

**Unit Title:** Personal Narrative

**Grade Level:** 2nd

**Subject Area:** ELL Literacy-Level 1

**Duration/Length/Number of class periods:** 3 weeks

**Description:**

Students practice writing and sharing appropriate autobiographical information using Seesaw and Google Slides. This paragraph-writing activity will give learners an opportunity to practice their beginning writing skills while using vocabulary and content knowledge from the unit theme.

**Established Goals (National, State, Local):**

2.1.3.3 Describe how characters in a story respond to major events and challenges.

2.6.3.3 Write narratives and other creative texts 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.

2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.

English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**What Enduring Understandings are desired?**

- Writers often write stories that focus on real moments in their lives.
- Writers stretch a small moment to tell a story.
- Writers tell a story that has a beginning, middle, and end.
- Writers work with partnerships across the writing process.
- Writers revise along the way and then choose one story for deeper revision.
- Writers write endings that stay close to the heart of the story.

**What Essential Questions will be considered?**

- What is a personal narrative?
- How do writers use details to tell their stories?
- How do writers close their stories?
- How do writers make their stories even better?

- How do writers make their work ready for publication?

**Students will know / be able to:**

Use sequencing words to show the order of events.  
 Write using a variety of sentence types: simple, compound, and complex  
 Write a story centered on a small moment  
 Plan and write a short paragraph  
 Share information and stories on google classroom  
 Revise writing

<b>Description</b>  <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the</i>	<a href="#">Formative</a>	<a href="#">Summative</a>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<a href="#">ISTE Standards</a>
Class discussion, activate prior knowledge of themselves			X				
Read aloud			X	X			
Introductory unit vocabulary and matching images using google slide			X		X		5.b.
Use quizzie to practice identifying and using unit vocabulary	X			X	X		
Use a variety of online language-learning activities to practice using capitalization, sentence structure, and grammar skills	X			X	X		6.b.
Take quizzes on vocabulary and verb tense usage via class Weebly.		X		X	X		5.b.
Together with class, teacher creates a simple paragraph to describe a theme-based image using unit vocabulary and level-appropriate grammar. This paragraph is displayed for all via the in-class projector.			X	X		X	
Write a simple, theme-based paragraph dictated by the teacher via Vocaroo.							2.b, 6.b.
Use a Google Slide to combine a theme-based image with appropriate text in paragraph form. (Teacher models) Save in Google Drive and share with teacher and class.	X				X	X	6.a, 6.b.
Write a simple paragraph to describe a theme based image		X		X	X		1.a.
Use Google Slides to combine a theme-based image with appropriate text in paragraph form.		X		X	X		1.a, 2.b,

							<b>5.b, 6.b.</b>
Use SeeSaw to share work.				<b>X</b>	<b>X</b>		

**Materials, tools and resources:** Microsoft Word, LCD Projector, iPads/laptops/PCs, Vocaroo.com, Quizlet.com, Google Slides, teacher-created materials (worksheets, rubrics, presentations)

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**Additional credit given to**