

Kaleigh Klemm, 2009

**Lesson overview: \*Tiered Lesson**

Subject:

English Language Arts

Grade:

2<sup>nd</sup>

Topic:

Writing

Concepts:

Harmony and expression in writing; form

Essential questions:

- How do beginnings hook readers?
- How can endings provide closure?
- What writing techniques do authors use to create good beginnings and endings?

**Objectives**

✓ Students will know:

Stories have beginnings, middles, and endings.  
Good beginnings hook readers and good endings provide closure.

✓ Students will understand:

That authors use a variety of techniques to create good beginnings and endings (lesson understand).  
That the use of literary elements help authors create a clear and purposeful story (unit objective).  
*Student language: Good stories have relatable characters and an interesting plot and setting.*

✓ Students will be able to do:

Diagram plot structure/story sequence.  
Differentiate between good and bad beginnings and endings.  
Improve upon beginnings and endings.

*\*Checking points.*

- Do the “Know” objectives cover the essential information to be learned?
- Are the “Understand” objectives big and transferable ideas of the discipline?

- Are the “Do” objectives are observable and measurable? Do they encompass essential skills?
- Do the KUDs “fit together”-in other words, will they come together coherently?

***Lesson sequence***

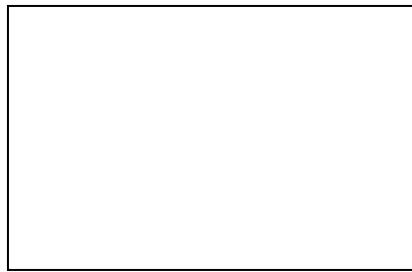
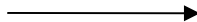
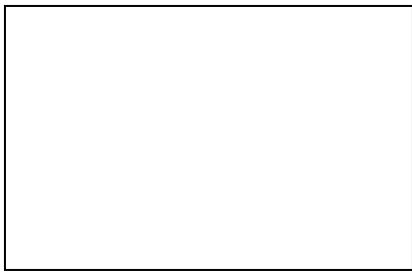
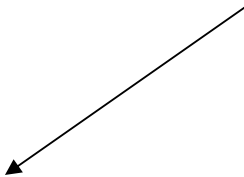
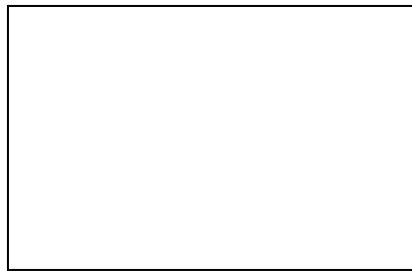
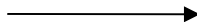
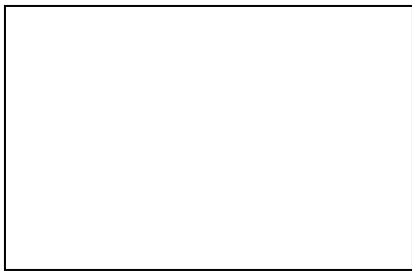
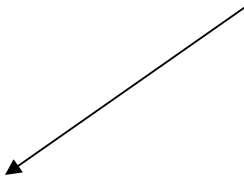
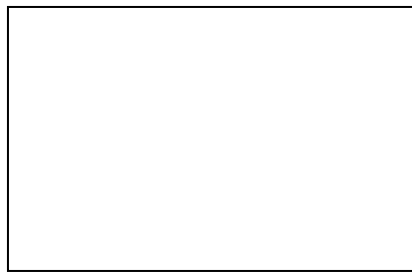
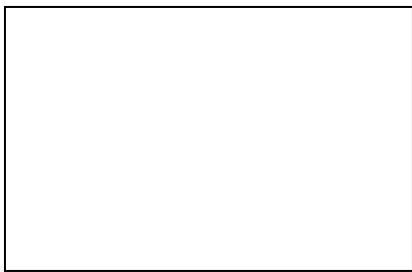
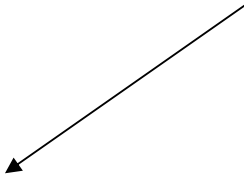
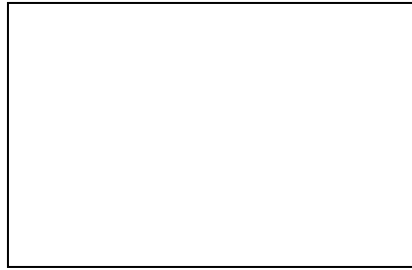
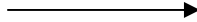
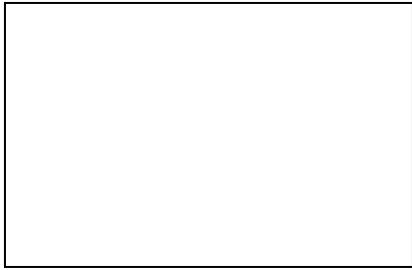
Lesson Sequence	REFLECTION
Time allocation: 1-2 classes	
<p>Resources:  <i>Tops and Bottoms</i> by Janet Stevens                      SMARTboard, computer, and projector                      SMARTboard Plot Activity (flow chart, plot diagram, and examples of beginnings and endings)                      Student writing worksheet                      Sentence strips and descriptive phrases.                      Chart paper and markers</p>	<p>* See SMARTboard plot activity and student writing worksheet at the bottom of the lesson.</p>
<p><i>Who?</i>                      This is a second grade reading skills/writing group. Some of the students are very descriptive and creative writers, while others are weak in comprehension and in elaboration of their writing. One student is ESL (but has lived here for several years), and although excellent at reading in terms of sounding out words and pacing, she comprehends very little of what she reads and has difficulty forming ideas for writing. The students are an excellent group, and participation is never a problem. The only student who tends to “tune out” in class is my ESL student.</p>	<p>Because of the varying abilities in comprehension and writing, differentiation by readiness is a necessity. In order to know how to split the students for the differentiated tasks in this lesson, pre-assessment is needed. In this case, I would look at their writing from writing workshop and any other previous writing they have done. When I taught this lesson to these second graders, I had already worked with several of them in small reading groups or individually, so I was familiar with their level of comprehension. Informal questioning throughout read alouds is also a great way to gather information regarding a child’s level of comprehension.</p>
<p><i>Introduction</i>                       We are going to spend the next few days learning about the parts of a story. This will help us when we will eventually write our own class story. Today we are going to read a book and discuss how stories have beginnings, middles, and endings.</p>	<p>This introduction sets the stage for the day’s lesson as well as the unit the students are beginning on story elements. Throughout the unit, the students will learn about plot, setting, and characters, and then will apply these to create a class story.</p>
<p><i>Teaching strategies and learning experiences</i>                       The teacher will read the book <i>Tops and Bottoms</i> aloud to the students. Following the reading, the teacher will give students two activity options: 1) Students can work individually or in pairs to create a fortune line of the plot from either Bear or Hare’s point of view. Students will label the</p>	<p>The groups for this first activity can be pre-determined so that it is based on student readiness. Some students may need help in comprehension, while other students may already understand the</p>

