

# Thematic Unit: Yummy Writing

Second Grade

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# Thematic Unit: Yummy Writing

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## Lesson Plan 1

Katie Baker, September 19<sup>th</sup>, 2017, Second Grade

### Learning Goals/Objectives:

Students will understand the concepts of narratives on a basic level.

Students will be able to orally share past experiences with their peers.

### Common Core Content Standards:

Literacy – Speaking and Listening.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

History – Places and Regions: The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

### Methods: Student Engagement Teacher Engagement Assessment

The teacher will walk into class. The students will be sitting in their seats ready to listen. The teacher will walk to the front of the room and say, “Hello class. We are going to learn how to write a narrative. Does anyone know what a narrative is?” The teacher will scan the room looking for hands raised. The teacher will call on students who have their hands raised. The students that are called on will ask, “Is it a story?” The teacher will smile and say, “Yes, a narrative is a story! Narratives are stories about something that has happen in your life. So in order to write these narratives you need to think of something that has happen to you that you want to write about.” The teacher will begin walking around the room. The teacher will say, “Start thinking of things that have happen in your life that made you really happy, or sad. Maybe something that happen that was really funny, or interesting. It can be the first time you did something. Anything that has ever happened to you that you think of would make a good story.” The teacher will continue to walk around the room and say, “I want you to close your eyes, and think of stories that you could write about.” The teacher will scan the room and see all of the students with their eyes close. The students will be thinking to themselves about certain events that have happened in their life. After a few minutes of silence, the teacher will ask the students, “Okay, what are somethings you guys might want to write about?” The teacher will stop where she is and scan the room for hands raised. The students will open their eyes and raise their hands to answer the question. The teacher will call on about 3 or 4 students to share a brief explanation on what story they are going to write their narrative about. As the teacher calls on students she will call on a variety of students so she can assess each student’s abilities to recall past experiences. Students might say things like, “I’m going to write about the day my dad got me a dog!” or “I’m going to write about when my family went to Disney World!” After each student shares their story the teacher will say things like, “Good story!” or “Good idea!” The teacher does this so the students will become confident in their abilities to recall past stories.

After a few students share their ideas the teacher will walk to her desk and get the copies of the “Yummy Writing - Rubric”. She will then walk around the room giving each child a copy for them to look at. As the teacher is handing each child a copy of the rubric she will ask, “This

is a rubric. Does anyone know what a rubric is?” The teacher will scan the room for hands raised. When students are called on by the teacher they will give a variety of answers on what they think a rubric is. After each answer the teacher will say things like, “Good guess!” or “You almost got it!” If any student is to answer correctly the teacher will say things like, “That’s it!” or “You got it!” Once all students have given their best guesses, the teacher will say, “A rubric is what a teacher uses to grade things. If you’re every confused about what you should do for an assignment, just look at the rubric!” At this point the teacher will be done passing out the rubrics. She will go and turn the lights off, and have a copy of the rubric shown on the smart board. She will walk over in front of the smart board and stand facing the class.

The teacher will clap her hands and say, “You have four things you need to do when writing this narrative. You need to write an introduction.” The teacher will turn and point to the section labeled Introduction. She will turn back to the class and say, “This is when you introduce what your story is going to be about.” The teacher will then say, “Next is your supporting paragraph.” The teacher will turn towards the board and point to the section labeled Supporting Paragraph. She will turn back to the students and say, “This is the part where you tell all the details of your story.” Then will then say, “Next is the closing.” The teacher will turn to the board and point to the section labeled Closing. She will turn back to the students and say, “This is when you tell the ending of your story.” The teacher will then say, “Lastly, there are these words called transition words.” The teacher will turn to towards the board and point to this last section. She will then turn back to her students and say, “This are just different types of words that are very important when it comes to writing your narrative. We will learn more about them on Wednesday.” The teacher will walk over to the light switch to turn the lights back on. As she is walking she will ask, “Does anyone have any questions about the rubric?” As students raise their hands to ask questions the teacher answer, as well as assess their abilities to recall information learned during the lecture.

Once all questions have been answered the teacher will tell the students to put their copy of the rubrics in their L.A folders. As the students are putting their rubrics away, the teacher will walk over to her desk and get the “Parts of Your Story” worksheet out of the worksheet folder located in the top drawer of the desk. The teacher will then walk back to the front of the classroom and will say, “1, 2, 3 Eyes on me!” Once all the students have turned towards the teacher and become silent the teacher will say, “You guys did a good job listening and learning when I was explaining the rubric! Who thinks you deserve a ‘Good Job Jog’?” The students will all cheer. The teacher will laugh and say, “Stand up and give me a jog!” All the student will then stand up next to their desk and jog for about 30 seconds. While the students are doing this, the teacher will project the “Parts of Your Story” worksheet on the smartboard. When finished, the teacher will then direct the class’s attention back to herself and tell them to be seated.

Once all students have sat in their seats the teacher will say, “Remember how I told you that a narrative is a story about something that has happened to you?” The students, recalling the information previously learned will say, “Yes!” The teacher will give the students a thumbs up and say, “Great! Not only is a narrative something that happen to you, but it also has “Parts”. Different parts are the characters, the setting and the main idea.” As the teacher is saying this she

will start walking around the room passing out the worksheet. Once the teacher is finished passing out the “Parts” worksheet, she will walk to the smartboard where a projection of the “Parts” worksheet will be on the board. The teacher will stand in front of the smart board and say, “This is the same worksheet you have in front of you.” The teacher will point to the whole worksheet on the board. The teacher will then point to the characters bubble on the worksheet and say, “All stories have characters. Does anyone know what a character is?” The teacher will scan the room looking for hands raised. She will then call on students who have their hands up. The students will, “The people in the story!” The teacher say, “Yes!! Good job!” She will then say, “So in your story the characters could be you, your mom or dad, your sibling; anyone that was there when the story happen!” The teacher will then point to the “Setting” bubble on the worksheet and say, “Next is the setting.” She will then begin to walk around the class while saying, “The setting is the place where your story took place. So if my story is about my baseball game, the setting is the baseball field!” The teacher will then walk back towards the front of the room and point to the “Main Idea” bubble. The teacher will then say, “The Main Idea of your story is what happen during your story. So if my story is about the time my dad bought me a dog, the main idea is the time I got the dog!” The teacher will then say, “Give me a thumbs up if you understand the parts of a story.” The students will all give a thumbs up; if any student gives a half thumbs down or a complete thumbs down, the teacher will respond to their confusion. Once this is done, the teacher begins walking around the room.

As she walks she says, “I am going to group you up with a few friends. In that group everyone is going to share a few stories they would like to write their narrative about! Once you finish telling your friends about your story you are going to draw a picture of each part of your story in the correct bubble.” The teacher will walk back to the front of the room and point to the characters bubble of the worksheet and say, “So if your mom is in your story, draw a picture of your mom. If your brother or sister was there, draw them. Anyone who was there during your story needs to be drawn in this bubble.” The teacher will then point to the “Settings” bubble and say, “This where you will draw a picture of your setting; where your story took place.” The teacher will then point to the “Main Idea” bubble and say, “This is where you will draw the picture of your main idea. So if the main of idea of your story is that you got a new dog; a draw a picture of you and your dog!” The teacher then tells all the students, “Once I say go, I want you to stand up and push their desk to the side of the classroom. Take your worksheet and a pencil with you.” The teacher will then say, “GO!” The students will push their desks to the side of the room, take their worksheets and a pencil with them as they stand in the middle of the open space that is now in the classroom. The teacher will help the students do this. Once all the desk are pushed to the side the teacher and students will remain standing in the open space in the middle of the room. The teacher will direct the student’s attention back to her and say, “Once I group you up with a few of your friends I want you to find a spot in the big open space and sit in a circle. Once you’re all sitting and ready to listen, take turns sharing stories with each other! It is important to tell your story but it also super important to listen really well to your friends tell their stories too. If they tell you two or three stories help them pick which one they should write their narrative about! Then draw the “Parts” of your story in the bubbles on your worksheet. If your friend is having a hard time remembering the parts of their story, help them!” The teacher will put the students into groups of 3. These groups are not preassigned. The teacher will group

the students off in groups based on the results of her observation assessment from the explanation of the rubric. Once grouped, the students will all find a space to sit and start telling their stories. As the students tell their stories to each other, the teacher will be walking around listening to each group. While the teacher listens she will be assessing the students. She will be assessing their abilities to recall a past experience, as well as their natural ability to use transition phrases when telling a story. Even though the students have not learned what temporal phrases are, the teacher wants to later be able to remind them of this activity and how they naturally use these phrases when telling a story. The teacher will also intervene in student conversation if she feels that a student needs to be challenged to give more details about their story. She will also do this if she sees any students who has not shared or is having a hard time recalling a story to share.

The teacher will do this activity until there is about ten minutes left in class. She will stand in front of the groups of students and direct their attention to her. The teacher will say, “I hope you all told and heard some awesome stories! I know I did! Now I want everyone to bring me their worksheet.” The students will all walk up to the teacher and hand her their worksheets. The teacher will then say, “Now I want everyone to help each other put the desks back in their right place. Once you’re all done, pack up your things and line up at the door.” The teacher will walk over to her desk and set the worksheets on her desk. The teacher will then go help her students move the desk back to their proper placement.

