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Georgia Performance Standards Task for English Language Arts – GRADE 2

Grade: Second

Title: Creating a Narrative Story with a Beginning, Middle and End

Task Annotation:

Introduction to Directions:

The first element that a young writer must grasp when writing narrative stories is that their story must be of a length to completely tell the story. The characters, setting, problem or main event, details, and a proper ending has to be included in the story. With that in mind, a good place to begin is to teach the students about a beginning, middle and end. When the students seem to understand that structure, move on to using specific details to describe the characters, setting, main event, etc... **REMEMBER:** You will need to constantly assess how well your students understand these concepts by the way they are performing. Move forward when your students are ready. Conference with your students each day and read their writing daily. The student work will tell you when to move ahead to the next writing strategy.

Focus Standard:

ELA2W1 The student demonstrates competency in the writing process. The student

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).

Task Directions:

Lesson One: "Using Children's Literature to Show Examples of an Organized Structure"

Teaching Time:

An effective practice to show students how to write a story with a beginning, middle and end is by reading quality children's literature that has an obvious structure.

The teacher will need to select a children's book with which he/she is very familiar. Choose a book that is very engaging and interesting for the students. (An example of an author that usually has an organized structure in his stories is Kevin Henkes. In the book, Chrysanthemum, Kevin Henkes introduces the character and then transitions into the problem with many details and ends the story with a tender conclusion. This story takes place in a school setting and the problem is one to which most elementary students can relate. If you do not have access to any Kevin Henkes books, look through your collection of favorite children's books and select a story that has similar characteristics.)

Before the teacher reads the story, he/she will need to talk to the students about including a beginning, middle, and end to their story. Invite the students to listen carefully for the different parts of the story.

While reading the story, the teacher will need to stop and allow the students to discuss the details and let them make connections.

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After reading the story, ask the students to go back and write about a personal experience. Do not limit the students to writing about the topic that was addressed in the book, but hopefully the story will spark an idea that the students can write about with enthusiasm.

Writing Time:

The students will begin to write about a personal experience. Walk around to observe how well the students are getting their ideas on paper. Use the Observation Checklist for Narrative Writing to note what the students are writing. After the students are settled, have several conferences with students that may be struggling or with students who have written a complete story. This will help you to guide your instruction for the upcoming days!

Share Time:

Allow 2 or 3 students that have written what they think are complete stories to share. Have a discussion with your students about the work that is shared. Make comments about good beginnings, a great start to a middle, and the endings.

Lesson Two: “Charting the Beginning, Middle and End”

Teaching Time:

The teacher will need to review the book that was read for Lesson One. Do not reread the book; just take a picture walk to refresh the students on what happened in the story. Create a chart that has three columns. The chart could look something like this:

Details from the Beginning:

Details from the Middle:

Details from the End:

Retell the story and have a group discussion about where the details from the story go on the chart. When you have all three of the columns finished and enough of the details are represented on the chart, try to retell the story without one of the columns. This will show the students the importance of having all three parts! Ask the students to go back and add the part that is missing in their story.

Work Time:

The students will need to go back to add details to the story that they began yesterday. Walk around to observe their writing behavior and to make notes about their writing. After you get a pretty good idea of how the students are doing, call back 2 or 3 students to conference.

Share Time:

Allow students whom you have conferenced with to share their stories. You also might allow students whom you have observed adding one of the three parts of a story to share with the group. This is a great time to show the class how students went back to change their work and for them to share the thinking behind their writing. Make a connection between your teaching and their writing. The "Share Time" can be a powerful instructional tool if you use the students' work to teach the standard!

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Lesson Three: “Model Writing a Story with a Beginning, Middle and End.”

Teaching Time:

The teacher will model writing a story with a beginning, middle and end. The teacher can allow the students to help them write the story. The teacher will need to think aloud the decisions that he/she makes while writing. For example: The teacher may want to write a beginning and then stop to ask the students to help her write about the main event or problem that happened to the character. Point out the transition from the beginning to the middle. This will help students to understand when they are transitioning from one part of their story to the next.

Writing Time:

Invite the students to partner read their stories to each other. The pairs will need to listen to see if the writer has included the three parts of a story. You will need to guide the students on specific feedback and what to say to each other. (See Writing Partner Questions for Beginning, Middle and End.)

Share Time:

Allow students who have good examples of including a beginning, middle and end to share.

Take the students through all three of these lessons again. Take time to share good children’s books to the students that have an obvious organized structure. These lessons take about two weeks. However, if your students need more time, read their writing and refine your instruction to meet their needs.

