

Writing Grade 2, Unit 4

Teacher: [] Unit 4: Day [] Date: []

National Common Core Standards:

- CCSS.ELA-LITERACY.W.2.3

Unit Connection:

Rubric Goals:

- Narrative Description – Grade 3

Essential Question:

- How does an author create compelling characters in their story?

Enduring Understandings:

- Authors create compelling characters by using show, don't tell character feeling, show, don't tell character action, thought shots, and dialogue.

Writing Workout (42min)

Aims:

- SWBAT help the reader visualize what is happening by including show, don't tell character feeling in their narrative.

Current Prompt:

Prompt #1: One of your characters got something new. Think about how each of your characters would respond to this event. Write a story about what happened.

Criteria for Success:

- **CFS:** Characters will be doing something that the reader can visualize, and the actions will reveal how they feel.
- **CFS Example:** I was hoping we'd go to Taco Bell, but we drove right past it. I sunk down in my seat. My mom had a goofy smile "Ooh! Let's go to CHILI'S!" she sang. I crossed my arms over my chest and wrinkled my nose. Gross.
- **CFS Non-Example:** We looked for a place to eat. We decided to go to Chili's.

Lesson Plan

Opening:

- Do Now or engaging hook
- Activate prior knowledge
- Connect to the central idea of the unit, EU, or EQ.

(<3min)

Oral Drill:

- What is realistic fiction?
- Why do authors write realistic fiction?
- What is a compelling character?
- How do great authors make their characters compelling?
- Give an example of a character trait or a word that tells what a character is *like*.
- How does an author use show, don't tell character action?

Aloud: Writers, we have been working on creating compelling characters and getting ready to write our realistic fiction stories. Today it's time to take our brainstorming and planning and start writing!

Modeling:

- Focus on the aim.
- Model the aim

(<10min)

Aloud: I know from *Tales of a Fourth Grade Nothing* that Judy Blume made her characters seem so real by using great show, don't tell craft moves. I want to make sure I'm trying to follow her example as a writer when I write my own story.

<p>through a clear, concise think aloud.</p> <ul style="list-style-type: none"> • Script the exemplar you will work from. • Prepare your annotations for the exemplar • CFU the aim to elicit key points. 	<p>Aloud: So last night after school I took my character planning page and I started writing my story about a time when one of my characters got something new. I got a pretty good start, but I need to keep going. Listen to what I have so far (display teacher model). Close your eyes.</p> <p>One day, not too long ago, Jackson’s big sister Alison came home from a trip to Game Stop with Fallout 4 for her PSP. Alison walked through the door snapping her fingers and with a spring in her step. Her eyes were shining with excitement as she hugged the Game Stop bag to her chest and bounded down the hall to get her PSP.</p> <p>Hands: What did you picture in your brain while I was reading? What helped you?</p> <p>Ideal: Script in ideal student response here</p> <p>Aloud: Now I need to show, not tell about Jackson’s feelings. In order to do that I need to describe what Jackson looks like and what he does to <i>show</i> how he is feeling. I need to use body language!</p> <p>Oh! This is also a great place for me to begin to show the conflict! In my story, Jackson really wanted that game for himself and he knew about it <i>before</i> Alison. This makes Jackson really mad, but I can’t just say he’s mad because that’s not interesting. I need to think about how I can <i>SHOW</i> Jackson is mad with show don’t tell by describing his body language and how his face looks. Hmmm, what would he look like if he was mad? Oh! I know!</p> <p>Write: Jackson’s eyes narrowed and his shoulders rose up to his ears. He bunched his fists. He stomped his foot once on the floor and then flew down the hall after his sister. He wanted that game first!</p> <p>Hands: What did I write to <i>show</i> that Jackson is mad? Did you believe it?</p> <p>CFU: How does an author use show, don’t tell character feeling?</p> <p>Ideal: By describing a character’s facial expression and body language.</p> <p>CFU: Why is it important that authors <i>show</i> not tell how their characters are feeling?</p> <p>Ideal: By using show, not tell you make the story more interesting and help the reader visualize.</p>
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Moments of shared writing • Key points to emphasize • Vary engagement through T&T, Everybody Writes, or Share the Pen • Script ideal student responses • Identify possible misconceptions and plan to address them (i.e. prompts) 	<p>(<7min)</p> <p>Aloud: Writers, now I need your help to show what happens next with Jackson and Alison. I think the next thing we need to write about is what happens when Alison sees Jackson coming after her. I need a sentence to show how Alison feels when she sees Jackson coming down the hall.</p> <p>T&T: What 1-2 sentence could I write to show how Alison feels when she sees Jackson?</p> <p>Ideal/Write: When Alison heard Jackson’s running feet she turned around. Her eyes got big and her mouth made a big O as she hugged the game event tighter.</p> <p>Aloud: As a writer, I now need to wrap up this first part of my story by showing the problem. It’s kind of like how Beverly Cleary would end a chapter at an exciting moment and make us want more! I think Alison is going to slam her door in Jackson’s face. I’m going to start with that:</p> <p>Write: Alison darted into her room and slammed the door before Jackson could get there.</p> <p>QW: Now we need 1-2 sentences to show how Jackson feels when he sees the door close.</p> <p>Ideal/Write: Jackson stomped his feet and whimpered. His bottom lip stuck out and he sat down on the floor as little tears started for form in his eyes.</p> <p>CFU: Why is it important for authors to use show, don’t tell to create compelling characters?</p> <p>Ideal: Compelling characters are interesting and get the reader excited to read more because</p>