Once all the desks are moved back and the students are lined up the teacher will say, “Great job today guys! I hope you’re all excited about learning about yummy writing tomorrow!” The students will then walk out of the classroom. As the students walk out the teacher will give them each a high five and say things like, “Good job!”, “Good work today!” Once all the students have left the teacher will walk to her desk and look over the worksheets. She will assess the student’s abilities to recall the parts of their story.

### **Materials/Resources:**

Yummy Writing Rubric, Smartboard, “Parts of Your Story” Worksheet

### **Connection to Prior Knowledge:**

Writing – Types and Purposes W.1.3

### **Assessment:**

Before: Oral Questioning

During: Observation, Oral Questioning, Thumbs Up

After: Parts of Your Story Worksheet

### **Special Needs of Students**

Intervention: The teacher will group intervention students together during Parts of Your Story activity and ask them individually to draw at least two pictures in each bubble.

Enrichment: The teacher will group enrichment students together during Parts of Your Story activity and ask them individually to draw at least four pictures in each bubble.

**Reflection**

1. Students expressed physical development during “Good Job Jog”, as well as during the Parts of Your Story activity. Students enhanced their cognitive development while recalling information learned during the lecture, as well as working individually on their worksheets. Students strengthened their language development when they worked together in groups to complete the assignment. Social-emotional development was enhanced when students talked about their stories to each other during group activity.
2. My students did learn the material I wanted them to learn during this lesson. I know this based off my final assessment of the Parts of the Story worksheet.

## Lesson Plan 2

Katie Baker, October 13<sup>th</sup>, 2017, Second Grade

### Learning Goals/Objectives:

Students will understand the construction of a narrative.

Students will be able to identify certain parts of their story and where those details fit into the construction of their narrative.

### Common Core Content Standards:

Literacy – Writing .2.8: Recall information from experiences or gather information from provided sources to answer a question.

History – Government: Groups are accountable for choices they make and actions they take.

**Methods:** Student Engagement      Teacher Engagement      Assessment

Once all the students are in their seats the teacher will stand at the front of the room and direct their attention towards her. The teacher will say, “Hello class! I hope everyone has had a good day so far. We have a lot to learn to today!” The teacher will begin walking up and down the rows as she asks the students questions to see if they recall information from the day before. The first question she will ask is, “Who can remember from yesterday what a narrative is?” As the teacher looks around the room she will call on students with their hands raised. If the students correctly answer “A narrative is a story about something that has happened in my life.” The teacher will walk over to them and congratulate them with a high five. The teacher will then continue to walk around the room and ask the class, “What are some of the parts to a story?” The teacher will scan the room for hands raised. Students will recall information learned from the “Parts of My Story” activity from the day prior. She will call on students with their hands raised. Once called on the students will say things like, “Characters, Setting, and Main Ideas”. After each correct answer the teacher will lead the class in “Snap, Snap, Clap” as a way of celebration.

The teacher will then walk to the front of the room. The teacher will say, “Everyone has different stories they are writing about, and all those stories are about things they think are important. Do you agree?” The class will say, “Yes”. The teacher will say, “Good! Now everyone get out of your seat and stand at the edges of the room.” The students will do this. Once all the students are standing around the edges of the room the teacher will say, “I want you to walk around the room and pick five different friends and ask them one detail of their story. When I say go I want everyone to put one hand in the air.” The teacher will put her hand in the air as an example. She will continue, “Once you find someone to ask a question too, I want you to give each other a high five; then you can ask your question. Once you are done, put your hand back up in the air so everyone knows you’re ready to find a new partner.” The teacher will put her hand down. The teacher is standing in the middle of the room looking back and forth at her students on each side of her. The teacher will point to one of her students and walk towards them and say, “Say I see that my hand and my friends’ are both in the air. I walk over that friend and give them a high five.” The teacher will give this student a high five. The teacher will continue,



“Then I ask, who is a character in your story? Or I could ask, where does your story take place? When they give me their answer I put my hand back up in the air and look around for someone else who also has their hand in the air. Then I walk up to them, give them a five high and repeat the process. Does everyone understand?” **The teacher will pause and allow wait time for the students to voice any confusion.** After about five or six seconds the teacher will say, “Good! Remember five different friends! Get one detail from each friend. You have three minutes; go!” **The students will begin to walk towards each other and ask each other questions about their stories.** The teacher is doing this activity to review the parts of the story as well as allowing her student the chance to move around the room. After the three minutes are up the teacher will place herself in front of the room and yell, “Freeze!” The students will freeze their bodies and their mouths. The teacher will then say to her students, “Did everyone get all five things?” **Some students will say yes and some will say no.** The teacher will say, “That’s okay! Everyone go back to your seats and put your papers in you L.A folders.” The students will walk back their sits. As the students are doing this the teacher will go over to her desk and turn the smartboard on. The smartboard will project a picture of the “Yummy Writing” worksheet. The teacher will take the copies of this worksheet off of her desk.

As the students continue to sit in their seats and put their papers away the teacher will quickly pass out the “Yummy Writing” worksheets. By the time the teacher has finished passing out the worksheet and stood back in front of the room the students will be done putting their things away. **The teacher will direct the student’s attention back to herself by using the attention grabber, “1, 2, 3, Eyes on Me.”** When all the students are looking at the teacher she will say, “Does everyone remember the rubric?” **The students will recall the time spent yesterday when the teacher explained the rubric. The students will say yes.** The teacher will then say, “Great! Today we are going to learn about all those sections and how to write them! Does anyone remember what those sections were called?” **The students that recall the information from yesterday will raise their hand and the teacher will call on them.** Once the students have successfully guessed their best answers, **the teacher will remind them about any section they forgot to mention.**

The teacher will ask the students to look at the worksheet on their desk. The teacher will then point to the projected copy of the worksheet on the smartboard. The teacher will then say, “This is my yummy writing ice cream cone! We are going to learn how to make our writing as yummy as ice cream!” The teacher will turn towards the smartboard and say, “We have the first scoop,” the teacher point to the top section of the worksheet and say, “This is the introduction.” The teacher will turn to her students and say, “The introduction is the part of your story where you introduce what your story is going to be about.” **The teacher will then call on two students to come to the front of the class.** Once the students are standing next to her she will ask them what their stories are about. Say that Student A is writing about going to the supermarket with his mom. And then say that Student B is writing about the first time she tied her shoes. The teacher will say, “Okay, SA and SB I want you to pretend like you are your story and introduce yourself to each other. SA you go first.” **SA will look at SB and say, “Hello I am story about the time I went to the supermarket with my mom!” Then SB will look at SA and say, “Hello! I am story about the first time I tied my shoe all by myself!”** The class will laugh and the teacher will clap

saying, “Great job guys! That is how you introduce a story! You may go sit back down now.” The students will go and sit in their seats getting high fives from their friends as they go. The teacher will redirect the student’s attention back to her. The teacher will say, “Friends, do you see how when you introduce a story you are just giving the reader a hint on what your story is about?” **The students will answer, “Yes.”**

The teacher will tell her students, “Start thinking of ways you could introduce your story.” **The teacher will pause and allow wait time so the students can think about this.** After about five or six seconds the teacher will then say, “Okay, in the top scoop of your yummy writing ice cream cone I want you to write what your story is about.” The teacher will clap her hands together and say, “Go, my yummy writers!” **As the students work the teacher will walk around the room and assess their ability to follow directions as well as successfully write this part of their introduction.** The teacher will give the students about five minutes to do this. Once the five minutes is up the teacher will walk back to the front of the room and redirect the student’s attention to herself. The teacher will say, “It seems like everyone knows what their story is about! That is awesome!!” **She will go around the room giving everyone a high five in celebration.** The teacher will then place herself back in the front of the room.

