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Imagination Station: Teaching 2nd Graders to Publish Fictional Stories Using Story Elements

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Stage 1 – Desired Results		
Established Goals (e.g., standards) 18A write brief stories that include a beginning, middle, and end 17A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) 17B develop drafts by sequencing ideas through writing sentences 17C revise drafts by adding or deleting words, phrases, or sentences 17D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 17E publish and share writing with others. 21B use complete sentences with correct subject-verb agreement 22B use capitalization for: (i) proper nouns	**Transfer**	
	Students will independently use their learning to… Students will publish an imaginative story with a beginning, middle and end to share in class. The students will use the app Story Kit to write their story or they can write their story in a booklet if technology is not available.	
	Meaning	
	Understandings *Students will understand that….* Revision is a critical part of writing where we improve upon our ideas. All fiction stories have the same basic elements.	Essential Questions How do authors write stories? What are important elements in creative writing? How do I know when I'm done writing?
	Acquisition	
	Knowledge *Students will know…* The plot is the sequence of events in the story. A character is a person in a story. The setting is the time and place a story occurs The problem is a challenge the characters face. The solution is how the problem is solved. Revision is when we make changes to improve something. Editing is when we correct our mistakes.	Skills *Students will be able to…* Identify characters in a story. Identify the plot of a story. Identify the setting of a story Identify the beginning, middle and end of a story. Identify the problem and solutions in a story. Identify the differences between revising and editing.

22C recognize and use punctuation marks, including: (i) ending punctuation in sentences		

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	Characters Problem/ Solution Setting Plot Mechanics Illustrations Revisions and Edits	Performance Task(s) *Students will demonstrate meaning-making and transfer by…* Students will write and illustrate an imaginative story using all steps of the writing process. Students will use the Story Kit app (if available) or write in a hardcover booklet. On the final day of the unit, they will share the story with the class during an "Author Festival." NOTE: To scaffold learning, students will plan the elements of their final story as we go through the unit and learn about the different story elements. --- Other Evidence (e.g., formative) Pre-Assessment Characterization Assessment Setting Assessment What's the Plot? (Identifying Beginning, Middle and End and the Problem and Solution in a Story Class Discussions Exit ticket on the differences between revision and editing Planning Guide for Story Observation during the writing process

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?* To launch the unit, I will have students write a fictional story that incorporates the story elements (three characters, beginning, middle and end, a problem and solution) I will be looking for in the final story. Use the same rubric as final story.	
	Required Resources: The Raft by Jim Lamarche	Progress Monitoring (e.g.,

	Brainpop Jr video on Characters Brainpop Jr video on Setting Brainpop Jr video on Plot Where the Wild Things Are by Maurice Sendak Hansel and Gretel by James Marshall Goldielocks and the Three Libearians by Jackie Hopkins	formative data)
		Students' stories
	Learning Activities **Day 1: Pre-Assessment** Tell students, *"Today, we will be beginning our fictional story unit. I love writing stories and today, I want you to write your own."*	
	Day 2: Character **Essential Question: What are important elements in creative writing?** Begin by discusssing the pre-assessment. *"Yesterday, we wrote fictional stories in class.* *What do you think makes a good story?* *What do you notice in the stories you read during Daily 5?"* After discussing what the students think makes a good story, ask students, *"When writing a story, one of the first things we need to decide is who our characters are. We are going to watch a Brainpop on characters."* Watch Brainpop video, stopping to discuss along the way. After the video, focus back in on the question, "How can characters change?" Tell students that we will be reading The Raft by Jim Lamarche and discussing what the characters are like and how the characters change. Create an anchor chart similar to the one below on Nicky's internal and external characteristics. Close lesson by telling students, *"Tomorrow we are going to practice identifying character traits. We'll also start creating our own characters for our stories."*	Discussion

