Lesson 1: Pre-assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics

Mini Lesson

Explain to students that they will be doing a writing sample today that will help you to get to know them and to learn about their writing abilities. The sample will be used to help you know how to help them to become the very best writers that they can be. Explain that they should do their best.

Let students know that they will have the next hour to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The story can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

Write the following prompt on the board:
Write a story about a child who gets in trouble. Be sure to sure to include characters, a setting, a problem and a solution.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students a paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Share with your partner what you hope to improve on during this unit of fiction writing.

Intervention

If possible, set a visual timer on your white board to help students manage their time. If necessary, give students a word bank to help with spelling.

Extension

Allow students to come up with their own fiction narrative topic rather than using the prompt. You may want to tell them the day before so that they have time to generate a topic.

Lesson 2: Writing Notebooks

Essential Question	Materials
How can being organized help to improve your writing skills?	1 composition book for each student copies of cover sheet and dividers your writing notebook glue crayons

Mini Lesson

"Today we will be putting together writing notebooks that will be used for our entire unit. The notebook will help us to keep our important stories and resources organized."

Show students your writing notebook. Point out the three different sections and give a brief explanation of what each section is for. Show them how they will keep resources such as anchor charts in the first section. The second section will be for the two big writing pieces that they will be taking through the entire writing process. The final section will be a place for them to write additional stories when they finish something early.

Show students how to insert the dividers in their notebooks. The first divider can go on the first page. The second divider should go about 1/3 of the way through the notebook and the 3rd divider should go about 2/3 of the way through the notebook.

Work Time

Students will put their notebook together and then color the cover sheet and dividers.

Closing

Show your partner how you decorated your writing notebook. Show students where they will keep their notebooks and practice the procedures you want them to follow when it is time to put notebooks away.

Intervention	Extension

Lesson 3: Fiction Narratives

Essential Question

How is a fiction narrative writing different than other kinds of writing?

Materials

mentor text
fiction narrative anchor chart
task cards & recording sheet

Mini Lesson

"For the next couple of months, we are going to be writing fiction narrative stories. What does fiction mean?"

"A fictional story is a story that did not actually happen. I want to start our unit by reading an example of a fiction narrative." Read the lesson 3 mentor text to students or have them read it with partners.

"Who were the characters in the story? What was the problem in the story? How was the problem solved?"

"How is a fiction narrative different than a personal narrative?"

"A personal narrative is a true story about something that happened to you. A fictional story is a story that you made up. It can be realistic- a story that COULD have happened. A fiction narrative can also be unrealistic- a story that COULDN'T happen. The main difference is that a fiction narrative is a made up story with made up characters."

Complete the fiction narrative anchor chart and have students glue it to the inside cover of their notebook.

Work Time

Set task cards on desks around the classroom. Have students work with a partner to rotate around the room and determine if the story on the task card would be a fictional narrative or not.

Closing

Discuss the answers from as many of the task cards as time permits. Students will teach their partner what a fiction narrative is and give an example.

Intervention

Scoot through the task cards with a small group of students that need assistance with reading the cards and help talk them through the answer. Assign only half of the cards.

Extension

These students can write what type of writing each task card is an example of.

Lesson 4: Characters

Essential Question	Materials
How do writers choose characters to tell their story?	character anchor chart character student printable (optional)

Mini Lesson

"Whisper to your neighbor to tell them what a fiction narrative is and how it is different from a personal narrative."

"Today we are going to start planning our fiction narratives! The first thing that we must decide are the characters that our story will be about. Before we pick the characters, we must decide if our characters will be realistic or non-realistic. Will your story be about people like us? Or will your story have unicorns, dragons or talking animals?" Check the box for realistic on the class anchor chart. (You can come up with your own idea if you prefer.)

"Once you decide the type of characters, you will need to decide who the main character will be. What is their name? What do they look like? What do they act like?" Fill out the main character portion of the anchor chart using my example or one that you have generated.

"Stories are not usually about just one person. There are usually secondary characters that know the main character and help to tell the story. Some might be friends and some might be enemies." Fill out the secondary characters portion of the anchor chart.

Main Character

Dominic is a nine-year-old boy who is very quiet. He only has a few friends and he loves animals.

Secondary Characters

Purry is a stray cat with orange fur.	Dominic's mom works a lot and is very stressed.	Gage is fifteen and Dominic's brother. He teases Dominic.