The teacher will walk back to the front of the room and stand next to the smartboard. The teacher will say, “Now we are going to learn about the supporting paragraph! The supporting paragraph is that middle scoop.” The teacher will turn and point to the middle scoop on the worksheet. The teacher will then turn back to her students and say, “The middle scoop, or your supporting paragraph is the best part of your narrative. You wanna know why?” **The teacher will look at her students with excitement and the students will say, “Yeah!”** The teacher will then say, “Because it’s when you tell the whole story!” **When saying, ‘whole’ the teacher will stretch her arms out really wide.**

The teacher will put her arms back down point to a students and say, “Student C, come tell us your story!” SC will walk up to the front of the room and stand next to the teacher. The teacher will say, “SC, what is story about?” **SC will say, “My first ever baseball game.”** The teacher will smile and say, “That sounds great! Can you tell us about your first ever baseball game?” **The teacher will back up and let SC start to tell their story.** Once the student is done telling their story the teacher and the rest of the class will clap. The teacher will say, “Great story, SC!! I’m so glad you picked that story!” SC will be told to go sit back down in his seat. The teacher will say, “See how SC just told us his story? That is what a supporting paragraph is. It supports your whole narrative. It is the story! So I want you to think of the main ideas in your story.” **The teacher will then put her hands on her head and start moving her head in circles and say, “Everyone put on your ‘Remember Caps’”.** The students will follow what the teacher is doing. The teacher will then say, “Remember back to yesterday when you drew pictures of the main ideas of your story!” **The students will spin their heads in circles for about five seconds before the teacher yells “Hang your hats up!” When hearing this all the students will jolt up in their sits and put their ‘caps’ under their bottoms.** The teacher will then say, “Some examples of main ideas from SC’s story would be that he was super excited for his game, or that he hit a ball, and that his dad bought him popcorn after the game. Does everyone understand?” **The students**

will recall the details from SC's story and from the "Parts" activity from the day before. The teacher will say, "Give me a big "OH YEAH!" if you understand!" The class will all say, "OH YEAH". The teacher will say, "Great! Now does everyone see the 'supporting paragraph section on their worksheet?" The teacher will point to this section on the smartboard. The teacher will continue, "Under that section instead of drawing pictures of your main ideas like yesterday, I want you to write them." The teacher will walk around the room assessing and helping the students as they write the main ideas of their story under the supporting paragraph section. The teacher will pay special attention to the students who are struggling. The teacher will give the students about 5-7 minutes to do this then she will redirect their attention to the front of the room where she will be standing. The teacher will then say, "Great! You guys are doing so well!! I can't wait to read your stories once they are all finished!" By saying this the teacher is keeping the students motivated and engaged. The teacher will start walking back to the front of the room. She will stop suddenly and gasp really loudly. The students will all gasp with her. She will look around the room and say, "Oh no! Who knows what time it is?" The students will all jump out of their seats and yell, "Dance break!" The teacher will walk over her to radio and click play. A short dance song will play for about two minutes. During this two minute the students are free to safely dance around the room. Once the song is over the teacher will yell, "Dance break over!" When saying this the students know it is time to go back to their seats.

Once all the students are back in their seats the teacher will go to the front of the room and calm them down using the "If You Hear Me, Clap" Technique. Once all students are silent the teacher will go over the closing section. She will start this by saying, "What does every ice cream cone need?" Students will raise their hand and say things like, sprinkles, whipped cream, etc. Once the students have given their best guesses the teacher will say, "Every ice cream cone needs a cone! Without the cone the ice cream would just fall on apart!" The teacher will then towards the smartboard and point to the section labeled "closing". The teacher will say, "In a closing this is where you end the story. The very last part of your story. Just like the cone is the very last part you eat on your ice cream cone. It's a nice finish to all your yummy ice cream of writing." The teacher will start walking up and down the rows of desk. The teacher will say, "Think of the last thing that happened in your story. I want you to write that in the cone of your ice cream cone." As the students work the teacher will assess them on their abilities to construct an ending that gives their narratives a sense of closure. The teacher will pay special attention to the students struggling. Once the students have been given about 5 minutes to complete the task, the teacher will place herself in the front of the room.

The teacher will redirect the student's attention to herself and say, "Who feels like they know what it takes to make some yummy writing?" The students will recall all the information they have learned that day and all cheer. The teacher will then go her desk and get out the candy bucket from the second drawer and stand back in front of the room. She will then say, "Who can tell me what happens in the top scoop of your ice cream?" The teacher will choose a student with their hand raised, once a student correctly answers, "The top scoop is the introduction!" The teacher will give that person a piece of candy. The teacher will continue to walk around the room with the candy bucket. She will ask questions like, "What type of things are in the supporting paragraph?" "Tell me a main idea of you story." "What is a closing?" "Read me what you wrote

for your closing.” The teacher is using this activity as a way to assess the students’ knowledge on the concepts learned that day. Once every students has answered a question correct and got a piece of candy, the teacher will put the bucket away and place herself in the front of the class.

The teacher will direct the attention back to herself and say, “You guys did every good today! I hope everyone enjoys their candy!” As the teacher is saying this she will be walking around collecting the “Yummy Writing” worksheets from the students. She will continue to say, “Everyone pack their things up and line up at the door. Come back ready to learn more tomorrow!” She will then walk to her desk, and skim through the Y.W worksheets and assess each students sections for comprehension.

### **Materials/Resources:**

“Yummy Writing” Worksheet, Smartboard, Radio, Candy, Bucket

### **Connection to Prior Knowledge:**

Information from Lesson 1: Understanding Parts of a Story

### **Assessment:**

Before: Oral Questioning, Modified Kagan Structure – “Find Someone Who”

During: Analyzing Student Work, Oral Questioning

After: Review Activity, “Yummy Writing” Worksheet

### **Special Needs of Students:**

Enrichment: The enrichment students will be individually asked to put at least four details under each section.

Intervention: The intervention students will be individually asked to put at least two details under each section.

### **Reflection:**

1. Students developed physically during this lesson when they participated in the review activity where they walked around the room questioning their friends about their stories. Also, time was taken during class to allow them a “Dance Break”. Students developed cognitively during their time spent working individually on their worksheets. The students developed their language skills when answering questions and questioning their friends about their stories. Also, certain students were asked to stand in front of the class and speak during specific times of this lesson. The students developed social-emotionally during dance breaks as well as during “Snap, Snap, Clap” celebrations.

2. The students did learn the material that I wanted them to learn during this lesson. The result of my final assessments of the “Yummy Writing” worksheets told me this. The students also demonstrated their knowledge at the end of class during the final review/oral questioning session.

### Lesson Plan 3

Katie Baker, October 20<sup>th</sup>, 2017, Second Grade

#### Learning Goals/Objectives:

Students will understand how to use transitional phrases to signal orders of events in their narratives.

Students will be able to work in groups to strengthen their knowledge of transitional phrases.

#### Common Core Content Standards:

Literacy – Craft and Structure .2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

History – Government: Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

#### Methods: Student Engagement      Teacher Engagement      Assessment

The teacher and students will walk into the room. While all the students are walking to their seats the teacher will turn on the smartboard and have the “Traffic Light Transitions” picture reflected on the board. Once all the students are in their seats the teacher will position herself in the front of the room. The teacher will say, “Good morning class! Today we are going to learn about transition words!” *The teacher will begin walking around the tables of her room.* She will say, “Does anyone have a guess as to what a transition word is?” The teacher will stop where she is and scan the room for hands raised. *The teacher will then call on the students to answer the question to the best of their ability.* Once the teacher has called on a few students she will continue to walk around the room. She will then say, “Good guesses, my friends! A transition word is what you use to move from one thing to another in your story.” The teacher will then walk to the smartboard where the “Traffic Light Transitions” is being projected. The teacher will point to a few phrases per section and give examples of how to use the phrases in a sentence. She will point to the phrase “One Day”. She will say, “I could use the transition word one day in sentence by saying ‘One day my mom and I went to the store’.” The teacher will then say, “Or I could use the phrase ‘It started when’ by saying ‘it started when I told my dad I wanted to go to the park’.” *The teacher will point to several phrases on the poster and give examples like this for each phrases she chooses to talk about.*

The teacher will continue to explain in more depth what transition words are. The teacher will begin walking around the room and say, “When we start telling a story we say words like, first or it all started when. So those are the types of words you should use in your introduction. Because if you remember from yesterday, what does the introduction do?” *The teacher will scan the room for hands raised. She will call on a student and they will say, “Introduces the story.”* *The teacher will lead the class in “Snap, Snap, Clap” celebration.* The teacher will then say, “When we are telling the details of our story we use words like next and after. Do you remember what part of the story has the details in?” The teacher will scan the room for hands raised. *She will call on a student and they will say, “The supporting paragraph!”* The teacher will say,



“Perfect!” As she keeps walking around the room the teacher will say, “When we are telling the ending of a story we use words like, lastly and in the end. We use words like this to show that the story is over. What part of your story is the end?” The teacher will scan the room for hands raised. **She will call on a student and they will say, “The closing!”** **The teacher will give the students a high five.**

The teacher will place herself in the front of the room and say, “Now that I explained to you where the phrases go in your story, I want to see if you guys know how to use these phrases in sentences.” She will then walk to the back of the room while saying, “Look at this chart and pick your favorite transition word and make up a sentence with that word. Just like I was just making up sentences, I want you to make up sentences.” The teacher will stand in the back of the room and allow wait time for the students to think about their assignment. After about ten seconds the teacher will say, “Okay, who has a sentence they want to share?” The teacher will scan the room for hands raised. The teacher will call on students with their hands raised. **The students will say things like, “Then I went down the slide!” or “Finally, we went home and had dinner.”** While the students are giving examples the teacher will be assessing their abilities to understand the usage of transition words. Once a few students have shared their sentences the teacher will walk back to the front of the room and say, “Good job! Everyone give me a good job jog!” **When hearing this the students will stand up next to their chairs and jog in place.**