	Day 3: Character Tell students, "*When you write your own story, it is important to develop your characters. Today we are going to practice identifying some character traits. Using a book you are reading during Daily 5, I want you to choose one character and complete the Characterization page.*" Give students about 10-15 minutes to complete and turn in the characterization page. Ask students about the characters they chose. *"Did any of your characters change? If so, how did they change?"* Discuss for about 5 minutes then tell students, *"Today you are going to begin planning part of your story. The first thing we have to do is decide who our characters will be and what they are like."* Model filling out one line of the Story Planning Guide: Part 1. *You are going to complete Part 1 of our Story Planning page and then finish it tonight."* Homework: Finish part 1 of story planning guide on characters NOTE: For scaffolding of story writing, the teacher should decide on the rest of the characters and some of their characteristics before students complete the next part of the Story Planning Guide.	Characterization assessment/ Part 1 of Story Planning page
	Day 4: Setting Begin by asking students, *"What is one of the first things an author needs to decide when writing a story?"* Discuss that a story needs characters. "*Today we are going to discuss another important element of fictional stories. The setting. We are going to watch a Brainpop video about setting."* Watch the Brainpop video on setting, stopping to discuss along the way. After watching the video, ask students, *"What do we know about setting?"* Create anchor chart similar to the one below. Next, tell students, *"We are going to read Where the Wild Things Are and discuss the setting."* While reading the story, stop to	Discussion
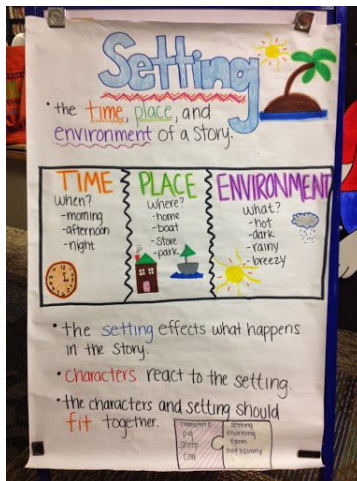
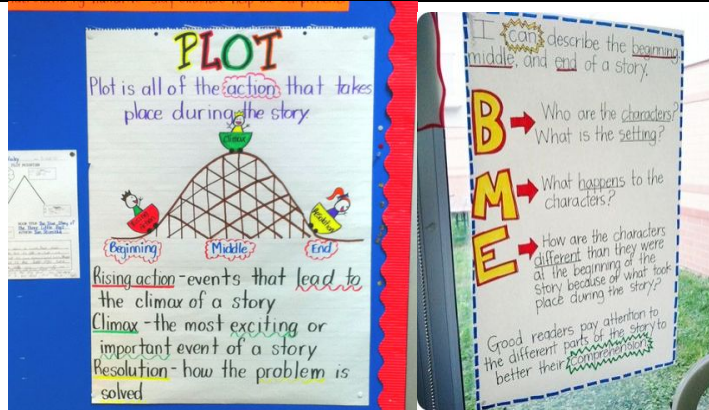|		
	discuss. Ask questions such as: *Where does the story take place?* *Where are the characters?* *When do you think the story takes place?* Close lesson by telling students, *"Tomorrow, we will practice identifying setting in a story. You'll also decide where you want your own story to take place."* **Day 5: Setting** Begin the lesson by telling students, *"We've talked about a couple of elements that are important when an author is writing a fictional story. What are they? Yesterday, we talked about setting. Who can tell me what setting is?"* Discuss. *"Today, we are going to read Hansel and Gretel and then you are going to identify the setting of the story on your own."* While reading the story, stop and discuss what is happening and check for students' comprehension. Tell students, *"We are going to practice identifying setting. I want you to take 15 minutes to draw a picture of and describe the setting in <u>Hansel and Gretel</u>."* Give students about 15 minutes to draw picture of the setting and write a description. Have students turn in. Bring students back together as a group. Tell students, *"You've already decided on who the characters in your story will be. Now it's time for you to think about where and when you want your story to take place. You are going to complete Part 2 of your story planning guide. "* Model filling out part 2 by drawing a quick picture and writing a sentence about the setting. Give students time to complete picture and written description. <u>Homework:</u> Finish part 2 of story planning guide on setting. **Day 6: Plot** Begin by telling students, *"We've learned about characters and setting, elements of all fictional stories. Today we are going to learn about plot. We are going to watch a Brainpop on plot."* Stop and discuss video while watching. Begin making anchor chart based on the two below. *"So what did we learn about plot? What is plot?"* *Every story has a beginning, middle and end. The beginning gives us information about the characters and the setting. The middle tells us what happens to the characters. The end tells us how the characters changed in the story.*	Setting picture and description/Part 2 on story planning guide Discussion

NOTE: Use parts from both anchor charts. Definition of plot and roller coaster from the first one. Use the beginning, middle and end section of second chart. Write below BME section: "The problem and solution are part of the plot" Tell students they will learn more about this tomorrow.