<ul style="list-style-type: none"> • MVP directions • CFU the aim 	<p>they are entertained.</p> <p>CFU: How does an author use show, don't tell character feeling? Ideal: By describing a character's facial expression and body language.</p>												
<p>Time in Ink</p> <ul style="list-style-type: none"> • Expectations for top quality work. • Expected output • Positive challenge • Plan purposeful circulation • Include or reference separate conferring plan • Identify possible misconceptions and plan to address them • Potential mid workshop interruption topics? • Small group pull out plan? 	<p>(20min)</p> <p>Aloud: Writers, thank you for your help with my story! Now it's time for you to start your own stories. You already have a lot of great ideas planned, now it's time to turn them into juicy sentences. Today you are focusing on using show, don't tell character feeling like Beverly Cleary and like we just did in my story. I'm going to be looking for writers who really <i>show, don't tell!</i></p> <p>Output: By the end of your writing time today you need to introduce your characters, show a bit about them, and introduce the problem. I can't wait to see who has the juiciest details that show, don't tell about their characters' feelings! I'm coming around with my pen and my stamps for great writing. Go to work!</p> <p>Conferring: This is Day 1 of drafting. Circulate to strong writers immediately and give struggling writers a bit more time to get started. Focus on quick feedback drops around character' feeling.</p> <table border="1" data-bbox="407 701 1435 779"> <thead> <tr> <th>Strong:</th> <th>Medium:</th> <th>Weak:</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Possible Mid-Workshop Topics and Plans to Address:</p> <table border="1" data-bbox="407 848 1435 961"> <thead> <tr> <th>Topic:</th> <th>Plan to Address:</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Strong:	Medium:	Weak:				Topic:	Plan to Address:				
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<p>Closing:</p> <ul style="list-style-type: none"> • Allow all students opportunity to restate the aim OR • Show call work for evaluation based on aim • Connect to upcoming lessons and central idea, EQ's, EU's of unit 	<p>(5min)</p> <p>Aloud: Writers, you did a great job starting your stories today using show, don't tell character feeling and introducing the problem. As I was walking around I saw a lot of very interesting characters getting something new and showing how they felt about it! Here are two of the great show, don't tell details I saw:</p> <ol style="list-style-type: none"> 1. "Jamal sucked in his lower lip and blinked his eyes to keep from crying." 2. "When she opened the box, Shana shrieked and smiled from ear to ear." <p>CFU: What did we work on today as writers? Ideal: Using show, don't tell to help the reader visualize and understand the character's feeling. CFU: How do great writers use show, not tell character action? Ideal: By describing a character's facial expression and body language. CFU: Why is it so important that we use show, don't tell when writing about our characters? Ideal: To help our readers visualize and to make the story interesting and entertaining.</p> <p>Aloud: Remember, great stories have great characters that make them exciting and interesting to read! I'm excited to show you what happens next in my story tomorrow, but I'm even more excited to see what happens in yours.</p>												

Write 1-2 sentences to show how Jackson feels when he sees the door close.

Name: _____

Date: _____

Character Feeling

“I was tired.”

OR....

My eyes were drooping and there were dark circles underneath them. I could hardly stop from yawning. My body felt like it weighed one thousand pounds, which made it hard to keep my back straight.