The students will do this for about 30 seconds. The teacher will then clap her hands and say, “And stop!” All the students will stop and sit in their seats. The teacher will be standing in the front of the room. The teacher will say, “I need all my table leaders to raise one finger in the air.” All tables has table leaders. The table leaders will then raise one finger in the air. The teacher will then say, “I need my table leaders to go to the art counter and get markers and glue sticks for their table.” The table leaders will then get up and do this. While the students are doing this the teacher will go behind her desk to get the materials needs for the next activity. The teacher will get 4 pieces of white poster board and the 4 small bags of transition words that she pre-cut onto slips of paper. The teacher will then walk around the room giving each table one piece of poster board and one bag of slips of paper. Each plastic bag has a number written on it that corresponds with the table numbers hanging over the groups in the room. By the time the teacher is done doing this and stands back in front of the room the table leaders will be back at their tables with markers and glue. The teacher will get the attention of her students by using the “1, 2, 3, Eyes on Me” method. Once all the students attention has been directed back to the teacher, she will say, “We have been learning about transition words today. Does anyone remember what I said transition words do?” The teacher will scan the room for hands raised. **She will call on students with hands raised.** Once the students have answered with, “Tells the order of the story!” **The teacher will lead the class in “Snap, Snap, Clap” celebration.** The teacher will then stand next to the smartboard; the “Traffic Light Transitions” poster will still be projected on the board. The teacher will point to the section labeled “Beginning”. The teacher will say, “When writing a story you use phrases like these, First, In the beginning...” The teacher will the point to the middle section and say, “You’ll use these phrases when writing your supporting paragraph; things like ‘Next, After that...’” The teacher will then point to the last section labeled “End”. The teacher will say, “These are the phrases you use during the ending of your story. Or the

closing. Words like, ‘Finally, Lastly...’” **The teacher will start walking around her room and saying**, “You and your friends are going to make your own Transition Traffic Light. I want you to be thinking of the type of phrases you’re going to use during your introduction, supporting paragraph and closing of your narrative.” The teacher will then stand in the back of the room and say, “These transition words are like the sprinkles to your yummy writing. They are in all the parts of your story and make it yummy!”

The teacher will then walk to the front of the room and turn the smartboard of so the students don’t copy right off the board when making their own traffic lights. The teacher will say, “I am going to help you make the traffic light, but it is up to your groups to make the choices on which phrases you think go with each section.” As the teacher is saying this she will take a poster board and tap it to the white board that is next to the smart board. She will then grab a black marker off of her desk. She will continue to say, “Everyone needs to pick one person in the group that is going to be the drawer.” **The teacher will then give the groups time to pick the person they want to draw their traffic light.** Once the teacher see all groups have picked a drawer she will say, “Now the drawers need to pick a marker to draw with.” **The teacher will then wait for the drawers to pick a marker.** The teacher will then say, “Okay. Now drawers watch me draw this because then I want you to draw it.” **The teacher will draw a long rectangle on her poster board.** She will then turn towards her students and say, “A traffic light is a rectangle, correct?” The students will say yes. The teacher say, “Now I want my drawers to draw a big rectangle on their post board just like I did for the traffic light.” **The students will begin to draw their traffic lights.** The teacher will quickly walk around the room and help students do this. Once students are done, the teacher will walk back to the front room. The teacher will then say, “Now all the groups need to pick a different person to draw the lights of your traffic light.” The teacher will allow time for the groups to pick a new person to do this. The teacher will direct the students’ attention back to herself and ask, “What three colors are the lights on a traffic light?” The teacher will let the students shout this answer out as a group. The students will all say, “Green, Yellow, and Red.” The teacher say, “Good job! So the person who is drawing next needs to get out a green marker, a yellow marker, and a red marker.” While the students are doing this the teacher will walk over to her desk and get a marker of each color out of her drawer. She will then walk back over to the poster board. She will then redirect the students’ attention back to herself. She will then say, “Take the green marker and draw a green circle on the top of your rectangle.” She will then take her green marker and turn towards the poster board and say, **“Watch me.”** The students will watch the teacher. **When she is done the teacher will turn towards the class and tell her students to do what she just did.** She will walk around the room and make sure the students are doing the correct thing. Once all students have done this the teacher will walk to the front of the room and do this same thing with the yellow and red circles of the traffic light.

Once the outline of the traffic lights are done, the teacher will walk to the table nearest to her and pick up the bag of paper slips. The teacher will say, “Now as a group, you’re going to take each slip of paper and see what transition word is on it.” The teacher will then pull a random slip of paper out of the bag that she is holding. The slip she took out of the bag may say, “Next”. **The teacher will hold the slip up and walk towards the poster board she has tapped on the wall.** The teacher will say, **“This is the transition word ‘Next’ should it go in the introduction, the**

supporting paragraph, or the closing?” The teacher will allow wait time for the students to think of the answer. She will add on, “Remember my transition traffic light and the words on it.” Some students may have their hands raised to answer the question. The teacher will still allow more wait time. **After about five more seconds the teacher will call on someone.** Once a student says, “The supporting paragraph!” The teacher will say, “Great job! Now once your group has decided which section the word goes in, you will take your glue stick and glue it in the correct circle.” The teacher will then put the slip back in the bag and place the bag back on the table where she took it from.

The teacher will then look up at her class and ask, “Does everyone understand what they are doing?” **The teacher will scan the room for signs of confusion and answer any questions.** She will then say, “Because I am just so nice, I am going to help you just a little bit.” While saying this the teacher will walk over to her desk and get a black marker. The teacher will then walk over to the poster board she has tapped on the white board. She will look at her students and say, **“The green circle is where you put all the beginning transition words. What part of the story is the beginning?”** **The students will all answer, “The introduction!”** The teacher will smile and say, “Very good!” The teacher will then turn to the poster board and write the word introduction in the green circle. **The teacher will then ask, “The middle, or yellow circle, is what part of the story?”** **The students will answer, “Supporting paragraph!”** The teacher will say, “Amazing!” then turn and write this in the yellow circle. Lastly, the teacher will ask, **“What is the ending, or the red circle?”** **The students will answer, “Closing!”** The teacher will write this word in the red circle. The teacher will turn towards her students and say, “Now if you’re group is having a hard time remembering the order of a narrative, you can just look at my poster!” The teacher will walk to the middle of the room and look around at her students and ask again, “Does everyone understand what they are to be doing?” The students will all answer, “Yes!” The teacher will say, “Great! Don’t stop until all your slips of paper are on your poster! I’ll be walking around to help you.”

**The students will then start talking in their groups and completing the assignment.** **The teacher will be walking around the room answering questions, or asking students to explain why they chose to put a certain phrase in a certain section. The teacher will be assessing the student’s ability to understand where transition words should be used in a narrative.** The teacher will also make sure all members of the group are engaged in the activity. When there is about 5 minutes left in class the teacher will stand in the back of the room and redirect the students’ attention to herself by using the “If You Can Hear Me” method. Once all the students are paying attention to the teacher she will say, “Does this activity help you understand which part of your story to use certain transition words in?” **The students will recall the information learned while doing this activity and say, “Yes!”** The teacher will smile and say, “I’m so glad!” She will then walk towards the center of the room and say, “Everyone needs to flip their poster board over and write your name on the back.” The students will do this. Once all the students have written their names the teacher will say, “Now everyone put the markers back in the box, and table leaders need to take the art supplies back to the art counter and then someone else take the poster board and put it on my chair.” While saying this the teacher went and got her chair out from behind her desk and rolled it to the center of the room so they students can do this.



The students will do as told and then go back to their tables and sit in their seats. The teacher will be standing at the center of the room next to her chair. Once the students are all in their seats she will say, “Great job today, guys! Tomorrow we are going to take all the things we have learned from the yummy writing worksheet and this activity and put it all together to write your narratives!” The teacher will look around her room with excitement and ask, “Are you excited?!” The students will laugh and say, “Yay!” The teacher will say, “Me too! Now pack your things and line up at the door!” While the students are doing this the teacher will take the poster boards off the chair and move the chair back behind her desk. **Once all the students have left the teacher will assess their finish projects.**

### **Materials/Resources:**

Poster Board, Markers, Glue Sticks, Transition Phrases on Pre-cut Strips of Paper, Plastic Bags, Smartboard

### **Connection to Prior Knowledge:**

Information from Lesson 1: Understanding Parts of a Story

Information from Lesson 2: Outlining Construction of a Narrative

### **Assessment:**

Before: Oral Questioning

During: Analyzing Student Progress, Oral Questioning

After: Finished Project

### **Special Needs of Students:**

Enrichment: Enrichment students will be seated at tables 1 and 3. When passing out supplies the teacher will give them the bag of transition phrases that have many complex phrases. Instead of just having words like, ‘next, after, first’; these students will have phrases like, ‘in the beginning, to sum up, soon after’.

Intervention: Intervention students will be seated at tables 2 and 4. When passing out supplies the teacher will give these students transition phrases that are simple and only have a few complex phrases.

### **Reflection:**

1. Students physical development was enhanced during the “Good Job Jogs” as well as when they will get out of their seats working in groups. Cognitive development was enhanced when students used the knowledge learned during short lectures to complete their projects. Language development was strengthened during discussion time in the group work activity. Students developed social-emotionally during “Snap, Snap, Clap” celebrations as well as engaging in successful group work.

2. Students did learn the materials I wanted them to learn during this lesson. I know this by the results of my final assessment (finished project) as well as the time spent listening to them discuss the material in groups.

