



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 3: Lesson 4

Analyzing the Structure and Organization of a Narrative



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

- I can describe how parts of a story build on one another. (RL.3.5)
- I can retell a story using key details from the text. (RL.3.2)
- I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
- I can craft narrative texts about real or imagined experiences or events. (W.3.3)
 - a. I can organize events in an order that makes sense in my narrative.

Supporting Learning Target

- I can deconstruct the structure of a narrative and explain how it is organized.

Ongoing Assessment

- Narrative Elements graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Unpacking Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Sequencing a Narrative (15 minutes) Deconstructing the Wolf Narrative Model (30 minutes) Closing and Assessment <ol style="list-style-type: none"> Analyzing the Structure of Narratives (10 minutes) Homework <ol style="list-style-type: none"> In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in <i>Face to Face with Wolves</i> to draw a picture of the place where your Wolf Narrative will be set. Continue reading your independent reading book. 	<ul style="list-style-type: none"> In this lesson, students analyze the structure of the narratives they read in Unit 1, as well as the structure of the Wolf Narrative model in preparation for writing their own narratives. They analyze the Wolf Narrative model using a graphic organizer based on the Narrative Elements anchor chart they used to analyze narratives in Unit 1. They then add the elements of the Wolf Narrative model to the Narrative Elements anchor chart. Students will use the Narrative Elements graphic organizer to plan their Wolf Narratives in Lesson 5, so this lesson provides them with an opportunity to practice using the organizer to capture their thinking. At the end of the lesson, students synthesize their learning about the organization of narratives and add to the Criteria of a Strong Narrative anchor chart. In Lesson 5 students begin to plan their Wolf Narratives. In preparation for this, for homework students draw a picture of the setting of their narratives using the facts and details they gathered in Unit 2 and the <i>Face to Face with Wolves</i> text. Ensure students have a copy of <i>Face to Face with Wolves</i> to take home with them. In advance: <ul style="list-style-type: none"> Prepare the Narrative Sequencing strips. Post: Learning target.

Lesson Vocabulary	Materials
deconstruct	<ul style="list-style-type: none"> Narrative Sequencing strips (one set per pair) Narrative Elements anchor chart (begun in Unit 1, Lesson 4) Narrative Elements graphic organizer (one per student and one to display) Wolf Narrative model (from Unit 2, Lesson 1; one per student) Narrative Elements graphic organizer (answers, for teacher reference) Criteria of a Strong Narrative anchor chart (begun in Lesson 1) Blank sheet of paper (one per student) <i>Face to Face with Wolves</i> (book; one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none">* "I can deconstruct the structure of a narrative and explain how it is organized."• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What does 'construct' mean?"• Select volunteers to share their ideas with the group. Listen for students to explain that construct means to put something together.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "So what does <i>deconstruct</i> mean? How does adding the letters "de-," which is called the prefix, change the meaning of the word?"• Cold call students to share their responses. Listen for students to explain that "de-" means the opposite of the word, or to remove, so deconstruct means to take apart.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "How can taking apart the narrative to see how it is organized help you to write your own narratives?"• Cold call students to share their responses. Listen for students to explain that deconstructing the narrative, or taking it apart, can help them to understand the structure of the narrative, which will help them learn how to organize their own ideas into narratives.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Sequencing a Narrative (15 minutes)</p> <ul style="list-style-type: none">• Put students into pairs.• Distribute the Narrative Sequencing strips.• Tell students that they are going to organize the strips in the correct order to tell the story.• Circulate to support students in ordering their strips. Ask guiding questions:<ul style="list-style-type: none">* “Why do you think this one comes here?”* “How does this one follow on from the last one?”• As students begin to finish, refocus the whole group.• Display a set of strips and invite volunteers to help you organize the strips with the whole group. Ask students the guiding question: “Why do you think this one comes next?”• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “How is this narrative organized? What comes first? Why? What next? Why?”* “What is the problem? Where in the narrative does the problem happen?”* “What is the solution? Where in the narrative does the solution happen?”• Cold call students to share their responses. Listen for students to explain that the problem begins halfway through the story when the shepherd’s boy becomes bored and starts to lie and escalates until the end when his behavior is punished by a wolf taking one of the sheep.	<ul style="list-style-type: none">• Consider heterogeneous grouping of students for this activity to ensure there is at least one student in the pair who is able to read the strips.