<p>beginning, middle, and end and the major events of the story or 2) Students can work with the teacher and the rest of the class to recount the story. The teacher will specifically ask the students to state the problem or what happens first. She will explain that this is the beginning. As the students recount the story, the teacher will write their responses in the flow chart boxes on the SMARTboard. She will explain to the students how a plot diagram is organized and will ask the students to drag the boxes to the appropriate place (beginning, middle, end) on the plot diagram on the SMARTboard.</p> <p>The teacher will gather the class together for a whole group discussion. <i>Now that we have seen that stories have beginnings, middles, and endings, let's look closer at what makes beginnings and endings good.</i> The teacher will show three beginnings written on the SMARTboard. <i>Which beginning is the best? What makes it good? What are other things that make beginnings good?</i></p> <p>The teacher will then show the students examples of boring beginning sentences and ask the students how they could make them better. She will write the new sentences on the SMARTboard. The teacher will then repeat the activity by showing three endings and asking which is the best and why. Then she will show students examples of boring endings and will have the students brainstorm how they could improve upon the endings. Again, she will write the new and improved sentences on the SMARTboard.</p> <p>For independent practice, the teacher will have four different learning products based on readiness:</p> <ol style="list-style-type: none"> <li>1) Students will receive sentence strips of beginnings and endings that have blanks in them. Students will have to use a word bank to fill in the phrase that most improves the beginning or ending. Ex. My summer at camp was _____ (fun/an amazing adventure).</li> <li>2) Students will be given a worksheet that has two boring beginnings and two boring endings. The students will have to improve them using the strategies we discussed as a class. (see worksheet at the end of lesson)</li> <li>3) Students will look at their own writing from writing workshop and improve at least one beginning and one ending in a story of their choice.</li> </ol>	<p>sequence of events. The first option also allows for choice based on learning profile – students can work individually or in pairs.</p> <p>These activities differ based on structure and independence.</p> <p>Some techniques for good beginnings can include: details, dialogue, suspense, action, setting the stage, anything that makes you want to read more. Good endings: have closure, can be funny or hopeful, can end with a memory, can make you wonder.</p> <p>This first activities is designed more for my ESL student and any other students who have similar difficulties with forming writing ideas and elaborating. The activity focuses just on making a beginnings and endings better, while providing more structure and guidance with the sentence strips and phrases to choose from.</p> <p>This second activities is a little more challenging than the first because there is less guidance – students have to create their own sentences that are better than the examples. This is very similar to our whole group activity, so it is for students who are beginning to understand how to improve sentences but need more practice.</p> <p>The third activity calls for much less structure. Students will be taking what they learned and applying it to their own writing.</p>
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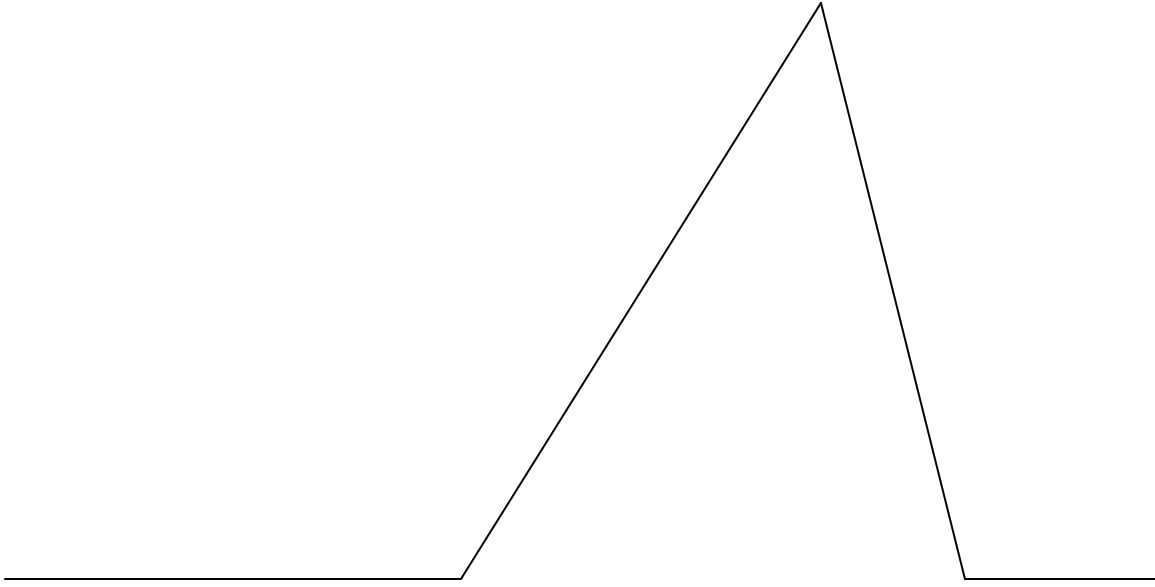
Learning Profile Differentiation