## Lesson Plan 4

Katie Baker, October 27<sup>th</sup>, 2017, Second Grade

### Learning Goals/Objectives:

Students will be able to construct a rough draft of a well-elaborated event using temporal phrases to signal the order of events.

Students will be able to revise their rough drafts during 1-on-1 Council with the teacher.

### Common Core Content Standards:

Literacy – Writing.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

History – Heritage: Biographies can show how peoples’ actions have shaped the world in which we live.

### Methods: Student Engagement      Teacher Engagement      Assessment

Before the students come into the room the teacher will hang the “Traffic Light Transition” posters on the white board from Day 3’s activity. She will cover these posters with a blank poster board until further notice. Before students came into class today, the teacher put the “Check List” note in their binders that students will use to complete the homework that will be later described. Students will come into the room, put their things away, and sit in their seats.

While the students are doing this the teacher will get the “Yummy Writing” worksheet from the previous day, and then stand in the front of the room. Once all students are sitting the teacher will get their attention by saying, “Good morning! Today is the big day! The day we write our rough draft!” *The teacher will make the sound “Dun Dun Dun” to create suspense.* When saying this the student will have directed their attention to the teacher and be sitting quietly. *The teacher will start walking around the room handing out the worksheets while and ask, “Does anyone know what a rough draft is?”* The teacher will scan the room for hands raised. She will call on students with their hands raised. *The students will give their best guesses when called upon.* After hearing a few guesses the teacher will say, “Good guesses! A rough draft is when you take all the parts of the story and put them all together and make sentences and paragraphs.” By this time the teacher will be done passing out the Yummy Writing worksheet and be standing in the front of the room. The teacher will say, “What is going to happen today is everyone is going to start writing their stories out. First scoop is the what?” The teacher will call on a student with their hand raised. *The student will say, “Introduction!”* *The teacher will walk to that student and give a high five.* The teacher will then ask, “*The introduction does what?*” She will call on a different student. *This student will say, “Tells what your story is about!”* *The teacher will walk over and give that student a high five.* The teacher will follow this same review pattern with supporting paragraph and closing. The teacher will stop where she is in the classroom and say, “Now this a hard one! Let’s see who remembers...” *The teacher will start walking around the room again. The teacher will ask, “Give me some examples of a few*

transition words.” The teacher will scan the room for hands raised. She will call on multiple students with their hand raised. The students will say things like, first, last, in the end, after, etc. After each student answers correctly the teacher will give them a high five.

The teacher will place herself in the front of the room and say, “I think we need to get everyone’s minds moving before we start writing. Don’t you think?” The students will all yell, “Yeah!” in agreement. The teacher will then gasp dramatically and look around saying, “Oh no! Who knows what time is it?” The students will all stand up and yell, “Dance break!” The teacher will quickly walk to the radio in front of her desk and play a short 2 minute dance song. During this time the students are free to dance around the room. While the students are dancing, the teacher will go pick up the copies of the “Rough Draft Outline” she has sitting on her desk. She will also turn the smart board on that has a projection of the teacher example of this worksheet. By the time this is done, the dance song will be over. The teacher will walk back to the front of the room, holding the outline worksheet copies, and tell her students to calm down and sit down. Once all the students have done this the teacher will start passing out the Rough Draft Outline worksheets. As she is passing out the worksheets she will say, “I made this nice little outline for all of my friends. How nice am I?” The students, having answered this question before, will say “Very nice!” The teacher will smile and say, “Thank you!”

After the teacher is finished passing out the worksheets she will stand in the back of the room. She will say, “If you look up at the board you will see a copy of this worksheet. But it looks different from yours doesn’t it?” The students will reply, “Yes” as a group. The teacher will say, “Well, what is different about it?” The teacher will allow wait time for the student to compare their worksheet to the one projected on the board. Some students will raise their hands. After about five seconds of wait time the teacher will call on a student with their hand raised. The student will say, “It has words on it!” The teacher will start walking around room and say, “You’re right! I wrote a narrative about something that happen to me in my life so I can show guys an example of what a narrative is supposed to look like.” The teacher will stop walk and stand where she is. She will say, “So I am going to read my introduction, and I want you to listen for when I say what my story is about.” The teacher will then read the introduction out loud to the students. Once she is done she will say, “Okay who can tell me what my story is about?” The teacher will scan the room for hands raised. She will call on a student and the student will say, “You went to Disney World!” The teacher will ask, “And how did you know that?” The student will say, “Because you said ‘This is a story about when I went to Disney World with my family.’” The teacher will say, “Okay, did my introduction do what it was supposed to do?” The student will say, “Yes!” Then the teacher will ask, “What did it do?” The student will say, “It told me what you’re writing about!” The teacher will say, “By golly I think you’ve got it!” And then give the student a high five. The teacher will follow this same form of question and answer with different students for each section of the story. The teacher will then call on a student to come to the front of the room. Once the student is in the front of the room she will say, “I want you to take the smartboard pen and highlight every transition word I have in my story.” She will then turn to the class, “If your friend needs help, raise your hand and he will call on you to help. Do not shout out the answers!” The teacher will turn back to the student and say, “Let’s see if you can find them!” The student will then pick up a pen from the smartboard tray and highlight

each transition word that is in the story. If the student ever is unsure, they will turn to their peers and call on them to help him. After the student has gotten through the whole story, the teacher will say “Good job! Go back to your seat and we will go through and see if you got them all!” The student will then walk back their seat, getting high fives from their friends along the way. Once the student is in their seat the teacher will face her class and say, “Who think our friend highlighted all the transition words in my story?” Students will believe this to be true will raise their hands. The teacher will then say, “If you think our friend may have missed some words, raise your hand!” Students who believe this to be true will raise their hand. The teacher will say, “Okay, now let us see if they did or did not get all the words.” The teacher will then turn towards the board and point to each word the student highlighted. When pointing at each word the teacher will ask the class, “Is this a transition word?” The class will say yes if it is, and no if it is not. If the student highlighted any word that was not a transition word, the teacher will explain to the class that is not a transition word.

Once the teacher has gone through the whole story she will say, “He got almost all the transition words! And you guys helped them! I think you deserve a...” The teacher will leave the sentence unfinished so the student can say, “A good job jog!” The teacher will clap and say, “Yes you do!” The students will get out of their seats and jog in place. While doing this the teacher will go uncover the Traffic Transition posters that are in the back of the room. After she is done doing this, the teacher will get her classes attention by saying, “If You Can Hear Me, Clap”. After all the students are silent the teacher will tell them to sit in their seats. The teacher will be standing in the back of the room. She will ask her students, “Now everyone should have a copy of their yummy writing worksheet, and the outline worksheets. How many worksheets is that?” The class will say, “Two!” The teacher will say, “Good! Everyone hold up their worksheets really high, one in one hand and one in the other.” The students will do this. The teacher will scan the room to make sure every students has the two worksheets. The teacher will say, “Okay, so here is how we are going to start writing out stories.” The teacher will begin to walk around the room. The teacher will say, “I am going to be sitting at the counseling table, and I will call you one at a time to come back to the table. While you’re there I will help you write your story. While you are sitting at your desk, you need to be trying to write your story by yourself.” The teacher will start walking toward the smartboard. While walking she will say, “If you ever forget how the story should written, look at my example.” The teacher will point to her example story projected on the smartboard.” She will then say, “If you ever forget certain parts to your story, look at your yummy writing worksheet.” The teacher will then point to the desk of her students. She will then say, “If you are writing and you can’t think a transition word, or you forget which section to use which word in, you can look at the sprinkles on your yummy writing worksheet, or you can look at the poster you made yesterday.” The teacher will point to the posters hanging in the back of the room. By now, the teacher should be standing in the front of the room. She will turn to the class and say, “I will start calling friends back to the counseling table in a few minutes. Everyone should be working. Do not come to the counseling table with nothing on your outline paper. Does anyone have any questions before you start writing?” The teacher will scan the room for hands raised. After about ten seconds of wait time, the teacher will clap her hands together and say, “When I call your name to come be counseled, bring both of

your worksheets and a pencil. Okay my yummy writers, make me something good!" The students will then start writing on their outlines.

Once the students start working, the teacher will go to her desk and get copies of the "Yummy Writing Rubrics" that she has sitting in the center on her desk. She will take these copies and a red pen back to the round table that sits in the back left corner of the room. She will walk over to this table and set the ideas down on it. She will then start to walk around the room glancing over students' shoulders to make sure they are on the right track. After a few minutes the teacher will walk back to the round table. She will sit and then call the first student back to the table. When coming to the table the students should bring their Rough Draft outline worksheets, their Yummy Writing Worksheets and a pencil.

