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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Sarah La Master | | | Grade Level: Second | | |
| Subject Area: Writing | | | Cross Curricular Opportunities: Reading/English/Language | | |
| Unit Title: Personal Narratives | | | Estimated Duration of Unit: 6 weeks | | |
| Overview of Unit: This six week unit assists students day by day on how to write personal narratives through organization and reflection. | | | | | |
| Forms of Text (nonfiction/fiction): Fiction and Nonfiction | | | Teaching Strategies: Whole Group, Small Group, Independent Writing, One on One Help, Pairs, “I can” statements, and essential questions. | | |
| Catholic Identity Connections: writing a personal narrative titled, “One event that happened in my life where God was there for me” | | | | | |
| Assessment (authentic/published - summative/formative): Summative and Formative | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| ELA 2.R.C1.1 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)** | Essential Question: What can I write about?  I can statement/learning objective: I can write a personal narrative about my own life, memory, or feeling.  Discuss what a personal narrative is and how a personal narrative is about our lives, memories, and feelings. To get an understanding of what a personal narrative is, read aloud the story, Mama Had a Dancing Heart. Explain to students that sometimes it is hard for a writer to think about how or what to write about, this is known as, “writers block.” Give each student a heart shape paper and explain that they will write in that heart multiple ways that God is important to their life. Allow the students to share their heart shape maps to the class. | | A heart shape template  Mama Had a Dancing Heart by Libby Gray | 4/1/16 |
| ELA 2.R.C1.1 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)** | Essential Question: What is a personal narrative?  I can statement/learning objective: I can write a personal narrative about my own life, memory, or feeling.  Discuss with students how to write a personal narrative. With the class create an anchor chart involving what goes into a personal narrative. Read to the students the story Fireflies! By Julie Brinckloe. | | Anchor chart  Fireflies! Narrative by Julie Brinckloe | 4/4/16 |
| ELA 2.R.C1.1  ELA.2.W.C11. 2 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)**  Recall information from experiences or gather information provided resources to answer a question. **(CCSS W.2.8)** | Essential Question: How can a graphic organizer keep me organized for my personal narrative?  I can statement/learning objective: I can create a graphic organizer for my personal narrative.  Explain to students that a graphic organizer is a road map that helps keep us organized in our writing.. Give each student their own graphic organizer sheet. Read to the class The Relatives Came by Cynthia Rylant. As a class model and recreate a graphic organizer for the story and if they were the author creating the story. Allow students to share their graphic organizers in small groups. | | Copies of a graphic organizer  The Relatives Came by Cynthia Rylant. | 4/5/16 |
| ELA 2.R.C1.1  ELA.2.W.C11. 2 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)**  Recall information from experiences or gather information provided resources to answer a question. **(CCSS W.2.8)** | Essential Question: How can I write about a small moment in my life?  I can statement/learning objective: I can write about a small moment in my life.  Explain to students that when writing a personal narrative they need to reflect on one event. For example instead of going on vacation, a student could talk about an event in which they went swimming with the dolphins on vacation. In order to keep a personal narrative more meaningful, explain the need to reflect on one event that has happened. Read to the students Salt Hands and have the students pay close attention to how the author focuses on only one part of her day and not the whole day. Afterward have the student create a graphic organizer of the author’s special day and what happened. Afterward have students begin to write a personal narrative on one event that happened in their life when God was there for them. Give one on one assistance to students if needed. | | Copies of a graphic organizer  Salt Hands by Jane Aragon | 4/6/16 |
| ELA. 2.R.C1.1  ELA.2.W.C.11.2  ELA. 2.R.C1.1  ELA.2.W.C.11.2  ELA 2.W.C10.2 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)**  Recall information from experiences or gather information provided resources to answer a question. **(CCSS W.2.8)**  Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)**  Recall information from experiences or gather information provided resources to answer a question. **(CCSS W.2.8)**  With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)** | Essential Question: How can I create a “hook” in a personal narrative?  I can statement/learning objective: I can add an emotional hook in my personal narrative.  Explain to students that when an individual writes their personal narrative, they should let the reader know why that memory is important to them. The memory needs to explain why it is special to them. In small groups, have students look at the past stories read from previous lessons to find important emotions in the reads. As a whole class create a T-Chart of examples and non examples of emotional hooks. Have students go back to their personal narrative on God. Have them go back and create an emotional hook at the beginning of their personal narrative. Give one on one assistance to students if needed.  Essential Question: How can I grab my reader’s attention with a good lead?  I can statement/learning objective: I can grab my reader’s attention with a good lead.  Explain to students that it is important to grab your reader’s attention right in the beginning of your personal narrative. When a reader is reading your personal narrative, you want them to keep reading it. Hand each student a narrative recording sheet. Explain to them that they will only do the top part of the recording sheet. With this sheet, teach the students how to write their personal narrative at the beginning with a feeling or thought. Read the story Grandpa’s Face to the students. Have the students pay attention to how the author at the beginning of the story begins the story with an emotion. After reading the story, have students practice writing a lead using a feeling or emotion. Give students a writing topic to write from. Encourage the students to go back to their personal narrative on God to see if they have a good lead in their own personal narrative. To integrate grammar, have students share how to begin and end a sentence. For example, a sentence should begin with a capital letter and end with punctuation. On the next three days after 4/8/16 students will record on their Narrative recording sheet a new beginning/hook on each day. Students will also proof read their grammar on their personal narrative. Each day will also be a new story to read to the students. | | Salt Hands by Jane Aragon  The Relatives Came by Cynthia Rylant  Fireflies!  T-Chart of examples and non examples of emotional hooks  Grandpa’s Face by Eloise Greenfield.  Narrative recording sheet.  In November by Cynthia Rylant  Bee Tree by Patricia Polacco  Shortcut by Donald Crews | 4/7/16  4/8/16 4/15/16  4/16/16  4/18/16 |
