

NARRATIVE WRITING-READY GEN LESSON 3

Grade 3

Topic: Narrative Writing

Objective: Identify realistic settings in a narrative. Establish a situation by using a realistic setting in a narrative.

Essential Question: How can we make our narratives more realistic by adding a real-life setting?

CCSS: W.3.3a Write narratives in which they use an imagined experience or events using effective descriptive, descriptive details, and clear event sequences.

Materials/Vocabulary		Assessments Used Throughout Lesson	Questions
Materials: draft pads, word processors, Ready Gen Short of the Year Materials (RSGY), ILas, Lamentable What, page 16 (see also) Grade 3 writing		Amateur to questioning, WAs to responses, Independent writing practice	
3-5 minutes Teacher's Edition page 32	WHY: Remind students that a narrative tells a story. Authors begin new stories by establishing a situation. This is done by creating a setting. A setting is where the story takes place. Explain that by the time a story reaches its end, it may have passed through many settings. Because <i>the Lamentable What</i> is an example of realistic fiction, its settings are places people could easily encounter in real life.		What is an important setting in <i>the Lamentable What</i> ? In Chapter 17? What other settings are used in Chapter 17?
10-15 minutes	DO: Through discussion, help students see that the settings are realistic and could be places people encounter in real life. - Refer to page 32 in RSGY to look at the half an hour to drag his loaded wagon to the town center – a distance he usually traveled in less than five minutes by foot? Explain that the town square is where they set up his stand. - Help students find other settings used in Chapter 3. Refer to page 32 in RSGY "Then he crossed the street and walked into the Big Dipper." Explain that the Big Dipper is the bar where they sold to the town square, another setting in the story. - Model brainstorming a list of realistic settings for narratives. Model thinking aloud and adding colored sticky notes (see Home, School, Place shop, Mall, Park, Grandma's house, down the street...).		What are the settings in <i>the Lamentable What</i> ? How real-life places you have been to?
3-5 minutes Students read page 16	DO: Remind students that when they write realistic fiction stories, they should make their settings places people could encounter in real life. Have students turn and talk with a partner and think of real-life places that would make good settings for a realistic fiction story. Have students put down an open 16 and add page 16 to their draft.		How can you tell if a particular setting is real life or not?
15 minutes	WHY: Students will all return to their stories from Lesson 2 (on draft pads) and add content that describes a real-life setting that will make their stories better. RSGY page 32 has a prompt for students to refer to.		
	Differentiated Group	Differentiated Activity	
	Red	Real-Life Settings Worksheet. Students will work with a real buddy to select appropriate settings for their narrative from the chart and add to existing draft.	
	Yellow	Real-Life Settings Worksheet. Independently, students will select appropriate settings for their narrative from the chart and add to existing draft. Review with a yellow buddy.	
	Green	Independently, refer to class chart and select appropriate settings for their narrative.	
	Blue	Independently, refer to class chart and select appropriate settings for their narrative. Repeat with 2nd narrative.	
5 minutes	WHY: Students will share their stories. Students will point out the settings in the narratives.		How can you tell the setting is realistic?

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 Elementary and Secondary Schools of the State of New York* New York (State). Military Training Commission,1921
Teaching in Inclusive Classrooms Diane P. Bryant,Deborah D. Smith,Brian R. Bryant,2024-02-20 Teaching in Inclusive
 Classrooms guides educators through inclusive education using the ADAPT framework Packed with practical examples
 evidence based practices and hands on strategies the Third Edition empowers educators to effectively teach students with
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