Work Time (continued)	Meeting Students' Needs
<p>B. Deconstructing the Wolf Narrative Model (30 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Narrative Elements anchor chart.• Remind students that they used this anchor chart to deconstruct the structure of the narratives and fables they read in Unit 1.• Distribute and display the Narrative Elements graphic organizer.• Invite students to discuss their notices and wonders with an elbow partner.• Select volunteers to share their notices and wonders with the whole group. Listen for students to identify that this organizer is the same as the Narrative Elements anchor chart. Remind students what they will record in each column of the organizer.• Tell students that they are going to work in pairs, using this organizer to deconstruct the Wolf Narrative model.• Invite students to retrieve their Wolf Narrative models.• Select volunteers to help you read the Wolf Narrative model aloud while the rest of the group follows along silently.• Model how to fill in the Narrative Elements graphic organizer.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What is the setting? How do you know? What does it say in the text?"• Cold call students to share their responses. Listen for students to explain that the setting is the North Woods of Minnesota. Record this on the displayed Narrative Elements graphic organizer. Invite students to do the same on their copies.• Pair students up to complete their Narrative Elements graphic organizers.• Remind students to discuss their ideas before recording anything on their graphic organizers.• Circulate to support students in completing their organizers. Ask guiding questions:<ul style="list-style-type: none">* "Who is the main character? Where does it say this in the text?"* "What is the problem? Where does it say this in the text?"* "What is the solution? Where does it say this in the text?"• Refocus whole group. Select volunteers to share their responses with the whole group. Refer to the Narrative Elements graphic organizer (answers, for teacher reference) to check student answers. Add appropriate suggestions to the Narrative Elements anchor chart.	<ul style="list-style-type: none">• Bringing back familiar anchor charts and using them as an organizer enables students to focus on the content, rather than having to learn what to record in each column on a new organizer.• Modeling how to fill out a graphic organizer can ensure that all students know what is expected of them when it comes to working in pairs.



Closing and Assessment	Meeting Students' Needs
<p>A. Analyzing the Structure of Narratives (10 minutes)</p> <ul style="list-style-type: none">• Refocus students' attention on the Narrative Elements anchor chart.• Invite students to discuss with their partners:<ul style="list-style-type: none">* "What do you notice as you look at all the things recorded on this anchor chart?"* "What do all the narratives we have analyzed in this module have in common? What is similar about them?"• Select volunteers to share their ideas with the whole group. Listen for them to say that in each narrative the setting is clearly described, there is a main character, there is a problem with a number of events that lead up to the problem, and there is a solution to the problem.• Ask students to discuss with their partners:<ul style="list-style-type: none">* "When are the setting and the main character usually introduced in the narrative?"• Cold call students to share their ideas. Listen for them to explain that the setting and main character are usually introduced at the beginning of the narrative.• Ask students to discuss with their partners:<ul style="list-style-type: none">* "And then what? What comes next after the character and setting are introduced?"• Select volunteers to share their responses. Listen for students to explain that events setting up the problem come next.• Ask students to discuss with their partners:<ul style="list-style-type: none">* "And then what? What comes next after the problem?"* "What is the problem? Where in the narrative does the problem happen?"* "What is the solution? Where in the narrative does the solution happen?"• Cold call students to share their responses. Listen for students to explain that the solution to the problem comes next.• Focus students on the Criteria of a Strong Narrative anchor chart.• Ensure that each of the elements on the Narrative Elements anchor chart are listed and in the correct order.• Distribute a blank sheet of paper to each student.• Ensure students have a copy of Face to Face With Wolves to take home and use for homework.	<ul style="list-style-type: none">• Synthesizing learning at the end of the lesson can ensure that all students leave the lesson with the same understanding and can also help you check for understanding and adjust future instruction accordingly as needed.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• In the next lesson you will begin planning your Wolf Narrative. Use the facts and details in <i>Face to Face with Wolves</i> to draw a picture of the place where your Wolf Narrative will be set.• Continue reading your independent reading book.	



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

Supporting Materials



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Narrative Sequencing Strips

Every day a poor shepherd sent his son to take the sheep out to the pasture.

The shepherd told his son to shout loudly if he saw a wolf.

Day after day, the shepherd's boy sat alone in the meadow. He became bored so he wished a wolf would come to make things more exciting.

The boy had an idea. He jumped to his feet shouting, "Wolf! Wolf" as loudly as he could.

The shepherd, the farmer, the milkmaid, and the baker all came running.

**When they reached the meadow, they found the shepherd's boy laughing at their effort.
"There's not really a wolf here," he said.**

The shepherd, farmer, milkmaid, and baker were angry with the shepherd's boy.

The shepherd's boy promised never to do it again.



Narrative Sequencing Strips

A few days later, the shepherd's boy did the same thing again when he was out in the pasture with the sheep.

Once again, the people from the town came running.

When they saw there was no wolf again, they were angry.

The shepherd's boy told the townspeople that there really was a wolf, but they had scared it away when they came running.

The next day when the shepherd's boy took the sheep to the pasture, he saw a wolf lurking in the trees. He cried, "Wolf! Wolf!" but no one came.

The wolf growled and came closer. The boy continued to shout, but no one came running.

The wolf took one of the sheep.



Narrative Elements Graphic Organizer

What is the setting of the narrative?

Who is the main character in the narrative?

What is the problem?

Events:

1.

2.

3.

What is the solution?



Narrative Elements Graphic Organizer
Answers For Teacher Reference

What is the setting of the narrative?

The North Woods of Minnesota

Who is the main character in the narrative?

Little Foot—a young wolf with particularly small feet that can run fast.

What is the problem?

Little Foot gets his foot caught in a trap.

Events:

1. The pack goes out to hunt.
2. They see some deer.
3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.

What is the solution?

The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.