Georgia Performance Standards Framework for English Language Arts - Grade 2

Instructional/Learning Activity Task Template:

Overview

Unit Title: Narrative (Fictional Elements)

Annotation: This teaching activity is for the second grade narrative writing unit with the instructional task focusing on using **oral and visual strategies to communicate**.

Grade: Second, Subject: Listening/Speaking/Viewing  Topic: Begins to use oral language for different purposes – to inform/entertain  Author: Anita Johnson

Special Notes to Teacher:

- Have available for viewing the completed story map chart from the reading lesson.
- Also make a chart detailing how we speak when presenting and how to respond or comment to the reader.

Standards

Focus Standard/Element(s):

- **ELA2LSVA** The student uses oral and visual strategies to communicate.

Complementary Standard/Element(s):

- **ELA2LSV1b** – Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- **ELA2LSV1a** – Interprets information presented and seeks clarification when needed.

Learning Goals

Essential Question(s):

1. How can using graphic organizers and visual strategies help us with retelling stories?
2. Why are oral responses and feedback important?
3. What kind of oral responses are helpful to the reader?
4. What does good listening and speaking look/sound like?

Knowledge:

- The students will understand how using a graphing organizer can help with story retellings.
- The students will understand what good listening looks like.
- The students will understand what good speaking sounds like.

Skills:

- The students will use a graphic organizer to help with retelling a story.
- The students will demonstrate good listening and speaking skills.
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Balanced Assessment for Task

Assessment Method/Type:

- The teacher will observe during the readers chair to see which students are responding and commenting.
- There will also be a rubric to determine if the response is specific. (attached)

Description/Directions for Assessment:

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening (15-20 minutes) Day 1: Gather students in the meeting area. The teacher will revisit the story map created during the reading lesson. Then remind students that good readers make good writers and good writers make good readers. Tell students we are going to practice using our listening, speaking and viewing skills today as we listen to our friends retell their story using their graphic organizer as an aid. Tell them you will model for them what good speaking sounds like. Teacher will refer back to the graphic organizer made during the reading lesson and begin to model for students how to retell the story using the organizer as a guide. Tell them that when we are able to retell stories with important elements of the story it shows how well we comprehended what was read. Also it tells what our speaking skills are like when we can communicate that to the listener. The teacher will begin by saying, The title of this story was The Gingerbread Man. The characters are a little old lady…. The story takes place at the house of the little old lady in the kitchen during the daytime. The problem of the story is a little boy opens the oven to see the gingerbread the old lady is making and the gingerbread man jumps off the pan and runs down the road. People began chasing after him as he tells them they can’t catch him. At the end, the gingerbread man is standing too close to a tricky fox and gets eaten. After teacher has retold the story using the graphic organizer, ask if there is anyone who would like to make a comment about my retelling. Tell them you want them to tell the following: (point to listening part of the listening, speaking and viewing chart). Ask the students the following: 1. Did I read my story loud enough so the person at the back could hear? (point to someone at the back of the group. (record their response on the chart) 2. Were my readers able to see my mouth when I read? (record response) 3. Did I look up at my audience every now and then? (record response) 4. Did I use the graphic organizer and retell my story in the correct order? (record responses).

Work time 20-30 min: Students will return to seats to get together with a partner and read their graphic organizers to retell the story. Students will use a rubric to evaluate their partner’s retelling.

Closing 5-10 min.: 2 – 3 students will share and the class will evaluate them using the checklist. The teacher will make observations during this lesson.

Opening (15-20 minutes) Day 2: Gather students in the meeting area. Tell them today we are going to focus on our listening skills with more attention on what the listener is doing while someone is sharing. Return to the Good listening/speaking chart. Review what is written. Tell students that you will be watching today as people they are sharing with their partners and sharing in readers chair to see if those listening are demonstrating good listening skills. Have a student come up and pretend to read something...
while you pretend to be the listener. (you may exhibit good/bad listening skills while partner is reading so you can model both for students) Allow students to tell you what behaviors you demonstrated that showed you were a good listener. Allow them to tell what behaviors you exhibited that showed you were not a good listener. Discuss. Tell students you want them to go and practice being good listeners and speakers with your partners and evaluate your partner at the end. (Use checklist)

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

**Remediation:** Have students to record themselves on a tape recorder and listen to see what areas they need to develop.

**Enrichment/Extension:** Have students work together to write a retelling of the story.

**Resources, Materials, and Equipment:**
- Chart tablet, listening, speaking and viewing checklists and chart. Student graphic organizers or drafts.

### Listening Speaking and Viewing Checklist

<table>
<thead>
<tr>
<th></th>
<th>My self rating</th>
<th>How my partner rates me</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I read my story loud enough so the person at the back of the room could hear?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I tell the story in sequential order when I used the graphic organizer?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I make eye contact with my audience?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were my readers able to see my mouth when I read?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Listeners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I sit still as my partner read?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did I comment about the standard my partner met or did not meet?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
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**Good Listening/Speaking Chart**
(your chart may look something like this)

<table>
<thead>
<tr>
<th>Good Speaking</th>
<th>Good Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Eye contact is made with the listeners or audience</td>
<td>➢ Hands are folded in your lap.</td>
</tr>
<tr>
<td>➢ Your paper is not blocking your mouth when you read. (the listener can see your mouth)</td>
<td>➢ You sit still and listen</td>
</tr>
<tr>
<td>➢ You read your story loud enough so the person in the back could hear you</td>
<td>➢ You are looking at the reader</td>
</tr>
<tr>
<td>➢ You told your story in sequential order</td>
<td>➢ You listen and make comments about what the reader has read</td>
</tr>
<tr>
<td></td>
<td>➢ You make comments about how the reader has presented</td>
</tr>
</tbody>
</table>