

Share Time

Third Grade

SARAH: All right, guys. So today in reading workshop, we talked about how a nonfiction text can be expository—like you're used to when you read books about monkeys, or when we read our books about sea otters—or that sometimes, nonfiction texts can be narrative, like our Ruby Bridges book. He wrote Ruby Bridges' story like a story you guys might tell. He put it in a narrative form.

Did that make it easier for you guys to kind of relate to? To kind of know what was going on? He wrote it as a narrative, so that it was a story instead of, here's a fact, here's a fact, here's a fact. Did it kind of make it more interesting? Was it easier to understand than having all the different sections and everything?

Did anyone else read some nonfiction books today? Yeah?

When you guys are gonna turn and talk here, in a second, and tell a little bit about the books you read during reading workshop, if you chose a nonfiction book today, I want you to share with the person you're talking with whether the nonfiction book you read was expository, like the nonfiction we're more familiar with, or if it was narrative, like the Ruby Bridges book we read. OK?

So go ahead and just take a minute and share with somebody next to you about what you were reading.

STUDENT [voiceover]: The whole class is doing a play, and the teacher decides that she—all the girls are gonna be princesses, and the boys are gonna be frogs. But Marty doesn't wanna be a princess. And so...