<p>4) Students will create a good beginning for a story, a good ending for the same story, and will briefly summarize what would happen in the middle of the story.</p>	<p>The final lesson is designed to two creative and bright students in the group. These students do not hesitate to use details in their writing and would be able to create a beginning and ending from scratch. This last activity also requires that students extend their thinking to the other topic of discussion today – that is, the sequence of events. These students will already begin thinking about how the beginning and ending must align with the rest of the story (a topic that will be explored further in a future lesson).</p> <p>These four tiers differ offer a range in readiness, from:          Simple tasks to complex tasks          Single facet to multiple facets (the last activity)          Small leaps to great leaps (application and extension in the last two activities)          More structured to more open</p>
<p><i>Closure</i></p> <p><i>What do all stories have? What makes a good beginning? A good ending? How does this improve the story? What else can authors do to improve stories?</i> If time allows, the teacher may have some students share an example they wrote. The class will discuss what techniques the student used.</p>	<p>The closure questions revisit the lesson objectives and require that students think about the lesson. The last question asks students to extend their thinking and ponder the unit objective.</p> <p>Assessment: Much of the assessment in this lesson is informal, through questioning. The teacher will also walk around throughout the independent activities and observe and talk with students. This will help her get a better understanding of what they understand and where they need more assistance. The student products will act as formative assessments to help with the planning and grouping arrangements for future lessons. The teacher will look to see if the students chose/wrote a better/good beginning and ending, using the techniques discussed in class.</p>

# Learning Profile Differentiation



# Learning Profile Differentiation



## BEGINNING

- a) One day I went to the zoo.
- b) Going to the zoo is a lot of fun.
- c) As soon as I saw the picture of the lion, I knew this trip was going to be an adventure.

Example for the students to try:

I woke up in the middle of the night.

## ENDING

A story about a trip to the beach:

- a) It was a fun trip.
- b) After this summer's trip, I felt ready for next year. Maybe then I'll learn how to surf!
- c) My trip was a big success.

Example for the students to try:

I fell asleep on the ride home.

Name:

<b>Beginnings</b>	<b>Endings</b>
It was the first day of school.	We had a lot of fun.
Today I have soccer practice.	I was glad to get home.