet! Sally was never one to worry about what others thought about her and had always wanted to be on a soccer team, so she signed up for the spring tryouts. Her parents tried to convince her not to try out, and the coach questioned if she signed up for the right team. That didn't slow her down.

On the first day of tryouts, Sally stepped onto the crisp green soccer field and felt the warm sunshine on her face. She heard the laughter of her classmates and the shrill whistle from the coaches. She double checked her hard knee pads and tugged on her shoestrings. It was go time!

Sally joined a group of girls and when it was her turn to kick the soccer ball toward the goal, she kicked with all her might. Unfortunately, she completely missed the soccer ball. She looked around to see if anyone was laughing at her and all she saw were pitying gazes. The rest of the practice followed the same pattern. Sally would kick and miss every single time she tried to connect with the ball.

When she got home from practice, she talked with her dad about the try out. "Dad, I was awful. Maybe I should just stick to non sporty events." Sally's dad gave her a hug. "Sweetie, your mom and I believe that everyone can learn new things and improve on anything they set their mind to. We're not worried about whether or not you're the best soccer player on the field. We just want you to be the best you can possibly be. Work hard and have fun. That's all we ask." Sally was more than encouraged. She knew that no matter the outcome, as long as she tried her best, she would be proud of herself.

Each day after tryouts, Sally came home and worked with her older brother and practiced and practiced. Slowly but surely she began to improve. By the end of tryouts, Sally could consistently hit the ball, in the right direction! Her classmates noticed Sally's progress and started asking what she was doing to improve so much so fast.

On Friday morning the coach posted who made the team on the gym door. Sally was nervous, but she also felt confident. Whether or not she made the team, she knew that she had given it her all. If she didn't make it, there was always basketball. As soon as she got to school, she raced to the gym door to view the posted results. There, at the bottom of the list, was her name. Sally grinned ear to ear. She did it! She turned around and saw her brother standing there. She ran to him and give him a huge hug. "Thank you so much for helping me," she said. "Hey, that's what big brothers are for," he grinned. Sally was so proud of herself for accomplishing her goals, but she wasn't finished. Now that she made the team, it was time to *really* get to work, since her new goal was an undefeated season.

Mentor Sentence 1

He got a new bunk bed
for his birthday. It was
his favorite present.

Mentor Sentence 2

We played fun games at my party. Our cousin was late, because his mom had to work.