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Writing Partner Questions for Beginning, Middle and End:

1. *First listen to your partner read their whole story.*
2. *While your partner is reading, listen for the beginning, middle and end.*
3. *After your partner has read their story, give them feedback.*

Examples:

“I heard your beginning, but I got lost with your middle. What was the main event or problem?”

“What details are you going to add to the middle of your story?”

“Who was your main character? Let’s think of some details that you can add to describe him/her better.”

“How did your story end? What happened to the character? How did your character feel at the end?”

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Differentiated Instruction

Readiness

The strategies suggested here may benefit students with a variety of challenges.

1. Listening Center with books on tape, either purchased or teacher created, support learners who need to hear stories several times to gain comprehension, build vocabulary, and differentiate the elements of a narrative.

2. Graphic Organizers can be with visually scaffolding by adding icons that represent the different spaces on the organizer. For example, an icon for people could be placed next to the space for "Characters or Who" or the icons of a clock and building could represent "Time and Place or When and Where" for the setting. Graphic organizers can be important for some students who need to "pre-write" their ideas in a story web or plot line format. See **Attachment: Graphic Organizers and Parallel Story Maps**.

This strategy can also be used to represent stair steps with the first step being the "beginning," the second, third, and fourth steps being the "middle" and the final step as the "ending." However, to set up the "climax" of a narrative, the stair steps should be in a pyramid shape with the first three steps ascending and the last two steps descending. See **Attachment: Graphic Organizers and Parallel Story Maps**.

3. Parallel Story Map or Plot Line would benefit students who need a model from which to create their own product. On one side of a paper a familiar story could be mapped out or plotted with blank spaces to be completed by the student on the opposite side. Another example would be a story web with filled in spaces with a familiar story and blank spaces right underneath for the student to fill in. See **Attachment: Graphic Organizers and Parallel Story Maps**.

4. Sentence Frames are sentence starters on a strip or on paper written by the teacher. A sentence might be, "I feel happy because _____." Help the student read the sentence by pointing to each word as spoken. Have the student complete the sentence verbally or with a picture. Have the student read the completed sentence until he/she can do it independently. This is particularly important to support students with significant language challenges, such as non-English speakers and special education needs in the areas of expressing feelings, wants/needs, and likes or dislikes.

5. Backward Design is a strategy where intense scaffolding is provided at first and then as the student accomplishes the ending steps in a procedure, the teacher backs off one step at a time so that the student is doing more and more of the task.

Example: "I feel sad because I wanted to _____."

"I feel sad because I _____."

"I feel sad _____."

"I feel _____."

This strategy can also be used to support students by having them write an original ending to a familiar story(ies). Then have the student write an original middle and ending to a familiar story(ies). Lastly, have the student begin to write an original story from the beginning.

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6. Pictorial Support can be provided by using a comic strip format where there are a minimum of three pictures, representing the beginning, middle, and ending of a story. Many students have the most difficulty with writing the “middle” events in a story. By providing the most space in the middle section, the student can be encouraged to write several details about the middle of his/her story.

Learning Profile

Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from a listening center, from reading partners, and stories being read aloud by the teacher or other adults. They also need directions or instructions to be repeated and backed up by a visual example or model.

Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it. In reading and writing, they prefer picture books as they gain the story through both the words and pictures. They may need to express some parts of their initial narratives or literature responses in pictures. This can be phased out as the student develops more competent skills. Some students are picture dependent, and the teacher may have to cover the picture to direct the focus to the narrative prose itself.

Kinesthetic Learners are those students who learn through the use of their bodies and through touch, such as the manipulation of objects or physically using their bodies. For example, these learners might benefit from manipulating their arms to learn the concepts of “horizontal, vertical, and oblique.” In learning the elements of a narrative, a teacher might provide a small set of stairs so students can “step up” on the rising action events, reach the climax, and step down to the solution. To learn the concept of an opening and closing, have the student introduce themselves to a peer, tell a brief version of their narrative, and then close the conversation.

Learners with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slower at gaining reading and writing skills at proficient levels. Implicit comprehension will be a struggle for them. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames. For example, on a sentence strip a sentence can be written such as, “I feel mad because _____,” or “I like to _____.”

Learners with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible

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and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

Learners with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wanting help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, volunteers for everything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move to is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

Learners with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures **do not** look adults in the eye as it is a sign of **disrespect**. Some cultures need to “save face” when being corrected or redirected. Utilize your system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, workbooks at 1st or 2nd grade levels for English skill, spelling, and grammar (sentence structure). They will need visual representation for grade level vocabulary and key words in content areas.

Note: There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.