After making the anchor chart, tell students, "*We are going to read Goldiesocks and the Three Libearians and practice identifying beginning, middle and end. We read this story when we learned about how to choose good fit books during Daily 5.*" Fill out the beginning, middle and end section of "What's the Plot?" page under the document camera, with students.

Close lesson by discussing with students that tomorrow we'll be discussing the problem and solution in a story, and get some practice with plot.

Day 7: Plot, Problem and Solution

Whole Group: Begin day by telling students, "*Yesterday, we learned what the plot of a story is and discussed the beginning, middle and end of the story, Goldiesocks and the Three Libearians. Today we are going to talk about the conflict of a story. Raise your hand if you think you can tell me what conflict is.*"
Elicit student ideas then begin making anchor chart.
Conflict is the problem in a story.

Discussion and Observation/ "What's the Plot?" page
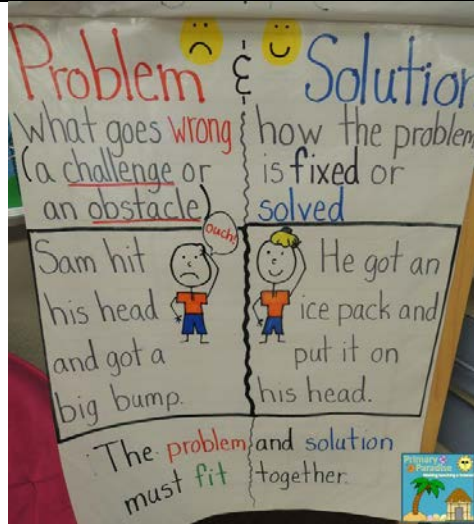
After making chart, tell students: *"Thinking back to the story we read yesterday, Goldiesocks and the Three Libearians, what was the problem Goldiesocks faced?"* Fill out problem section of "What's the Plot?" page by writing a complete sentence. *"How did Goldiesocks solve her problem?"* Fill out solution section. "*Now that we've had some practice identifying the plot, problem and solution, I want you to choose the book you are reading in Daily 5 and complete the "What's the Plot?" page. When you're finished, you may turn it in."*
Give students about 20 minutes to complete What's the Plot page.

Day 8: Plot/Problem and Solution
Begin lesson by gathering all students in whole group. Tell students, *"Yesterday we practiced identifying the beginning, middle and end of a story. We also learned about problems characters have and how the characters come up with a solution to the problem. Today, you are going to begin pre-writing your story and will complete Part 3 of your story planning guide. But let's go back to my example. I know my characters and I know where and when my story takes place. Now I need to decide what will happen to the characters and what I want the problem to be."* Ask students probing questions such as:
What problem could our main character have?
How might he or she solve it?
Model filling out for students.

NOTE: How the teacher story planning guide is filled out will depend on the teacher and student's suggestions.
Tell students, *"Now that I've modeled what I want the problem and solution to be in my story, I want you to complete Part 3 of the Story Planning Guide on your own. Tomorrow, we'll begin drafting."*
Students complete part 3 of the Story Planning Guide on their own, with teacher assisting as needed.

Part 3 of Story Planning Guide/ Observation/ Discussion

Day 9: Begin Drafting
Essential Question: How do authors write stories?
Begin lesson by gathering students. Tell students: "Over the past seven days, we've been working on deciding on elements for our fictional stories. Authors do this too, and it's part of the writing process."
Begin making anchor chart, adding Pre-Writing and Drafting today.
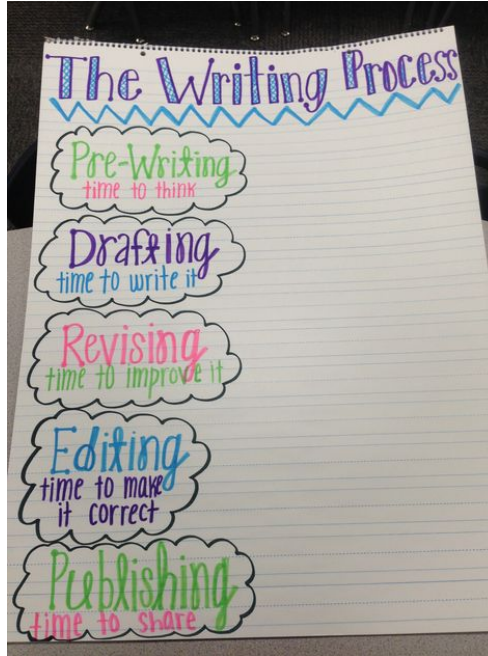
*"Pre-writing is **when we brainstorm and organize our ideas**. That's what you've been doing as you've completed the three different parts of your story planning guide. The next step is drafting. Authors write many drafts of their work. Drafting is **when we use our pre-writing to write a draft of our story**. Let's look at my story planning guide. I'm going to begin modeling how I would start a draft of my story.*
The teacher models writing a paragraph of the story.
"Now I want you to begin writing your draft. Start telling your story.
Give students the rest of the time to begin drafting stories.