Work Time

Students will make graphic organizers or use the student printable to plan their main character and their secondary characters. Some students may want to plan a few different combinations and then choose the set of characters that they like best to record on their printable.

Closing

Students will share with a partner about which characters they have chosen for their fiction narrative story. If time permits, you may want to have some students share their characters with the class.

Intervention	Extension
Ask students guiding questions to help them come up with a main character.	Encourage students to include more detail in their character descriptions and/or more than one main character.

Lesson 5: Setting

Essential Question	Materials
How do writers choose a setting to help tell their story?	setting anchor chart setting student printable (optional)

Mini Lesson

"Now that you have characters for your fiction narrative, we need to plan the setting. Who remembers what a setting is?"

"The setting is where and when the story takes place. Our story might have scenes in more than one place and time, but let's start by planning the setting of the majority of the story. We want to close our eyes and come up with as many details as possible to describe our setting."

Fill out the class anchor chart.

Where	When
Dominic's bedroom: It is messy. It has babyish looking decorations and lots of clothes and books on the floor. There is one window, but the curtains are closed. The room is dark.	After school and evenings Fall

Additional Scene Settings
An alley between Dominic's school and his house after school

Work Time

Students will make graphic organizers or use the student printable to plan their setting.

Closing

Students will share with a partner the details of the setting for their story.

Intervention	Extension
Ask students guiding questions to help them come up with a setting. Encourage these students to have their story set in just one place.	Have students add more details and descriptions for their setting.

Change of Heart

Day 3: What is a fiction narrative?

It was a bright sunny morning as Pugsley happily trotted down the street towards his best pal, Jasper's house. Pugsley and Jasper had been friends for quite some time and they spent most of their free time together. They loved rummaging through the garbage behind restaurants and wandering around the park, sneaking up on birds. Even though Pugsley was a dog and Jasper was a cat they still got along great because they had so much in common.

Pugsley finally reached Jasper's alley and called out when he got to the large cardboard box Jasper called home. "Jasper! You home?" Pugsley barked at the box.

"Hey Pugsley!" Jasper called out. He squeezed out the front door and walked past Pugsley.

"So where should we find trouble today? The park or the new restaurant down the street?" laughed Pugsley. Just as they came around the corner, trouble found them.

"Well if it isn't the puppy and kitty duo! Haven't we told you before that dogs and cats are NOT supposed to be friends?" Barked the big black bull dog, Butch. He was huge, mean, and always hung around with a big group of dogs his same size.

"Yeah, you've told me. In fact, you tell me all the time. But you've never told me who made up that silly rule. If Jasper and I want to hang out why does it matter that he's a cat and I'm a dog?" asked Pugsley.

"Hey! That's just the way it is and has always been, so don't go trying to change any rules!" snapped Butch. The other dogs behind him began growling too.

Suddenly, a dog catcher came running up to the group of animals. The animals began scrambling to get away. The dog catcher lassoed Jasper and Butch around the necks with the long pole in his hand. He quickly reeled them in and threw the cat and dog in the back of his truck.

"Look at the mess you got us into now cat!" Butch yelled as they sat locked up in the truck.

"Hey! I didn't get us into this mess. But I think I might be able to get us out," said Jasper.

He took his front paw and stretched out his claw until the long, curved, and sharp claw showed. Jasper began furiously working. Using his claw to unlock the door of the dog catcher's truck. He kept twisting and turning, as his paw became sore. CLICK! The lock unhooked and the door of the truck swung open. Butch's jaw almost hit the ground. He couldn't believe that he was just rescued by a cat! He knew the dogs in his gang wouldn't believe it either.

"Jasper, I believe I have misjudged you. You saved my life, even though I said those mean things. I think cats and dogs really can be friends. I've got to tell you how sorry I am for acting so ridiculous." Butch said with his tail between his legs.

"Ah, that's alright Butch, but next time you see a cat, give them a break okay. I mean in a good way and we'd better get out of here before it's too late!" meowed Jasper. The cat and dog quickly hopped out of the truck and went their separate ways.

