

LESSON 3: Setting (Continued)

MATERIALS:

- Handout: Writing Workshop #2
- Workshop Folder
- Writer's Notebook
- Word Wall Cards: **character**
- Formative Assessment 1: Types of characters
- Fiction Fanatic Cards



BIG IDEA

Writers create stories to document and make sense of thoughts/feelings/ understandings about themselves and the world around them

Writers use senses, emotions, and images to evoke connections between the text and the reader

OBJECTIVES:

- Respond to a variety of prompts creatively and thoughtfully
- Offer constructive criticism both verbally and in writing
- Write a fictional narrative focusing on a single topic



LANGUAGE

Important Vocabulary:

- Setting
- Sensory details
- Character

SEQUENCE:



Before students arrive, you should have desks/tables in three groups.

TEACHER NOTES:

INTRODUCTION: Pictures of Our Place



Explain: *Today we are going to be writing about our setting, which is _____ (name of your county/district/municipality/etc.). Many great authors use where they lived as inspiration for their writing, like Mark Twain.*

Show this video on Mark Twain:

<https://www.youtube.com/watch?v=KnaZEHT46HM> or <http://www.pbs.org/video/2188475738/>

Explain: *Writers often create stories to help them document thoughts, feelings, and understandings about themselves and the world around them.*

Twain wanted to document what it felt like to be a child, so he wrote about the place where he grew up. What are some of the things you noticed in the video about his life? (swimming hole, idyllic (Eden), hills, rivers, woods, friendships, fishing).

These are all things that were important to him. You are going to do the same in this Writing Workshop. Think about things you see in your place every day and how they might give inspiration for your writing.

Give students a moment to think about things important to their community that they might write about. If you have time, you can document their responses on the board. Be sure not to take too much time brainstorming as a class, as you will want to ensure students have enough time to complete the Writing Workshop.

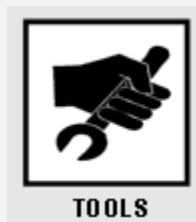


If you have time, PBS has a great website about Mark Twain with plentiful examples of how Hannibal, MO influenced his writing. If you choose to let students navigate the website, be warned that some of Twain's musings and content are not appropriate for younger students: http://www.pbs.org/marktwain/scrapbook/01_tom_sawyer/index.html

ACTIVITY: Writing Workshop #2



Pictures of Our Place



After Writing Workshop #1, you may have an idea of which students find the writing process easier. Students who struggled with imagery and sensory details should start with Station 2 (Place), move to Station 3 (Things), then end with Station



Explain: *Because we are just starting out, you are going to write small paragraphs about 10 sentences long, focusing on sensory details. To help you focus, you are going to use a picture of*

your community for inspiration. You can see we have three stations set up--at each station, you will write in your Writer's Notebook about either the people who were in the photo/who took the photo, the place where the picture was taken, or the things you see in the picture.

Answer any questions that the students may have, then distribute different prompts to each station. Station 1 should have People, Station 2 should have Place, and Station 3 should have Things.

Students should spend 5-10 minutes at each station.

1 (People). Students who did well with imagery and sensory details should start with Station 1 move to Station 2, and end with Station 3. Students who scored in between should start with Station 3, move to Station 1, and end with Station 2.



During every Writing Workshop, encourage students to respond to the prompts by writing about topics that interest them or that they are passionate about.



Writing Workshop #2 Stations

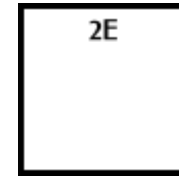
Station 1: People

(Students who did well with sensory imagery should start here)
Based on the picture you have chosen, write 100 words about the people you see. If there are no people, think about the person who may have taken the photo. Choose one sensory detail (sight, hearing, taste, touch, smell) to focus on.

If there is time left at the station, you may choose another sensory detail to write about.

Station 2: Place

(Students who struggled with sensory imagery should start here)
Based on the picture you have chosen, write 100 words about the place you see. Choose one sensory detail (sight, hearing, taste, touch, smell) to focus on.



If you have students who have difficulty with writing, you can either act as a scribe for them, or give them access to a computer or tablet so that they can craft a response. You may also allow them to respond using other assistive devices recommended by special education resource teachers/specialists.

If there is time left at the station, you may choose another sensory detail to write about.

Station 3: Things

(Students who scored in-between should start here)
Based on the picture you have chosen, write 100 words about the things you see. Choose one sensory detail (sight, hearing, taste, touch, smell) to focus on.

If there is time left at the station, you may choose another sensory detail to write about.

Students should have between 5-10 minutes at each station.

When students have cycled through each station, ask them to choose which response they would like to transfer to their Workshop Folder and provide them with the worksheet. Explain that they should choose either the response they are happiest with, or the response that they think needs the most work.



Remind students of the Guidelines for Writers' Retreats, re-reading them as necessary. Then, as a class or in small groups (3-4 students), have each student read his/her chosen prompt response aloud, and allow time (about 2-3 minutes per response) for students to offer constructive feedback. The Retreats should not dominate the lesson.

Try to model constructive criticism by highlighting one common aspect of the Writers' Retreat to reinforce (e.g., a couple of great examples of sensory details).

Say: This concludes our Writing Workshop and Writer's Retreat. Thank you for sharing!






For this retreat, you could also have students just share with their station groups (as they were already grouped by readiness for the activity).

PREPARATION: Characters

Explain: The responses we wrote about pictures today helped us understand our place, but it also introduced us to people and things. What literary term helps us better understand people and things?

Lead students to the term **character** if need be, with questions like *What do we call the people in stories?* Give them the definition: *a person, animal, or any other thing with a*

Character: "A person portrayed in an artistic piece, such as a drama or novel"

<p><i>personality that appears in a story.</i> Ask students if they know of any works of fiction that have animals or things as characters to ensure they understand the definition.</p> <p>Add character to the Word Wall.</p> <div data-bbox="240 447 418 653"><p>INDEPENDENT</p></div> <p>Explain: <i>We are going to learn about different types of characters, but I want to see what you think they are first. Please circle the terms that you KNOW describe characters, underline the terms that you THINK describe characters, and cross-out the terms that DO NOT describe characters. Write in any definitions you think you know.</i></p> <p>Administer <u>Formative Assessment 1</u>.</p>	<p><i>(American Heritage Dictionary)</i> <i>Note: A Character does not always have to be a “person” but does typically have personified characteristics (e.g., a dog who talks).</i></p>
<div data-bbox="261 846 418 1024"><p>ANCHOR</p></div> <p>With any time remaining, students can complete <u>Fiction Fanatic Cards</u> on character. You may also encourage students to think of an example of a character from a book they love and bring it in tomorrow.</p>	<div data-bbox="1089 825 1263 1024"><p>TIP</p></div> <p>If possible, remember to keep a cart of library books in the room for students to generate ideas from in case there are days where students don't have any ideas to bring in from home.</p>