Day 10: Drafting
Have students continue drafting their stories.
Begin revision lesson if time allows.

Drafts of stories

Day 11: Revision
Essential Question: How do I know when I'm done writing?
Begin lesson by gathering students. Tell students, *"All of you have written a draft of your story. Are we done writing? How do we know when we're done writing? Authors are continually asking themselves what they can do to improve their writing.*

Discussion/
Students'
revisions on
writing samples

This is called revising." Add to anchor chart. *"Revising is **when we make changes to improve our writing.** For example, I wrote something the other day. It's my first draft and I need to revise it to make it better. Let's look at the writing I did."*
Show students the writing sample below using Google docs or Microsoft Word projected:

"Last night, I went outside. I saw a bunny hopping in my backyard. I decided to catch the bunny because I wanted to keep it as a pet. However, my sister decided she wanted to keep it for herself. I went and asked my mother who should get the bunny. No one was happy about the decision made. That was my night last night."

Ask students how they think the writing sample could be improved. Type changes as they suggest them. After revising the paragraph, read back both and ask students:
What do you notice about our new paragraph?
Is it more descriptive?
Did we add more details?

Tell students that they are going to get some practice revising some more writing.
"Now I'm going to have you practice revising another piece of writing I did before you revise your own. I want you to look at this paragraph and think about what else you could add. What do you want to know more about? Is my writing very detailed?"

"One day I went to the mall. I went to several stores. I bought some things. We had lots of fun. Then we went to dinner. I ate yummy food."

Give students about 10-15 minutes to revise the writing sample. Close lesson by gathering students back together and asking a few students to share the new version. Then tell students,
"Tomorrow, you are going to revise your own story."

NOTE: Teachers can substitute the above writing samples for their own if they want.

Day 12: Revision
Begin lesson by bringing students back together. Model revising. Tell students: *"I've worked on the draft of my story and now I need to revise."* Look at story with students and model making changes to improve the story. Tell students: *"Now I want you to revise your story."* Give students the rest of the time to revise their stories.

Observation of students revising stories.

	Day 13 Begin lesson by bringing students together and ask: "*Yesterday, you worked on revising your stories. What did you learn about revising? What do authors do when they revise their stories?*" Then explain what editing is. "Editing is when we correct mistakes." Write on anchor chart by editing: **when authors correct their mistakes. Includes capitalization, spelling and punctuation** *"Let's look at our writing sample that we revised yesterday and see if we need to edit."* Correct small mistakes with the kids and then say: *"You'll be using an app called Story Kit to write and publish your stories."* Add to anchor chart: ***"Publishing is when authors write their final copy and share.** After you write your final draft, read back over it and make sure you edit."* Model how to use the app and tell students that they will need to break up their story into pages and edit. **Day 14** Begin lesson by telling students: *"Today, you are going to finish writing the final draft of your story. You'll need to email your final story to me."* Students will spend the time writing, illustrating and publishing their stories. Through Story Kit, students can email their stories to the teacher. As students finish their stories, give them the revision/editing exit ticket assessment NOTE: If students run low on time, they can fill out the exit ticket at another time during the day. **Day 15: Share Stories at Author's Festival** Gather all students together. Tell students, *"We have learned a lot about story elements over the past couple of weeks and why it is important that authors revise their work. Today, you are going to share your story with the class."* Students share stories. **Day 16: Author's Festival** Students will continue sharing stories today if needed.	Final copies of imaginative stories Final copies of imaginative stories Exit Ticket on Revision and Editing Students' final stories

Anchor Charts for Unit

OUTSIDE | **INSIDE**

Physical Traits
What we see
brown hair
tall
brown eyes
boots
shorts
green shirt

Understanding Characters

Actions
Thoughts
Words
Feelings

Personality Traits
What we learn based on what the character says, does, thinks & feels

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Setting
- the time, place, and environment of a story.

