

Unit Title: Storytelling

Grade Level: 2

Subject Area: English Language Arts, English Language

Duration/Length/Number of class periods: 5-7 class periods

Description:

Students will read personal narratives of the Memory Stories unit of Fountas and Pinnell. Students will orally record and write their own personal narrative and share with peers.

Established Goals (National, State, Local):

WIDA ELD Standard 2: Narrate, expressive:

- Orient audience to context

WIDA ELD Standard 2: Narrate, interpretive:

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

Common Core

2.1.3.3

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

2.2.1.1

- I can ask questions about key details when I read. This means that I ask questions about important parts of text before, during, and after reading so I understand what I read.

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.

ISTE Standards

Empowered Learner c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Creative Communicator c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Global Collaborator a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

What Enduring Understandings are desired?

Writers sometimes tell stories about real events from their life.

Writers add details to their stories to help the reader engage with the writer.

Everyone has stories to tell and we can learn from them.

What [Essential Questions](#) will be considered?

Why is it important for people to write about personal memories?
 What lessons or ideas can we get by listening to other people’s personal stories?
 How does a writer engage a reader?
 What stories do I have that would tell people about something important in my life?
 How do I ask and answer questions about details in a narrative?

Students will know/be able to:

Students will be able to narrate a personal story using adverbials and prepositional phrases to establish time and location (a year ago, when I was six, on the playground, around the corner) in written and oral form.
 Students will be able to narrate a personal story using verbs in the past tense to describe what characters do, think, and feel.
 Students will be able to ask and answer questions about narratives so they can understand what they listened to or read.

Vocabulary:

Students will be able to identify and name prepositions of location: to, through, into, in front of, around, anywhere, across, at, on top, outside
 Students will be able to identify and order prepositions of time: afterward, while, sometimes, always, before, after, later
 Tier 2: personal, narrative, setting, details

Description	For ma tive	Su m ma tive	Intro duct ory Acti vity	Lear ning Acti vity	Stud ent Tech nolo gy Use d	Teach er Tech nolog y Used	ISTE Stand ards
Personal narrative written in past tense		X					
Graphic organizer with summaries of memory stories from Fountas and Pinnell curriculum-ideas or lessons learned	X						
Immersive map with embedded video of personal narratives of people from student’s families. Google maps and videos				X	X	X	6c, 7a
Peer interview about a personal memory on Flipgrid. Students ask When, Where, What questions.		X			X		6c, 7a
Students take a book walk and describe setting (time and place)			X				
Teacher reads <i>When I Was Young in the Mountains</i> . Teacher asks When, Where and What questions. Students fill in sentence frames When___(time)_____, ___(place)_____, ___(action)_____. Using Pear deck.				X	X	X	1c
Students play Boom Cards, then Blooket to review prepositions of place	X		X	X	X	X	1c

Materials, tools and resources:

Writer’s Notebook
 Graphic Organizer
 Google maps

Flipgrid
Fountas & Pinnell curriculum
Boom Cards
Blooket
White board and markers
Parents or family members for interviews (possible phone calls home, so might need interpreter)
Google slides
Jamboard
Peardeck
Off2class

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Additional credit given to: **WIDA, Mooncake English on YouTube**

Essential question: Why is it important for people to write about personal memories?

Content Objective: 2.2.1.1

- I can ask questions about key details when I read. This means that I ask questions about important parts of text before, during, and after reading so I understand what I read.

Language Objective:

- I can ask and answer questions about narratives so I can understand what I read.

Day 1:

Introduction:

Show students a picture of myself as a child linked to a childhood memory on a large piece of chart paper with the essential question. Let them look at the picture for a moment and then ask: **What questions do you have about this picture?** Model a question, such as **Who is in the picture?** Students write each question on a separate card which are later taped to a word wall (Use this as baseline assessment)

Using TPR strategy and [red ball under cup game](#), Introduce vocabulary: **Who, What, When, Where?** **We use these words to ask questions. Did anyone ask a Who question?** Students show cards. What? When? Where? Read questions aloud. Prompt students to think of a question that starts with each word if they haven't shared one already. Add these questions to the word wall.

Ask students: Why do you want to know about those things? Listen to answers and write them on essential question chart paper.

Lead to Essential question: **Why is it important for people to write about personal memories? What does it mean when something is personal?** Turn and talk. Share out. Add **personal** to the word wall and give explicit definition with TPR. **Why do you think it's important to write about your own memories?** Turn and talk. Share out. Record on essential question chart paper. **During this unit we will try to answer some of these questions by reading and listening to several personal memory stories. We will start with one of mine. Let's look at the picture again.**

Read the questions written in the intro out loud and ask students to guess the answer. Model a silly answer, write sentence frame on board: **Who is this? This is Spiderman.** Let students correct you and share ideas. Move on to next questions in the same way. If questions do not cover Who, What, When, Where? Model question and answer. **Now I'm going to tell you about my personal memory.** Share story on Google slides with pictures and gestures for comprehensible input.

Ask if they liked the story. Why? Write answers and read aloud on essential question chart paper. **These are all reasons why people write about personal memories (include reasons from earlier.)**

I'm going to check to see if you understood my story by asking you Who, What, When and Where questions. On Jamboard drag answer to question while teacher reads aloud.

