

# **NARRATIVE WRITING-READY GEN LESSON 4**

## **Grade 3**

### **Topic: Narrative Writing**

**Objective:** Identify the situation established. Write a narrative that introduces a character and establishes a situation.

**Essential Question:** How can we write a narrative by introducing a character, setting, and establishing a situation?

**CCSS: W.3.3a** Write narratives for domains real or imagined experiences or events using effective descriptive, descriptive details, and clear event sequences.

| Materials/Vocabulary  | Assessments Used Throughout Lesson  | Questions   |
|---|---|---|
| <b>Materials:</b> draft page, word bank, Ready Gen sheet of the Year Materials (RGC), <u>The Case of the Chipping Carriage</u> , <u>Real Life Settings Chart</u> , <u>Personal Narrative Checklist</u> , <u>Picture Structures chart</u><br><b>Words:</b> problem, situation, characters, setting | Answers to questioning, WR's responses, independent writing practice  |   |
| <b>TIME:</b><br><b>2-5 minutes</b><br><b>Teacher's Edition</b><br><b>page 40</b>  | <b>INSTRUCTIONS:</b> Explain to students that when writing a story a writer introduces a character and a setting to "hook" off the story. The writer uses these elements to establish a situation—the basic information that reader needs to understand what is happening in the story.<br><b>Hooked</b> the <b>setting</b> tells the time and place. A story can take place in the past, the present, or the future. A story can take place in a city or small town, a great office or an ice cream shop. The <b>setting</b> influences what the story will be about.<br><b>Characters</b> in a story also influence what the story will be about.<br>Point out to students that characters in a story often have a problem that they need or want to solve. This problem is usually what the story is about.  | Why do you think the setting of a story is so important?<br>How can the setting influence what the story will be about?<br>How can the characters influence what the story will be about? |
| <b>10-15 minutes</b>  | <b>DO:</b> Through discussion, help students understand how characters and setting help tell the story.<br>+ Refer to page 1 of <u>The Case of the Chipping Carriage</u> introducing Doyle and Fawcett. <b>Science Dictionary:</b> Say: The reader is introduced to Doyle and Fawcett and given important detail; they are science detectives.<br>+ Refer to page 1, again for the introduction of the setting. Say: "I know the setting is inside Doyle's attic as a key step. I know this because of the following text details." Read: "On a damp, drizzly day, in an attic not too far away, Orville Doyle worked alone in his home-made laboratory."<br>Say: "The reader is introduced to the setting, a home-made laboratory."<br>+ Repeat this with page 2. "Bunny bunny! It's a major emergency!" someone screamed on the other end of the phone. "There's a monster in my garage can?" Explain to student a that a situation is introduced. Doyle and Fawcett must solve the problem of the monster in the garage can.<br>+ Say, "When writing a narrative, you should introduce a character and setting." | Which characters are introduced?<br>What is the setting in the opening of <u>The Case of the Chipping Carriage</u> ?<br>What problem needs to be solved?                                  |
| <b>5-5 minutes</b>  | <b>WR DO:</b> Have students turn and talk about the characters and settings in their stories. Have them share how they plan on introducing the characters, setting and problem.   | How will you introduce the characters, setting, and problem in your story?  |
| <b>20 minutes</b>   | <b>YOU DO:</b> Students will all begin a fictional narrative in their RGC page 10 by introducing a character and an interesting setting that will help tell a story. Encourage students to use text-based vocabulary words. (if possible) <b>laboratory</b> and <b>solitary</b> .   | <b>Differentiated Activity</b>  |

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**Clarence McCormick**



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Universal School Music Series Walter Damrosch, 1923      **Grade** Leslie L a Staff, Louis A. Leslie, 1980      **The Drawing Teacher** Harry Wallingford Jacobs, 1928      Popular Educator ,1923      **American Physical Education Review** ,1926  
Includes abstracts of magazine articles and Book reviews      *The Western Illinois State Teachers College Quarterly* Western Illinois University, 1922      **The Church School Journal** ,1905      **The Musician** ,1913      **AIDS Aids: HIV Prevention Education for Puberty Age Youth - LESSON PLANS AND RESOURCE GUIDE** Sue Montfort; Gitta Acton; Kathleen Gardner; Joan O'Leary, 1990      **The Beginning Teacher** John Conrad Almack, Albert Ray Lang, 1928      **A Project in Teacher-training** William Anderson Broyles, 1922

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