When counseling the students the teacher will be using the Yummy Writing Rubric to score their narratives. The students' narratives should fully describe the beginning of the event that they are writing about. The supporting paragraph should give details about this event; what happen, who is happened too, how the students felt during their experience and so on. The closing should consist of what happened at the end of this event and have a sense of closure. While assessing each section for these things, the teacher should also make sure that each section has at least two different transition words being used properly. If students narratives do not met the guidelines laid out in the rubric, the teacher should council them on ways that they should revise their work to make it more satisfactory. The teacher should not only be telling the students her advice, but also writing notes on their outline worksheet so they can always look back to it for guidance. After each students' counseling session, the teacher should write the total amount of points they would receive if their rough drafts were turned to be graded as a final assessment. The teacher will then make sure the students know where they stand now, and what they need to do to improve. The teacher will keep these rubrics to later compare them to the final assessment rubrics for signs of hopefully improvement. Each counseling session should last about 5-7 minutes. When students are sent back to their desks after 1-on-1 Council they will be revising their work using the advice given to them during counseling sessions.

After each student has been counseled, the teacher will walk around the room skimming the students' papers to see if each student is revising their work using her advice. Once this is done, the teacher will walk to the front of the room and say, "What a writing workshop we had going on today! Does everyone feel good about their narratives?" The students will say, "Yes" as a group. The teacher will say, "Yay! I am so glad to hear that." The teacher will begin walking around the room. As she walks she will say, "Now here is what I need you to do. I want you to take your yummy writing worksheets and your outline worksheets home with you. Here is why, because I want you to write your final draft for homework." The teacher will stop where she is and ask, "Who knows what a final draft is?" The teacher will scan the room for hands raised. Once called on the students will give their best guesses. After hearing a few student guesses the teacher will say, "Good guesses! A final draft isn't that much different than your rough draft! Here are the differences though; you are taking all the corrections and advice I gave you and fixing your narrative. Once you have made all those changes you are going to rewrite your narrative on a blank sheet of notebook paper. Then, when you come in tomorrow, you are going

to turn it into the done tray and it is done!” The teacher will continue, “I put a little note in everyone’s binder. If you get confused or can’t remember what to do, just read the note. It says basically all the things I just told you to do.” The teacher will then walk over to her desk and get the copy of this note she has. She will hold the note up and describe it to her students. The teacher will say, “I made you a little check box. Does your introduction introduce the story, does your supporting paragraph tell the details of your story, and does the closing tell the ending of your story. And lastly, are you using transition words?” The teacher will turn back to the room and hold the paper to her side. She will then say, “Make sure to do this for homework and follow the check list. Take home all your worksheets and have a great day!” **The students will all put their worksheets in their folders and take their folders home so they can write their final drafts.**

**The teacher will go stand by the door and give each student a high five as they walk out.** When all students have left the room the teacher will walk over to her desk and read through the Rubrics used for counseling sessions. **The teacher will be assessing the students’ ability to write successful rough draft that follow the guidelines.**

### **Materials/Resources:**

Yummy Writing Rubric, Yummy Writing Worksheet, Traffic Light Transition Finished Projects, Blank Poster Board, Rough Draft Outline Worksheet (Student and Teacher Version), Radio, Check List Note

### **Connection to Prior Knowledge:**

Information from Lesson 1: Understanding Parts of a Story

Information from Lesson 2: Outlining Construction of a Narrative

Information from Lesson 3: Usage of Temporal Phrases/Transition Words

### **Assessment:**

Before: Oral Questioning

During: Example Story Session, 1-on-1 Council

After: Yummy Writing Rubric Scores – Council Session

### **Special Needs of Students:**

**Enrichment:** During individual counselling sessions the teacher will instruct enrichment students to use at least three transition words for each section. The teacher will also write this number on the empty space provided to do so on the Check List Note.

**Intervention:** During individual counselling sessions the teacher will instruct intervention students to use at least two transition words for each section. The teacher will also write this number on the empty space provided to do so on the Check List Note.

**Reflection:**

1. Physical development was displayed during Good Job Jogs as well as the time allotted to Dance Breaks. The students' cognitive development was enhanced when they were working individual on the outline worksheets as well as during 1-on-1 Council sessions. Students' developed their language skills during 1-on-1 Council when they discussed their assignment with their teacher. Social-emotional development was enhanced when students gave each other highs as well as when they received them from the teacher.
2. My students did learn what I wanted them to learn during this lesson. I know this because of the high scores that were given on the Yummy Writing Counseling Session Rubrics.



## Lesson Plan 5

Katie Baker, November 2, 2017, Second Grade

### **Learning Goals/Objectives:**

Students will create a final draft of their narratives that successfully demonstrates the skills learned in class.

Students will work in groups to dramatically act out the event written about in the final drafts of their narratives.

### **Common Core Content Standards:**

Literacy – Writing 2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

History – Government: Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

**Methods:** Student Engagement      Teacher Engagement      Assessment

### Part 1

Before class begins the teacher will group the students occurring to the ability shown during 1 on 1 Counsel the day prior. Groups will be divided evenly with four students per group, five groups total. The rubric used during the 1 on 1 Counsel is out of 12 points. Students who scored 1-6 will be split evenly into two groups. The students who scored 7-10 will be split evenly into two groups. The students who scored 11-12 will be put into one group. The teacher will have creative group names assigned to each group of students. The first group in the 1-6 split will be called “The Tigers”. The second group in the 1-6 split will be called, “The Cheetahs”. The first group in the 7-10 split will be called, “The Monkeys”. The second group in the 7-10 split will be called, “The Bears”. Finally, the group who scored 11-12 will be called, “The Sloths”. The teacher will have these groups laid out on a sheet that is projected on the smartboard so the students can see which group they are in.

Also prior to class the teacher will have made a checklist that she will use during her assessment of students that day. This checklist lays out all the expectations that students should met during the Dramatic Play Activity today. The expectation and assessment process will be explained later.

As the students come into the room they are expected to have written the final draft of their narratives for homework. As the students walk in the room the teacher will say, “Good morning class! Once you put your bags away, don’t forget to get out your final drafts of your narratives and take them to your seat with you!” The students will do this. As the student keep coming in the teacher will repeat this so all student had heard her instructions. Once all the students are end their sits the teacher will place herself in front of the room. She will get her students attention by using the “1, 2, 3, Clap” method. Once all student are silent the teacher will

say, “I want everyone to hold their final drafts in the air so I know everyone has one!” **The students will do this.** The teacher will scan the room to make sure all students have complete their assignment given to them. Seeing that all students have done this the teacher will say, “Yay!! We all have our final drafts! I am so proud of all you! Give our neighbor a big high five ad job well done!” **The students will all laugh and do this.** **The teacher will begin to walk around the room.** As the teacher walks around the room she will say, “Today we are going to do something really fun!” The teacher will start to walk towards the supple closet that is located in the back of the room in the right corner. She will continue to say, “We are going to get into groups and you are going to read your narratives to each other.” By this time the teacher will be at the supple closet. As she is talking to will open the door and get out the foldable director’s chair and directors hat that is in the closet. As she is doing this she will be saying, “And then...one everyone has read each other’s stories...we...are...going...ACT THEM OUT!” **When saying “act them out” the teacher will turn around really fast towards the classroom holder the director’s chair and hat.** **The students will all cheer.** The teacher will calm them down by saying, “But listen...shhhh...listen my friends.” The class will quiet down. The teacher will begin walking to the front of the room carrying the chair and hat with her. She will be saying, “So you’re going to read each other stories and then you and friends are going to be put in your group and you’re going to pretend to be each other’s characters.” By this time the teacher will be at the front of the room where she will set the chair up and put the director’s hat on the seat of the chair.

The teacher will turn towards her class and say, “When I put in your groups there is three things I want you to do.” **The teacher will walk to the white board and grab a marker.** The teacher will then open the marker and turn to the board and write the number “1”. The teacher will turn to her students and say, “The first thing you need to do once you’re in your groups is read each-others stories.” **The teacher will turn to the board and write the word “Read” next to the number one.** The teacher will turn to her class and say, “So if Student A and I are in a group she will read my story and I will read her story. Then once we are doing reading each-others, I will read Student B’s story and he will read mine. You need to make sure everyone in our group has read your story, and that you have read everyone else’s.” The teacher will then turn to the board and write a number “2” under the number 1. The teacher will turn back to her students and say, “Next, everyone needs to take turns assigning everyone to a part. This is when you’re the director. So if it is your story, you can’t be acting out your story because you’re going to be reading it while everyone else is acting it out.” **The teacher will turn to the board and write “Assign Parts” next to the number two.** The teacher will then turn to her students and say, “So if Student A, Student B, Student C and I are all in a group we will first read each other stories. Then say that I go first assigning parts. The characters in my story are my mom, dog and me. Then I would say, ‘Student 1 you are pretending to be my mom, Student B you are pretending to be my dog, Student C you are pretending to be me.’” The teacher will turn back towards the board and write the number “3” under the number 2. She will turn back toward her students and say, “After you have read each-others stories and assigned parts, then you are going to spend the rest of the class time practicing” **The teacher will then turn back to the board and write the word “Practice” next to the number three.** The teacher will put the lid on the marker and put it down on the tray.

