

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts - K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Speaking, Listening, and Viewing

Annotation: In this task the student will begin to understand that all stories have a beginning, middle and end. The students will be able to create an illustration that depicts his/her favorite part of the story.

Grade, Subject, Topic, Author: Author: Kindergarten, Reading, Beginning, Middle & End, Hillary May

Special Notes To Teacher:

- Teacher should have already taught a lesson introducing beginning, middle and end
- As with many lessons, the mini-lesson and the closing will be much longer in length than your standard three (3) part workshop
- Have the read aloud *A House for Hermit Crab*, By Eric Carle
- Create a chart for beginning, middle, and end (*see attached*)
- Have squares a white paper cut for illustrations
- Have butcher paper already created for the students illustrations (*see closing*)

Standards

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- a) Listens to and reads a variety of literary (e.g. short stories, poems) and informational texts and material to gain knowledge and for pleasure.
- c) Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, and resolution) of a read aloud text.
- e) Retells familiar events and stories to include beginning, middle, and end.
- f) Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

Complementary Standard/Element(s):

ELAKLSV1: The student uses oral and visual skills to communicate. The student:

- g) Communicates effectively when relating experiences and retelling stories heard.

Learning Goals

Essential Question(s):

What is the beginning of a story?

What is the middle of a story?

What is the end of a story?

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Knowledge: The students should become aware that all texts have a beginning, middle and end to the story.

Skills: The students will listen to a story, and decide his/her favorite part and draw the illustration to match the beginning, middle or end.

Balanced Assessment for Task

Assessment Method/Type: Checklist (*see attached*), illustrations

Description/Directions for Assessment: The checklist attached to this task should be completed for each student to assess whether he/she can illustrate a drawing that shows the beginning, middle or end of a story. The illustration must match the beginning, middle or end of the read aloud.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: The teacher reviews the standard: *ELAKR6 The student gains meaning from orally presented text*. The teacher will then tell the students that today we will be focusing on the beginning, middle and end of a read aloud. The teacher tells the students that every book has a beginning, middle and end to the story. The teacher will begin the read aloud *A House for Hermit Crab*, By Eric Carle. The teacher will read the story all the way through one time. Then the teacher will ask the students if anyone remembers what happened at the beginning of the story. The teacher should write the responses on the chart hanging on the easel. The teacher should ask the same question for the middle of the read aloud and the end of the read aloud. The teacher should write all responses given. The teacher will then reread the story to make sure all responses were correct (if there is a mistake with the beginning, middle or end, the teacher should correct the response on chart). After the students and teachers have written out the beginning-middle-end of the read aloud, the teacher should ask students to tell his/her favorite part of the story. Was it the beginning, middle or end of the story? Students may give different responses. Again, please note, with this lesson, your mini-lesson and closing will exceed the standard time allotted for the traditional Reader's Workshop.

Worktime: The teacher will now give the directions for his/her worktime (allowing 12-15 minutes for the actual worktime). The teacher should tell the students they will now pick their favorite part of the story. It can be the beginning of the story, the middle of the story or the end of the story. The teacher should refer to the chart to give students an idea of what his/her favorite part would be. The teacher distributes all materials needed to complete drawing. Next, the teacher then dismisses student to his/her independent work area to complete an illustration that defines his/her favorite part. The teacher should circulate the room to notice students who are struggling or who might need additional assistance. The teacher should use checklist (*see attached*) provided to make notes.

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Closing: The teacher will then bring all students to the carpet to review the lesson for the day. The teacher will review the responses that are listed on the chart paper and remind students that every story has a beginning, middle and end. The teacher will have the butcher paper already prepared for students to paste his/her illustrations in the correct area (*see attached chart of what the butcher paper may look like*). The teacher will then point out that each section of the paper represents the beginning, middle or end. The teacher should have the written responses from the chart already written on sentence strips and pasted on the butcher paper in the correct area (example – beginning – The hermit crab decided he was too big for his shell and needed to find a new home). The teacher will then ask the students to raise his/her hand if they choose the beginning as his/her favorite part. One by one, the students will come and paste their sheet of paper (illustration) in the correct area of the butcher paper. The students will repeat this process for the middle of the story and the end of the story. After all students have pasted his/her illustrations, the teacher should summarize the lesson once more and celebrate student accomplishments (the closing could last up to 25 minutes). The teacher may hang this product inside his/her room to be used as a teaching tool for future lessons.

Resources, Materials, and Equipment:

A House for Hermit Crab, By Eric Carle

Chart labeled beginning, middle, and end (*see attached*)

Checklist (*see attached*)

White construction paper

Crayons

Butcher paper

Sentence strips

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

Remediation: Have student(s) work with a peer tutor to help them review the beginning, middle and end of a story.

Enrichment / Extension: Have student(s) write a sentence to match his/her illustration.

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- This is an example of what your chart may look like this when writing the beginning, middle, and end of the read aloud.



A House for Hermit Crab

Beginning	Middle	End
<ul style="list-style-type: none">• The hermit crab decided that his shell was becoming too small and he wanted to find a new one.	<ul style="list-style-type: none">• After the hermit crab found a new shell, he decided it was boring and plain, so he visited many animals in the ocean to help decorate his new home.	<ul style="list-style-type: none">• The hermit crab outgrew his newly decorated shell and gave the shell to a new hermit crab that also became his friend.

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- This is the visual the teacher may want to create on butcher paper for the student's illustrations.



A House for Hermit Crab

<p>Beginning: The hermit crab decided that his shell was becoming too small and he wanted to find a new one.</p>	<p>Middle: After the hermit crab found a new shell, he decided it was boring and plain, so he visited many animals in the ocean to help decorate his new home</p>	<p>End: The hermit crab outgrew his newly decorated shell and gave it to a new hermit crab that also became his friend.</p>
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