

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 situation 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 (RWY), ILW, Lamentable What, page 16 (see also) Grade 3 writing		Amateur to questioning, WIA 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>ILW</i> Lamentable What is an example of realistic fiction, its settings are places people could easily encounter in real life.		What is an important setting in <i>ILW</i> Lamentable What 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 RWY to look at the half an hour to drag his loaded wagon to the town center – a distance he usually traveled in less than the minutes he takes? 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 RWY to see 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 additional examples (see Home, School, Place shop, Mall, Park, Grandma's house, down the street...).		What are the settings in <i>ILW</i> Lamentable What? How real-life places you have been to? How can using a real-life setting make your narrative better?
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 jot down one word or two and add more to the class chart.		How can you tell if a particular setting is real life or not?
15 minutes	WHY DO: Students will all return to their stories from Lesson 2 (on draft pads) and add sentences that describe a real-life setting that will make their stories better. RWY 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/DO: Students will share their stories. Students will point out the settings in the narratives.		How can you tell the setting is realistic or not?

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