

Date: 4/21/14	Grade Level: 1	Target Students: Whole Class
Theme/Topic: Introduction to realistic fiction writing Students create their realistic fiction character		
Rationale: Students begin to think about their realistic fiction writing by developing and sketching their main character		
Common Core State and/or NC Essential Standards: <u>CCSS.ELA-LITERACY.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Behavioral Objectives / Performance Objective		
<i>Students will able to:</i>	1. Create their main character for realistic fiction writing	
	2. Brainstorm character traits and physical features then sketch their character	
	3. Create a character with realistic features to build into their stories	
Student Friendly Objective or Essential Question: We will begin a new unit – realistic fiction. We will do so by creating our main character.		
Materials: Smartboard Character template (attached) writing folders		
Time:	Lesson Activities	
	Introduction to the Lesson: (Hook/Review/Intro.) We are starting a new unit – realistic fiction What is fiction? Why might we call it realistic fiction? Brainstorm books that are realistic versus not realistic (Junie B. Jones, Fly Guy, etc.). <i>Why are they realistic?</i>	

	<p>Teacher Input/Modeling:</p> <p>A good way to start writing our realistic fiction books is to think about our main characters. Since our books are going to be realistic, we want our characters to be realistic, too. You can think about characters in books you like, people you know, family members, etc. and think about their character traits and what they look like. This will help you think of your main character that you will write about</p> <hr/> <p>Guided Practice:</p> <p>Create my own main character on the SmartBoard. Use character outline. Write character traits on the outside, draw physical traits on the outline.</p> <p>Character traits: -Adventurous -Bossy -Silly</p> <p>Start with these, draw a picture of my character. Explain that I will use these and maybe add to them as I go – but as I am writing, I will look back and make sure that my story matches the character traits I have given my character.</p> <hr/> <p>Independent Practice:</p> <p>Students will complete their template, writing character traits on the outside of the figure and drawing physical traits on the character. This will serve as a guide while they are writing.</p> <hr/> <p>Closure of the Lesson:</p> <p>Remember that this is realistic, so it's something that can happen. While it's still fiction, realistic fiction is something that could possibly happen. Creating our characters first gives us a good place to start and will help us to think about the kinds of things that might happen in our stories.</p>
Evaluation/Assessment of Student Learning	
<p>Formative: anecdotal notes</p> <p>Summative: Ability to apply real character traits to fictional characters</p>	