Review answers. Round Robin: **Why do you think I checked to see if you knew those answers? To see if you know the important details about stories. What are details?** (Parts of a story that are specific or special just to that story) Add this word to the word wall. **An important detail is that I was 10. This is important because would it make sense if I was my age now in this story? How would the story be different if I was my age now? What about if I was a baby. Could this story happen if I was a baby? Another detail is the red dress. Would it change the story if I was wearing a yellow, blue or pink dress? I do like the red dress, so it makes it interesting, but it doesn't change the story. So, some details are important because they change the story and some details are interesting, but don't change the story.**

We can find details when we ask questions like Who, What, When, Where?

Now we will look at the cover of the book *When I was Young in the Mountains*. Use the word wall to ask some Who, What, When, Where questions about the book. Students ask questions. Teacher encourages students to make predictions.

Tomorrow we will read this book and find many details.

Day 2:

Content Objective: 2.2.1.1

- I can ask questions about key details when I read. This means that I ask questions about important parts of text before, during, and after reading so I understand what I read.

Language Objective:

- I can ask and answer questions about narratives so I can understand what I read.

Introduce the word **setting** using monster box. **Setting means the When and the Where a story takes place.**
What is our setting now?

Take a book walk with the book *When I was Young in the Mountains*. **What did you notice about the setting?**
Use a chant and TPR to ask students: **Where is this?** Use sentence frame: The setting is in _____.
How do you know? Pick one student at a time to point and explain to what they saw that made them think that. **When is this?** This is _____. **What clues showed you that? How do you know?** Pick one student at a time to point and explain to what they saw that made them think that. Guide student responses, prompting when needed.

Introduce vocabulary you will need for this book using the [strike game](#) (threat, draped, young, johnny-house, swimming hole, baptism)

Teacher reads book, stopping to clarify vocabulary or phrases that might be problematic and checking for understanding. For each set of pages, notice pattern. When__(time)_____, __(place)_____, __(action)_____. pointing to the When, Where, and What. Use sentence frames **When was this?** This was _____. **Where was this?** This was _____. **Who did What in this story?** Answers will vary

Why do you think this author shared her personal memories? Write responses on essential question chart.

Open Pear deck. Students will see a copy of the lines from the text. Have students highlight the When in blue, Where in green and What in red. Teacher shows screen so students can discuss their work. At the bottom of the screen will be 1 text dependent question using a Who, What, or Where. Students will be encouraged to use the sentence frame given: For example: Who came home? Grandpa came home. Have 1 student ask the question and peers answer. Challenge: Have students ask a question that is not on the Pear deck. Peers answer. Students could work together when they are ready.

After modeling and doing a few together, have students try to complete some on their own. (Use this as a formative assessment for past tense verbs)

Start [graphic organizer](#) summarizing the story. Fill in the Who and When.

Review objective: Hand signals for where you're at Thumbs up-down (students monitor own learning)

Day 3:

Content Objective: 2.2.1.1

- I can ask questions about key details when I read. This means that I ask questions about important parts of text before, during, and after reading so I understand what I read.

Language Objective:

- I can ask and answer questions about narratives so I can understand what I read.
- Students will be able to narrate a personal story using verbs in the past tense to describe what characters do, think, and feel.

Review essential questions and Introduce new language objective of past tense.
What are verbs ? Action words-things that happen. What is past ? So, I might say Yesterday I went to the store or When I was 10 years old I pushed my brother down a hill. What are some words that people use to say something happened in the past? So, past tense verbs are things that happened before right now. We've been working on the Who, When and Where. Today we will focus on the What?
Review some action words from the book <i>When I was Young in the Mountains</i> . Ask Who did What? Students take turns pointing to book and saying an action word. Do TPR together for action. Teacher writes these action words on note cards to give to the student. When all students have a card, play I do, you do. (Students say 'I' read action word and do action, then pick another student and say he/she same action. The other student now has to perform the action and then move on to their own card and repeat until everyone has had a chance to go.
Take cards and spread them on the floor. Tell students these are all past tense verbs (things that happened in the past.) We're going to practice making more past tense verbs. On jamboard , have students drag and drop words in the past and present tense into the correct category.
What patterns do you see in the past? (hopefully they notice 'ed' endings) If not, prompt by telling them to look at the end of the words.
Practice adding 'ed' to the end of verbs to make them in the past in Jamboard. Show students a picture and ask what is happening. Then change to 'ed' ending
What about the others that don't have 'ed'? They are a little tricky. You just have to listen for them and learn them along the way. So, let's find some action words in the story <i>Bigmama's</i> . As you read, stop to ask some who did what questions. Add these verbs to the Jamboard.
After curating more verbs, ask students to put their initials on the verbs they did last summer. Leave this projected on the board.
Do a high 5 share with 5 people- 1 thing you did last summer for each person. Ask individual students to share with the class.

Day 4

Add a detail of Where? Use Jamboard from previous lesson and ask students to add where they did that action. Share with 5 people the verb and where they did that activity. sentence frame: I _____ in _____.
Use Off2Class lesson on prepositions of place to introduce this vocabulary.

Add the Where? on the graphic organizer for summary of stories.

Day 5

Play [Blooket](#) to review prepositions of place

Introduce interview project with peers.

Give scaffolded language dialogue when needed with sentence frames for answers. Students work on their own personal stories first, then practice interviewing each other with a checklist. When students are ready, they record their interview in Flipgrid. Students are graded using WIDA speaking rubric.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)