TIME
When?
-morning
-afternoon
-night

PLACE
Where?
-home
-boat
-store
-park

ENVIRONMENT
what?
-hot
-dark
-rainy
-breezy

- the setting effects what happens in the story.
- characters react to the setting.
- the characters and setting should fit together.

PLOT
Plot is all of the action that takes place during the story

Climax
Beginning   Middle   End

Rising action -events that lead to the climax of a story
Climax - the most exciting or important event of a story
Resolution - how the problem is solved

I can describe the beginning, middle, and end of a story.

B → Who are the characters? What is the setting?

M → What happens to the characters?

E → How are the characters different than they were at the beginning of the story because of what took place during the story?

Good readers pay attention to the different parts of the story to better their comprehension.
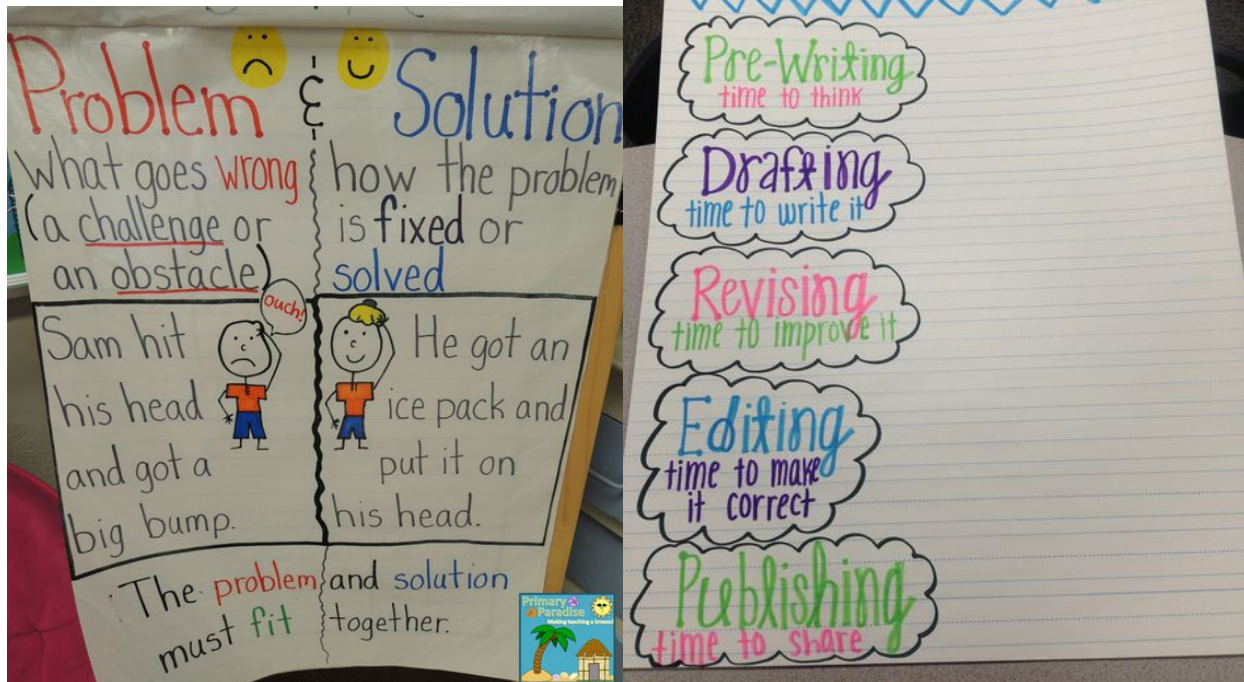
Anchor Chart Sources

Characters: http://www.teachertrap.com/2014/10/understanding-characters.html/?utm_source=feedburner
Setting:
 https://www.pinterest.com/pin/201606520794056033/
Plot:
http://fabulous-fourth.blogspot.com/p/anchor-charts.html
Problem and Solution: http://www.myprimaryparadise.com/2013/10/14/whats-your-problem-teaching-problem-and-solution/
Writing Process:
http://indulgy.com/post/lD3iQsay72/writing-process-anchor-chart