



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 4

Drafting an Imagined Narrative: Scenes from Neverland, Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.

Supporting Learning Targets

- I can study a model narrative to develop criteria for my own writing.
- I can write a draft of my Neverland scene in which I establish the situation and introduce the problem.

Ongoing Assessment

- Students' draft scenes
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Imagining My Scene (5 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Studying a Model and Developing Criteria (15 minutes)Drafting: Introducing the Characters and Establishing a Situation (25 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Sharing Words to Describe Character (5 minutes)Share: Model Student Work (5 minutes)Homework<ol style="list-style-type: none">If you did not have time in class, complete the first parts of your draft: introducing the characters and establishing a situation. Tomorrow you will finish the draft of your story.	<ul style="list-style-type: none">In this lesson and the next, students write their first draft of a scene in Neverland. For these two drafting days, it is most important that they draft a story that makes sense in its series of events.In these two lessons, students examine a model, including noticing the use of dialogue and character words. These two specific criteria are then addressed in more detail during revision lessons later in the unit.Before this lesson, it may be helpful to review students' Narrative Planning recording forms to ensure they have a feasible plan before they continue into the drafting stage.Post: Learning targets.



Lesson Vocabulary	Materials
criteria	<ul style="list-style-type: none"> • Narrative Planning recording form (from Lesson 3; one per student) • “The Darlings Come to Neverland” (from Lesson 3; one per student) • Criteria for Narrative Writing anchor chart (new; co-created with students during Work Time A) • Criteria for Narrative Writing (for teacher reference) • Sticky notes (one per student) • Equity sticks

Opening	Meeting Students’ Needs
<p>A. Engaging the Writer: Imagining My Scene (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group with their Narrative Planning recording form. Tell them to review their writing plan. Invite them to close their eyes and Think-Pair-Share: <ul style="list-style-type: none"> * “Imagine Neverland. There’s the mermaid lagoon right below you, the pirate ship is to your right, and the lost boys’ tree is off in the distance. Now zoom in to your scene, the one you planned yesterday. Where are your characters right now? What are your characters doing as the scene starts?” 	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to read the learning targets along with you: <ul style="list-style-type: none"> * “I can study a model narrative to develop criteria for my own writing.” * “I can write a draft of my Neverland scene in which I establish the situation and introduce the problem.” • Tell students you are so excited to see what they start writing today, because you know beautiful scenes are waiting in their imaginations. Circle the word <i>criteria</i>. Tell them before they start writing it is important to know what is expected in their writing, and that’s why they have the first learning target. Tell students that <i>criteria</i> are a more formal way to talk about the features they noticed during Lesson 1. They will then get to write the beginning of their drafts, which is the second learning target. 	



Work Time	Meeting Students' Needs
<p>A. Studying a Model and Developing Criteria (15 minutes)</p> <ul style="list-style-type: none">• Have students retrieve their copies of “The Darlings Come to Neverland.” Tell them that they will read this imagined scene again, but this time their focus will be on choices the author made in writing it. Tell them that authors make choices in their writing for two purposes: telling a story that makes sense and keeping the reader interested.• Invite students to read along as you read aloud, keeping in mind these questions:<ul style="list-style-type: none">* “How did the author create a scene that makes sense?”* “What did the author include to make this story interesting to a reader?”• Read aloud “The Darlings Come to Neverland” as students read along. After reading, Think-Pair-Share:<ul style="list-style-type: none">* “What did the author include to make this story interesting to a reader?”• Tell students that you will collect their ideas to develop criteria for their own writing. Define <i>criteria</i> as a list of qualities used to judge something, in this case writing.• As students share their ideas, chart them as a list in the Criteria for Narrative Writing anchor chart. Use strategic questions to guide them toward specific aspects of the writing:<ul style="list-style-type: none">* “Let’s look closely at this first paragraph. What is the author doing here?”* “Instead of telling us about the characters’ conversation, how does the author bring those conversations to life and keep the reader interested?”• The criteria the students develop should be in their own language, but should include the items listed on the Criteria for Narrative Writing (for teacher reference)<ul style="list-style-type: none">– Introduce the setting and characters to your reader.– Use dialogue in your scene.– Have a logical sequence of events.– Describe the action, or what’s happening in your scene.– Use words that describe your characters’ emotions, thinking, and actions.– Have an end to your scene that makes sense to your reader.	



Work Time (continued)	Meeting Students' Needs
<p>B. Drafting: Introducing the Characters and Establishing a Situation (25 minutes)</p> <ul style="list-style-type: none">• Tell students they now get to try drafting the beginning of their Neverland scene on their own. Ask them to look at the model “The Darlings Come to Neverland.”• Reread only the sections in which the characters are introduced and the situation is established. Identify this section as the one that students will be writing in their own narratives today.• Ask them to draw a line after “It was Mr. and Mrs. Darling!” If they get stuck, students should return to this section of the story to remind them of what they are supposed to write. Give directions:<ol style="list-style-type: none">1. Look back at your Narrative Planning recording form.2. Think about your ideas: What will happen and be described in this part of your story?3. Write: Write the event on your paper.4. Vocabulary: Try to incorporate vocabulary words in your writing to describe your characters’ traits, actions, and motivations.5. Remember that this is a draft. Focus on your ideas and the sequence of events. Do not worry about spelling or grammar yet.• Give students 20 minutes to write the first two events of their draft. Remind them to refer back to their recording forms as they work. Tell them it is fine if they do not finish; they can finish for homework. Students who finish writing early can begin the next event in their draft.• Circulate and support students as needed.	<ul style="list-style-type: none">• Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their writing to an adult.• The structure of a small writing group with whom you confer and continually check in may be helpful to select students. Perhaps they can be working on the same writing prompt, so the work can be even more guided.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Sharing Words to Describe Character (5 minutes)</p> <ul style="list-style-type: none">Distribute a sticky note to each student. Give directions:<ul style="list-style-type: none">* "Look back at your writing and identify any words you used that help to describe a character."* "Choose one of these words and write it on your sticky note."Ask students to bring their sticky notes and to gather in the whole group area.	
<p>B. Share: Model Student Work (5 minutes)</p> <ul style="list-style-type: none">Choose two to three students to share the first section of their draft in which they introduce their characters and establish a situation. Use equity sticks to invite whole-class shares about what these students did well in their writing.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">If you did not have time in class, complete the first parts of your draft: introducing the characters and establishing a situation. Tomorrow you will finish the draft of your story.	



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Supporting Materials



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Criteria for Narrative Writing
(For Teacher Reference)

Name:

Date:

The criteria the students develop should include:

- Introduce the setting and characters to your reader.
- Use dialogue in your scene.
- Have a logical sequence of events.
- Describe the action, or what's happening in your scene.
- Use words that describe your character's emotions, thinking and actions.
- Have an end to your scene that makes sense to your reader.