| ELA 2.W.C10.2  ELA 2.W.C9.3 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)**  Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings use transitional words to signal event order and provide a sense of closure**.(CCSS W.2.3)** | Essential Question: How can I create a visible picture for the audience when reading my personal narrative?  I can/learning objective: I can display a visible picture through my writing.  Explain to students that writing is more interesting when the author shows rather than tells. Give the students examples when discussing this. After discussing this, read the story The Memory String out loud to the students. Have the students listen for examples of when the author shows you how the character felt rather than just telling us. Have the students go back to their personal narrative on God and have them find examples in their writing of when they displayed how they felt when God was there for them. Have students revise their writing if they need to show how they felt rather than just telling us. Give one on one to students if needed. | | The Memory String by Eve Bunting | 4/19/16 |
| ELA 2.W.C10.2  ELA 2.W.C9.3 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)**  Write narratives in which they recount a well-elaborated event or a short sequence of events, including details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure. **(CCSS W.2.3)** | Essential Question: How can I display a visual picture of my writing in words?  I can/learning objective: I can write my personal narrative with descriptive words.  Explain to students that good writers are able to paint a visible picture through words in their writing. Tell the students that you have brought a picture with you and you are going to verbally describe the picture. Hand each student a piece of paper, colored pencils, etc. Describe the picture and have the students draw a picture of what you are describing. Give a lot of details in the picture so that the students can have a very detailed picture. Afterward allow students to share their pictures in groups and explain their drawings. When students have done that, as a whole class read to them Owl Moon by Jane Yolen. Tell the students to listen to how detailed the author is in describing a place. Have students go back to their God personal narrative and have them find at least one area in their writing where they could try to be more detailed.  Essential Question: How can my personal narrative have a satisfying ending?  I can/learning objective: I can write a satisfying ending to my personal narrative.  Over the next four days the students will learn how to write an ending to a personal narrative. The students over the next four days will use their ways to end a narrative handout sheet. Each day the teacher will read an example of a good ending from a story and each student will record it on their sheet. Explain to the students that the ending of their personal narrative should not leave any unanswered questions. Explain to the students that there are many different ways to end a personal narrative. The end of their story could have a reflective ending which is where the end of the story reflects back to the beginning, hopes and wishes where there is a wish made at the end, end a story with a decision, or end a story with a moral lesson. At the end of the four days and after the students have completed their handout sheet, have them go back to their personal narrative on God and have them select one of the four examples to put in their writing. If needed assist students one by one, have students share with partners their personal narrative ending.  Essential Question: What are transitional words and how do they make my personal narrative paper read smoother?  I can statement/learning objective: I can add transitional words to my personal narrative in order to make my paper read smoother.  On the Smart Board write different words that are transitional words. Read each one aloud to the students. Explain that transitional words help our writing by moving from one idea to the next smoothly. Transitional words keep from our writing not sounding too choppy when read. Explain that good writers use transitional words to give their reader a clue that time has passed or a new idea is being introduced. Have students go back to their God personal narrative and add transitional words when needed in their writing. Allow students to share their thoughts and ideas with others and assist students one on one if needed. | | Picture of any place  Owl Moon by Jane Yolen  Paper  Pencils  Colored pencils  Ways to end a narrative handout sheet for the next four days.  Books for the next four days one for each day…  Wilfred Gordon McDonald Partridge by Mem Fox  Strong to the Hoop by Leslie Jean-Bart  Oma’s Quilt by Paulette Bourgious  Saturdays and Teacakes by Lester Laminack  Give each student a transitional word chart | 4/20/16  4/21/16  4/22/16  4/25/16  4/26/16  4/27/16 |
