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| Essential Data for Plan | Name | | Date | 4//25 | Grade Level & Content Area | 2nd grade, ELA | Estimated Instruction Time | 60 min |
| Utah Core Standard(s): <i>* Standards indicate what students should know or be able to do by the end of term/year.</i> <i>* Standards are copied here verbatim from the Utah Education Network website.</i> | Standard 2.W.3: Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement. <ul style="list-style-type: none"> • Write, produce, expand, and rearrange complete simple and compound sentences. • Use appropriate conventions when writing. | | | | | | | |
| Learning Objective(s): <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i> <i>* Objectives begin with Students will be able to...</i> | Students will write a short narrative retelling an event in sequential order, using temporal words and including details about actions, thoughts, and emotions. | | | | | | | |
| Materials & Technology: <i>* List what is needed to teach this lesson.</i> | Book <i>The Snowy Day</i> by Ezra Jack Keats, graphic organizer worksheets | | | | | | | |

| LESSON COMPONENTS | | | |
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| Planning Elements | Action Steps | Evidence of Learning | Meet Learner Differences |
| <i>* What will students and teachers do together in this lesson?</i> <i>• Describe instructional strategies and learning activities—listening is not sufficient.</i> <i>* Outline each component's steps and how long they will take.</i> | <i>* Describe activities students complete that provide evidence of learning.</i> <i>* How will you know all students have learned?</i> <i>• Identify criteria that connect to learning objectives and standard(s).</i> | <i>* Identify evidence-based practices to meet specific individual/group learner needs.</i> <i>* Consider content, process, product, and/or environment.</i> | |
| BEGINNING | Hook/Learning activity: Interactive Read-aloud <i>The Snowy Day</i> by Ezra Jack Keats Instructional Strategy: Discuss and Modeling <ul style="list-style-type: none"> • Talk about key parts of the story (characters, events) and talk about the clear beginning, middle, and end. • Model writing a simple retelling (first, then, next, finally) - Introduce the graphic organizer (Beginning, Middle, End) there is a copy | Ask students a question example below and let them turn and talk to a partner, listen in on a few pairs and ask a few students to share. Question to ask while reading: "Who is the main character?" "What happened in the beginning of the story?" "What was the problem or exciting part?" "How did the story end?" | Interactive read aloud: It keeps students engaged by asking them questions and making the story more fun. Multiple Formats of Text: Copy of the book for students to follow. Audio versions or enlarged texts Gestures or Visuals: Hand movements or pictures helps students understand the story better |

| | below | | | | | | | | | | | | | | |
|--|---|---|---|----------|-----------------|----------|------------|---|--|-----------------------------|---------|---------------------------------|-------------------------------------|--------------------------------|--|
| MIDDLE | <p>Instructional strategy: Guided & Independent Practice</p> <p>Learning Activity:</p> <ul style="list-style-type: none"> ● Brainstorm ideas as a class using the graphic organizer (students fill in their ideas for the beginning, middle, and end). ● Share with a partner before starting writing ● Write the draft: students start writing their own stories, focusing on actions, thoughts, and emotions. Provide sentence starters like "First, I..." ● Revise: Check for the correct order and add more details. ● Peer sharing: Students share their stories with a partner or in small groups. ● Teacher circulates and provides feedback to individual students. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Graphic Organizer Check– Teacher makes sure students have a clear beginning, middle, and end in their organizer. ● Oral Retelling– Students share their story with a partner before writing. ● Teacher Check-In– Provide feedback on sequencing words, thoughts, and details during drafting. | <p>Struggling Writers: Provide sentence starters, extra time, and support with oral retelling</p> <p>Advanced Writers: Encourage adding more details, dialogue, or even a twist to the story</p> <p>ELLs: Use visual aids (story cards), graphic organizers with pictures, and support them with modeling.</p> <p>Special Education Modifications: Allow for dictation, partner work, and extra time for revisions.</p> <p>When students are done, they will move on to.....</p> <p>Have time for extra help during lunch, recess, before or after school</p> | | | | | | | | | | | | |
| END <small>ie: what did you learn today? Why is this important or relevant to your life?</small> | <p>Final Sharing: Some students share their finished stories with the class.</p> <p>Collect stories for a final grade.</p> <p>Quick reflection: Ask students, "What was your favorite part of your story?" and "What was the hardest part?"</p> | <p>Summative assessment: Final narrative writing piece, graded with a simple rubric</p> <table border="1" data-bbox="1029 1052 1938 1563"> <thead> <tr> <th>Criteria</th> <th>3 (Good)</th> <th>2 (Improvement)</th> <th>1 (Poor)</th> </tr> </thead> <tbody> <tr> <td>sequencing</td> <td>Events are in clear order with temporal words (first then next finally)</td> <td>Some sequencing words, but order is unclear at times</td> <td>No clear sequence of events</td> </tr> <tr> <td>details</td> <td>Includes thoughts, actions, and</td> <td>Includes 1-2 details but needs more</td> <td>Lacks details or missing parts</td> </tr> </tbody> </table> | Criteria | 3 (Good) | 2 (Improvement) | 1 (Poor) | sequencing | Events are in clear order with temporal words (first then next finally) | Some sequencing words, but order is unclear at times | No clear sequence of events | details | Includes thoughts, actions, and | Includes 1-2 details but needs more | Lacks details or missing parts | <p>Students are not required to share their stories with the class.</p> <p>Students can choose to share only if they feel comfortable and confident in doing so.</p> |
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|--|--|---------------------------|---|---------------------------------|---|
| | | | feelings | elaboration | |
| | | Sentences and conventions | Complete sentences with correct punctuation | Some errors, but mostly correct | Many sentence errors, difficult to understand |

Beginning-Middle-End Graphic Organizer

Name:

Date:

Title of the Story:

| | |
|---|-------------------------------|
| <p>Beginning Who is in the story? Where does it take place? What happens first?</p> | <p>Draw a picture!</p> |
| <p>Middle What happens first? What problem or main event happens?</p> | <p>Draw a picture!</p> |
| <p>End How does the story end? How does the character feel at the end?</p> | <p>Draw a picture!</p> |