The teacher will then walk to the center of the front of the room and say, “Let me give you an example...My friend and I are taking turns reading each-others stories. As I read his story I see it is about the time he washed dishes with his dad. Once I have read the story I give it back to him and say, ‘Good story!’ Then when we get to step two he assigns me the part of being him! Then we start to practice. My friend is reading is story and he reads the part where it says, ‘Then, I started washing the spoons!’ I will act like I am washing spoons, just like this...” The teacher will pretend like she is washing spoons. The teacher will do this for a few seconds and say, “Then my partners say, ‘After I washed the spoons, my dad told me to put them in the spoon drawer.’” The teacher will then pretend to open a drawer and put the imaginary spoon in it. The teacher will stop and face her class and say, “Then once everyone has read their story, and everyone else has acted it out, do it all again! Because tomorrow we are going to take turns, as a class, watching each group perform the stories!” The teacher will look at her class and ask, “Do you guys get it?” The class will say, “Yeah!” The teacher will begin to walk down the center of the room. She will say for further clarification, “When someone in your group is reading their story, you just do what they say their characters are doing! If they say mom and dad hugged, then hug each other! If they threw a ball to their dog, someone pretend to be the dog, the other person pretend to throw the ball!” The teacher will stop where she and ask again, “Anyone have any questions?” The teacher will scan the room for hands raised. She will call on any student who has a question and then answer their question.

The teacher will walk to the smartboard and turn it on. Once the smart board is on the students will be able to see the sheet that tells them which group they are in. The teacher will stand next to the smartbaord and say, “So here are the groups you will be working in. First we have the Tigers! If you’re in the Tiger group make a Tiger sound!” The students whose names are under the Tiger section will growl like Tigers. The teacher will say, “Nice! Then we have the Cheetahs. Does a Cheetah run really slow or really fast?” The class will answer, “Really fast!” The teacher will say, “That is right! If you’re in the Cheetah group stand up by your chair and run super-fast in on spot!” The students whose name is under the Cheetah section will stand up next to their seats and run in place. The teacher will then direct them to sit back down. The teacher will say, “Then there is the Monkeys! If you’re in the Monkey group make a monkey sound!” The students whose names are under the Monkey section will make a monkey sound. The teacher will say, “Very good! Then there is the Bears! If you’re in the Bear group give me big bear sound!” The students whose names are under the Bear section will roar like a Bear. The teacher will say, “Woah!! That is scary! Now we have the Sloths. Sloths move really sloooowwwlllyyyyy, don’t they?” The students will say, “Yeah!” The teacher will say, “If you’re in the Sloth group let me how sllooowwwlllyyyy you can move.” The students whose names are under the Sloth section will move their bodies really slowly. Now that students have recognized which groups they are in the teacher will say, “Okay I want everyone to put everything BUT the final drafts of their narratives in their desk.” The teacher will start walking around the room. She will repeat, “Everything BESIDES the final drafts of your narratives needs to go in your desk. Nothing should be sitting on top of your desk besides the final draft of your narrative.” The teacher will circulate around the room to make the students are doing this.

When done circulating the room, the teacher will place herself in the back of the room and stand there and wait until students are done putting their things away. **Once the teacher sees that all students have put everything but their narratives out of sight she will redirect their attention to her by growling really loudly.** **All the students will look at the teacher confused.** The teacher will say, “What? You made animal sounds, I can’t do it?” The students and the teacher will laugh. The teacher will then clap her hands together once and say, “Okay class. In just a few minutes you are going to get in your groups. But before we do that let us review what we are supposed to be doing while we are in our groups. **Does anyone remember what the first thing is we should do when we get in our groups?**” The teacher will scan the room for hands raised. She will call on students with their hands raised. **Once a student has correctly answered, “Read each other’s’ stories.”** The teacher will say, “Very good! **Who can remember what we do after that?**” The teacher will scan the room for hands raised. She will call on a different student with their hand raised. **The student will say, “Then we take turns assigning each other a part to play our story.”** The teacher will say, “Super!” She will ask, “**Then after you have read each other’s stories, assigned parts to be played, what do you do next?**” The teacher will scan the room for hands raised. She will call on a student with their hand raised. **The student will answer, “Practice!”** The teacher will say, “Perfect!” The teacher will start walking around the room while saying, “It is very important to practice because tomorrow...” **The teacher will walk towards the directors’ chair.** Once she is standing next to it she will say, “I am going to see how good of writers, directors and actors you really are because you are going to be performing each story in front of me and the whole class!” **The students will all gasp and the teacher will do an evil laugh.**

Once she is done laughing, the teacher will say, “Okay! As you can see on the group sheet I have on the smartboard...” The teacher will point to the smartboard and then say, “Every group has a number. That is the table number you will go to. So Tigers are at table 1, Cheetahs are at table 2, Monkeys are at table 2, Bears are at table 4, and Sloths, you are at the counseling table in the back of the room since we only have tables 1, 2, 3 and 4.” The teacher will stand in front of you class and say, “I am about to let you go and start. But remember the three things you are to be doing. I will be walking around the room to help you if you need it, and to also make sure you are staying on task. Go my crazy animals!”

**The students will all get up and move to their assigned table numbers.** As they are doing this the teacher will go and get the iPad out of the top drawer of her desk. Once the students are all settled in their groups and beginning to work **the teacher will use the iPad to take random pictures of each group doing the activity.** **She will later print these pictures out and put them in her collection of evidence binders for each child.** While taking photos during this activity the teacher will be helping struggling students and using the “Dramatic Play Practice” Check list to assess each child. The first column is where the teacher will write each child’s name as she observes them. The second column is where the teacher will check if the student is participating in the reading of other students work. The second column is where the teacher will check if the student is properly directing their peers when assigning them parts, and if the student is making these choices themselves. The third column is where the teacher will check if the student is actively practicing and respecting their classmates as they all engage in this activity. The final column is blank and it is a space the teacher will use to write any comments she may have about a student.

The students should be trading stories and reading each-others stories. Once all students have read each-others stories the students should take turns assigning parts to each character in their story. After this is the done the student will take turns reading their own stories out loud. The students who are the characters in each story should be practicing listening to the events of the story, and then acting it out as their peer reads it. The students will be doing this activity until there is about five minutes left in class. Once there is five minutes remaining, the teacher will set the iPad and checklist on her desk and then walk to the front of the room. The teacher will re-direct the student's attention back to herself by using the "If You Can Hear Me, Clap" method. Once all the students are silent the teacher will say, "Very good job today guys! I hope you all feel like you're ready for the big day tomorrow! Now I want everyone to go back to their desks." The students will all do this. Once all students are in their seats the teacher will say, "I don't want you to lose your narratives so I ask that as you are walking out the door that you hand them to me so I can keep hold of them for you! Please get your things and line up!" The teacher will walk to the door. The students will get their things and line up. As they are walking out of the door they will give the teacher their final drafts.

Once all students have left the room the teacher will place their narratives in the try labeled, "Done!" that is setting on the counter that is two the left of the doorway. The teacher makes it a point to not read the narratives yet because she wants to hear them for the first time as the students are presenting them tomorrow. The teacher does look over the checklist from today. The student's final grade for this assignment will be made of up of two grades; their narrative, and their participation during this Dramatic Play activity. The grade from the Dramatic Play activity is based on the checklist that was used today. The narrative grade will be assigned tomorrow using a different form of assessment. The teacher will look through the Dramatic Ply checklist today and give students a score based on the amount of participation that she observed today. This score will be later factored in with the score the students receive on tomorrows' assessment.

## Part 2

Prior to the start of the class the teacher has copies of the Yummy Writing Rubric on her desk. This rubric lays out the same expectations that the rubric used during 1 on 1 Counsel for rough drafts did. The teacher has a one copy of the rubric for each student. The teacher will use this rubric to later grade students abilities to meet all expectations that have been laid out for them when it comes to constructing their narratives. The teacher will also have the group layout sheet projected on the board for student convenience.

As the students walk in the teacher will be sitting in the director's chair with the director hat on her head. When the students walk in the door the teacher will say things like, "Well hello my little writer" or "How is my favorite actor doing today?" or "Hello sir/ma'am, are you ready to direct today?" The students will laugh at the teacher. Once all the students are sitting in their seat the teacher will clap her hands three times. The teacher is still sitting in the director's chair and wearing the hat while saying, "Hello, class! I am just so excited to watch you read you stories, and perform your friend's stories!" The teacher will stand up from sitting in the chair and walk to the front center of the room. The teacher will say, "Let us get right to it!" The teacher will turn towards the smartboard and say, "Remember your groups! The Tigers, the Cheetahs, the Monkeys,



the Bears, and the Sloths! Oh my!!” **The class will laugh at the teacher.** The teacher will continue, “We are going to get in our groups, you’re going to practice the parts you learned yesterday so you can warm up, and THEN! It is show time!” **The teacher will do jazz hands. The students will, again, laugh at the teacher.**

As the students are getting into their groups, the teacher will get the copies of their narratives out of the “Done!” tray and pass them out. **Once the students are in their groups they will go over things they learned in the dramatic play practice activity from the day before.** **The teacher will circulate around the room to help students, as well as assess their abilities to participate and remember knowledge from the day before.** The teacher will allow the students to do this for about ten minutes. She will then place herself in the front of the room and redirect the attention back to herself by using the “If You Can Hear Me, Clap” method. Once the students are focusing on the teacher she will say, “I have two rules to follow for when other groups are presenting.” The teacher will hold up one finger and say, “One. No talking!” The teacher will hold up two fingers and say, “Two. Clap when they are done!” The teacher will then put her hands down and say, “We will just follow the order of the list on the board on which group goes first, and which person from the group gets to wear my hat...” The teacher will point to the hat on her head and then say, “...and be the director first!” The teacher will take the chair out front behind her desk and roll in to the front left of the room (opposite of the director chair). The teacher will get the clipboard that is on her desk. On this clip board is all the copies off the Yummy Writing Rubric that she will use to grade students narratives as they read them out loud. The teacher will place the clip board on her chair and then walk to the director’s chair. Once there, she will take the hat off her head and set in the chair. The teacher will then turn to her students and say, “If it is your turn to be the director, you may come sit in my director chair and wear my hat. If it is your turn to be the actor you need to stand right here,” the teacher will point to the center of the front of the room, “and act out your parts. We will take turns after each person is done.” The teacher will then walk to her chair, pick up the clip board, and then sit in her chair. The teacher will look at her students and say, “What are my two rules for when people are presenting?” **The class will response as a group, “No talking and clap when they are done.”** **The teacher will give them a thumbs up.** She will then say, “Let’s get started!”