FICTION Narrative Task Cards

NOT SO wimpy Teacher

Is it a fiction narrative?

a story about a cat who wishes he was a dog

1

Is it a fiction narrative?

all about my trip to Florida last summer

2

Is it a fiction narrative?

a report about the history of the Statue of Liberty

3

Is it a fiction narrative?

a story about a kid who is having trouble making friends

4

Not So Wimpy Teacher

Is it a fiction narrative?

a piece about why I should have a later bedtime

5

Is it a fiction narrative?

a story about a family that is moving across the country

6

Is it a fiction narrative?

a story about the time I broke my arm at school

7

Is it a fiction narrative?

a story about a student who is trying out for the soccer team

8

Not So Wimpy Teacher

Is it a fiction narrative?

a report about the life of Abraham Lincoln

9

Is it a fiction narrative?

a story about a monkey who wants to be an astronaut

10

Is it a fiction narrative?

a report about why our school needs more playground equipment

11

Is it a fiction narrative?

a story about the time I was late to school

12

Not So Wimpy Teacher

Is it a fiction narrative?

a story about a magic unicorn

13

Is it a fiction narrative?

a piece about famous volcanos

14

Is it a fiction narrative?

a piece about the time my family went to a baseball game

15

Is it a fiction narrative?

a story about a girl who gets lost at the mall

16

Not So Wimpy Teacher

Is it a fiction narrative?

a story about a flying dog

17

Is it a fiction narrative?

a piece about why you should vote for me for class president

18

Is it a fiction narrative?

a piece that compares and contrasts different types of clouds

19

Is it a fiction narrative?

a story about an airplane that is afraid of flying

20

Not So Wimpy Teacher

Is it a fiction narrative?

a story about the time my cousin stayed over night

21

Is it a fiction narrative?

a report about the writing of the constitution

22

Is it a fiction narrative?

a recipe for Grandma's famous apple pie

23

Is it a fiction narrative?

a story about a mouse that is allergic to cheese

24

Not So Wimpy Teacher

Fiction Narrative Task Cards

Read the card and write yes or no in the boxes below.

Name:

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.

Fiction Narrative Task Cards

Read the card and write yes or no in the boxes below. Name:

1. yes	2. no	3. no	4. yes	5. no	6. yes
7. no	8. yes	9. no	10. yes	11. no	12. no
13. yes	14. no	15. no	16. yes	17. yes	18. no
19. no	20. yes	21. no	22. no	23. no	24. yes

WHAT IS A FICTION NARRATIVE?

IT IS A STORY THAT DID _____ HAPPEN.

IT CAN BE _____ OR _____.

EXAMPLES

WHAT IS A FICTION NARRATIVE?

IT IS A STORY THAT DID **NOT** HAPPEN.

IT CAN BE **REALISTIC** OR **UNREALISTIC**.

EXAMPLES

CHARACTERS

CHOOSE ONE: REALISTIC OR UNREALISTIC

MAIN CHARACTER

Are they human, an animal or something else? What is their name and age? What do they look like? What are their interests and character traits?

SECONDARY CHARACTERS

CHARACTERS

CHOOSE ONE: REALISTIC OR UNREALISTIC

MAIN CHARACTER

Are they human, an animal or something else? What is their name and age? What do they look like? What are their interests and character traits?

Dominic is a nine-year-old boy who is very quiet. He only has a few friends. He plays by himself a lot in his room. He likes Legos, reading and video games. He loves animals. He lives with his mom and his older brother.

SECONDARY CHARACTERS

Purry is a stray cat with orange fur. He lives in an alley until Dominic finds him.	Dominic's mom works a lot and is very stressed and tired.	Gage is fifteen and Dominic's brother. He teases Dominic a lot.

Setting

Where it takes place

When it takes place

Additional scene settings

Setting

Where it takes place

The story takes place in Dominic's bedroom. It is a mess. It has babyish decorations and lots of clothes, Legos and books on the floor. There is one window, but the curtains are closed. The room is dark.

When it takes place

The story takes place after school and on the evenings. It happens during the fall.

Additional scene settings

	an alley between Dominic's school and his house after school	

Fiction Narrative Writing Rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraphs	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
Setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
Problem and Solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the ,problem.
Transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
Dialogue	Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
Ending	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
Spelling	Spelling reflects editing and only has grade-level appropriate errors.	Writing includes some spelling errors that should have been edited.	Writing has many spelling errors that should have been edited.
Punctuation	Uses correct punctuation.	Writing has some punctuation errors.	Writing has many punctuation errors.

Fiction Narrative Writing Rubric

Student Name: _____ Date: _____ Score: /20

	Mastered	Progressing	Not Yet
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraphs	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
Setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
Problem and Solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the ,problem.
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Punctuation	Uses correct punctuation.	Writing has some punctuation errors.	Writing has many punctuation errors.