

CASE: DAY 1

General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

Name: Brianna Amoscato Date: Day 1 Subject: Writing: Introducing Realistic Fiction

Things to do to prepare for the lesson:

<input type="checkbox"/> Alexander and the Terrible, Horrible, no good very bad day.	<input type="checkbox"/> Brain Blast: write a list in two minutes of the elements in this story that make this realistic fiction.	<input type="checkbox"/>
<input type="checkbox"/> Myth buster: True or Not True?	<input type="checkbox"/> Quick Write: Fiction Prompt and share out	<input type="checkbox"/>
<input type="checkbox"/> Elements of Realistic Fiction Reviewed	<input type="checkbox"/>	<input type="checkbox"/>

Learning goal(s):

- **Realistic fiction includes characters, settings, problems and resolutions that could have happened in real life.**
- **To determine whether a piece of writing is realistic fiction, it is helpful to analyze the characters in the story.**
- **“Alexander and Horrible, No Good Very Bad Day” is an example of realistic fiction**

State Standards for the lesson:

1.1.2.A: Identify the author’s purpose and type, using various genre.

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

Introduction: 1:20-1:30

Today we are going to be focusing on a different style of writing called realistic fiction. Realistic fiction is almost like a riddle in itself. Let’s break down the word.

Fiction: means not real. What does realistic mean? Look at the root word “real” what does that mean? **(Something that is true. Something that CAN happen.)**

Realistic Fiction: Something that could have happened, but it didn’t. There are four

characteristics of Realistic Fiction that I want you to remember:

BRAINSTORM:

- 1. The characters are believable**
- 2. The setting is true to life.**
- 3. The problem is believable**
- 4. The resolution is believable**

(Each student will receive a prompt card with these four steps written on it)

To start this new writing unit off, I brought in one of my favorite books “Alexander and the Terrible, Horrible, no good very bad day.” Our job today (since we have reviewed realistic fiction) is to first determine whether or not this is considered “realistic fiction.” You are going to be helping me evaluate this book. (1:30-1:35)

BOOK JUDGES:

- The Teacher reads the book (stopping every once and a while to review the characteristics of realistic fiction)
- Turn to your partner right now. The two of you need to list as many different events in this book that happened that you think are believable events. Talk with your partner about which events in this story you found to be believable or not believable. (write with a partner)

Teacher and the students will make a list of events that happened on the board.
Is the setting believable? What about the characters? (1:35-1:45)

Quick Write: Silly Prompt: 4 minutes

Write down the name of one character in your story on your piece of paper:

Imagine that your character gets all the way to school and they realize they left their shoes at home. Think about one believable thing that could have happened when your character got to school without shoes. You have two minutes to complete this quick write. A quick write is letting all the information in your brain just spill out onto paper. Do not worry about making sentences or capitalizing at the beginning of sentence.

Come back to the carpet and have students share out some of the believable events that could have happened.

(Share at the carpet: last 8-10 minutes)

Conclusion:

Have the students share with you the important characteristics of realistic fiction. Review the prompt card!