The teacher will then call on the first group listed on the board to come up, and then tell the first person listed in the group section to bring their narratives. **This person will sit in the director chair, put on the hat and begin reading their story. As they are reading, the other students in their group will act out the parts assigned to them.** **While the students are reading and performing these stories the teacher is assessing their narratives.** It is important to note that during this assessment the teacher is not watching the students perform, but listening to the story of the student reading. While listening to the student orally presenting their story the teacher is using the Yummy Writing Rubric to check off the criteria students meet. **The teacher is listening for four things. One: Students have written an introduction that introduces the event that the narrative is centered around. Two: Students have written a supporting paragraph that gives details out the main ideas of the event the narrative is centered around. Three: Student have written a closing that brings the story to end and successful gives the story a sense of closure. Four: During all parts of their story, students have used appropriate transition phrases/words to signal the order of the events in their**

narrative. If a student completely meets the expectations for a section they will be given a three. If the student struggles but show knowledge of the expectations for a section, they will be given a two. If a student does not meet any expectations for each a section, they will be given a one. After each member of a group has read their story the teacher will ask for the final draft of their narratives. She will read through these herself and make any final assessment changes necessary. She does this because this unit is not graded on student's abilities to orally present their writing, but to write successfully. After each student is done presenting the students will clap for this person. The students also say things like, "Good job!" and give each other high fives.

Once all students have presented their project there should be about ten minutes left in class. The teacher will stand up from her chair and place her clip board in the chair. She will walk to the front center of the room and say, "Man that was fun! Don't you agree?" The students will all cheer in agreement. The teacher will say, "I have a surprise for all of my yummy writer..." The teacher will then walk behind her desk and get the box of small ice cream sandwiches she has in the small fridge that is under her desk. She will walk to the front of the room and say, "I have some yummy ice cream for all my yummy writers!!" The students will all cheer. The teacher will tell them to be quiet and then say, "Stay in your seats and eat it. Once you're done, throw your trash away, and wash your hands at the sink." The teacher will point to the sink to the side of the room. She will then say, "This ice cream is from me to thank you guys for trying so hard and having so much fun learning how to write a narrative with me!" The teacher will start to fake cry and say, "I just love you all so much..." The students will all laugh. The teacher will start to laugh as well. The teacher will then start passing out the ice cream sandwiches to each student. Once every student have an ice cream, the teacher will throw the empty box away. She will take her chair and roll it back behind her desk. As the student talk to themselves and eat their treat she will start reading the final drafts for herself and make any assessment revisions needed. Once she has read through all the drafts and made the proper changes, she will start to compile the scores from yesterday Dramatic Play activity participation, with today's Yummy Writing score. The grade from the Dramatic Play check list is 15% of the compiled average, and then the Yummy Writing rubric score is 85% of the final score. The percentages are so unbalanced because the focus of this unit was on writing a narrative, not performing it.

### **Materials/Recourses:**

Director Chair, Director Hat, Group Layout Sheet, Dramatic Play Checklist, iPad, Markers, Yummy Writing Rubric, Small Ice Cream Sandwiches

### **Connection to Prior Knowledge:**

Information from Lesson 1: Understanding Parts of a Story

Information from Lesson 2: Outlining Construction of a Narrative

Information from Lesson 3: Usage of Temporal Phrases/Transition Words

Information from Lesson 4: Construction of Rough Draft

**Assessment:**

Before: Oral Questioning, Observation

During: Observation, Dramatic Play Checklist, Yummy Writing Rubric

After: Compiled Score of Dramatic Play Checklist and Yummy Writing Rubric

**Special Needs of Students:**

Enrichment: Enrichments students will be group together in the Sloth group. While in this group the students will be asked to illustrate a simple drawing of what they believe the character they have been assigned might look like. This will be drawn on the back of their narrative.

Intervention: Intervention student will be group together in the two Tigers group. While in this group the students will receive special attention from the teacher to help them understand how to properly complete the task.

**Reflection:**

1. The students displayed physical development during the Dramatic Play activity practice and during the final performances. Students enhanced their cognitive development during the group readings of each-other's narratives, as well as when they assigned roles to their peers. Students grew their language development during the Dramatic Play practice activity and when orally presenting their narratives to the class. Student's social-emotional development was enhanced while working in groups with their peers, and during celebration of peers work after they orally presented their narratives.

2. My students did learn the material I wanted them to learn during this lesson. I know this by my assessments during their oral performances, as well as my final assessments of their narratives.



Name: \_\_\_\_\_

## Yummy Writing – Rubric

|                                     | Does Not Meet Expectations (1)   | Meets Some Expectations (2)   | Meets All Expectations (3)   |
|-------------------------------------|--|---|--|
| Top Scoop (Introduction)            | The First Scoop does not show the reader how yummy the rest of the writing is going to be. | The First Scoop is a little yummy but doesn't fully prepare the reader for the rest of the yummy writing. | The First Scoop is very tasteful and prepares the reader for how yummy the rest of the yummy writing is going to be! |
| Middle Scoop (Supporting Paragraph) | The Middle Scoop has no details and is not very yummy.                                     | The Middle Scoop has some details but is not very yummy.  | The Middle Scoop is tasteful and full of details that make the writing yummy!  |
| Cone (Closing)                      | The Cone is soft and isn't a good ending to the yummy writing.                             | The Cone is not very solid and isn't tasteful ending to the yummy writing.                                | The Cone is a solid and delicious ending to the yummy writing.   |
| Sprinkles (Transition Words)        | No Sprinkles were added to the scoops which makes the writing not yummy at all!            | Only ONE Sprinkle was added to each scoop making the writing not yummy enough!                            | At least TWO sprinkles were added into each scoop making the writing yummy!  |

Total Score: \_\_\_\_ out of 12





## Parts of Your Story



Characters

Setting

Main Idea



Name: \_\_\_\_\_

**Introduction**

One day

First

In the beginning

Once

What is your story about?

What are the main ideas?

**Supporting Paragraph**

Next

Later

After that

Also

Second

**Closing**

In the end

Lastly

Finally

To sum it up

How does your story end?

Yummy Writing!



Pick at least TWO Sprinkles for each scoop!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write your final drafts using this outline. Make any corrects that teacher suggested during 1-on-1 Council.

## Rough Draft Outline

**Introduction:**

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**Supporting Paragraph:**

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**Closing:**

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## Final Draft Check List

\_\_\_\_\_ My introduction introduces the idea my story is about.

At least \_\_\_\_ transition words are used in my introduction.

\_\_\_\_\_ My supporting paragraph tells the details of my story.

At least \_\_\_\_ transition words are used in my supporting paragraph.

\_\_\_\_\_ My closing tells the ending of my story.

At least \_\_\_\_ transition words are used in my closing.

## Dear Parents,

Thank you so much for helping your child with writing their final drafts! We have been working very hard this week on learning all the parts of a narrative and how to make our writing satisfactory (yummy)! Please help your child by giving them a sheet of notebook paper to write their final drafts on. Allow them to work through the check list provided above on their own. They may use any worksheets they have to write their final drafts. This assignment is due tomorrow.

Ms. Katie

# Dramatic Activity Checklist

[illegible]

Total Points: \_\_\_\_\_out of 3

# Supply List

## **Lesson Plan 1**

Yummy Writing – Rubric, Parts of Your Story Worksheet, Smartboard

## **Lesson Plan 2**

Yummy Writing Worksheet, Radio, Candy, Bucket, Smartboard

## **Lesson Plan 3**

Poster Board, Markers, Glue Sticks, Transition Phrases on Pre-cut Strips of Paper, Plastic Bags, Smartboard

## **Lesson Plan 4**

Yummy Writing – Rubric, Yummy Writing Worksheet, Traffic Light Transition Finished Projects, Blank Poster Board, Rough Draft Outline Worksheet, Radio, Final Draft Checklist

## **Lesson Plan 5**

Director Chair, Director Hat, Dramatic Play Checklist, iPad, Markers, Yummy Writing – Rubric, Small Ice Cream Sandwiches