| ELA 2.W.C10.2  ELA 2.W.C10.2 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)**  With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)** | Essential Question: How can I avoid overusing a word in my personal narrative?  I can/learning objective: I can avoid using the same word over again in my writing.  Write on the Elmo an example of a paragraph that uses the same word over and over again. Read the paragraph out loud to the students. As a discussion have students explain what is wrong with the paragraph. Guide students into telling them that the word “it” “because” etc. is overused in the paragraph. Highlight the word used over and over again in the paragraph for visual learners. Explain to students that if a word is overly used in writing it can be confusing to the reader. Have students look back in their God personal narrative and correct any words that have been overly used. Assist students one on one if needed.  Essential Question: How do using strong verbs add interests to my writing?  I can/learning objective: I can add strong verbs to make my writing more interesting.  Explain to students that when a writer uses strong verbs in their writing, it add interests to the reader who is reading it. Strong verbs allow the reader to visualize what they are reading. Give each student a sticky note. The teacher will read Come on, Rain by Karen Heese. As the teacher reads the story, the students will write down verbs that stood out to them from the text on the sticky note. After reading the text, have students discuss verbs that stood out to them and how they add meaning to the narrative. Have students go back to their God personal narrative. Have them replace weak verbs with strong verbs. | | Smart Board/Elmo  Highlighter  Sticky notes/one for each student  Come on, Rain by Karen Heese | 4/28/16  4/29/16 |
| ELA 2.W.C10.2 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)** | Essential Question: How do strong nouns add interests to my writing?  I can/learning objective: I can add strong nouns to make my writing more interesting.  Review with the students about how strong verbs add more interests to their writing. Explain to students that not only are the verbs important, but also the nouns. Explain to students that specific nouns should tell the reader exactly who, what, when, where, and how. Give each student a sticky note. The teacher will read When I was Young in the Mountains by Cynthia Rylant. As the teacher reads the story, the students will write down nouns that stood out to them from the text on the sticky note. After reading the text, have students discuss nouns that stood out to them and how they add meaning to the narrative. Have students go back to their God personal narrative. Have them replace weak nouns with stronger nouns. | | Sticky notes/ one for each student  When I was Young in the Mountains by Cynthia Rylant | 5/2/16 |
| ELA 2.W.C10.2 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)** | Essential Question: How do I include dialogue in my writing?  I can statement/learning objective: I can add dialogue to my writing.  Explain to the students what dialogue is. Students should be aware that good dialogue should always move the story forward. If there is too much dialogue, it can make the story seem lost. Write a sentence on the white board with an example of dialogue. Point out to the students that dialogue has quotation marks around what is being said. Read to the students Alexander and the Terrible Horrible, No Good, Very Bad Day out loud. This story gives good examples of how dialogue works. Have students go back their God narrative and have them eliminate excess dialogue. If there is no dialogue, the students may add an effort to add some in. | | Alexander and the Terrible Horrible, No Good, Very Bad Day by Judith Viorst. Whiteboard | 5/3/16 |
| ELA 2.W.C10.2  ELA.K.L.C15.1  ELA.K.L.C15.2 | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. **(CCSS W.2.5)**  demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Essential Question: How do I add detail and meaning to my sentences?  I can statement/learning objective: I can create detail and meaningful sentences to my personal narrative.  On the white board write out a choppy paragraph. Read it aloud to the students and have the students tell you how to improve your writing. Guide the students into realizing that the sentences were short and choppy. Explain to students that each sentence should contain a lot of detail. For additional help on this, have students work on a worksheet that has choppy sentences on it. Have them write a better sentence for each number. Have students go back in their God narrative and have them revise any sentences that seem choppy in their writing. Allow students to share their before and after sentences with each other.  Essential Question: How does using a revision checklist help me with my personal narrative?  I can statement/learning objective: I can revise my personal narrative using a revision checklist.  Hand each student a revision checklist. Explain to the students that they have been revising parts of their God personal narrative already. Explain and model to students how to use the revision checklist. Make sure to tell students to not check off everything on their checklists right away because it will not benefit them. Tell them they may have to read their personal narrative a couple of times while reflecting on their paper using the checklist. Have a few students share how they assessed themselves using the revision checklist. Have students also peer edit their papers.  Essential Question: How does rewriting my narrative make my writing better for the final paper?  I can statement/learning objective: I can rewrite my personal narrative and make it my best writing.  Once students have revised their paper, give each student construction paper and have them fold it in half like a book. Give students regular lined paper to place inside the construction paper. This will serve as the final book and paper for each student’s personal narrative. Once students have revised their paper, they will go back and rewrite their paper using their best handwriting in their new booklet. Students may also add illustrations to their book to make it more interesting. Once students are finished, allow them to share one by one with the class their personal narrative. | | Whiteboard  Choppy sentence worksheet  Revision checklist  Lined paper  Construction paper  Revised papers  Regular lined paper  stapler | 5/4/16  5/5/16  5/6/16  5/9/16  5/9/16 to 5/13/16 |
| Differentiated Instruction Opportunities/Overview: There are many opportunities for differentiated instruction. Graphic organizers, oral speeches, highlighting, one on one coaching if necessary, and small groups. | | | | | |
| Cross Curricular Opportunities level: | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| ELA 2.R.C1.1  ELA.K.L.C15.1  ELA.K.L.C15.2 | Ask and answer key idea questions such as who, what, where, when, why, and how to demonstrate understanding of key ideas in literacy text. (**CCSS RL.2.1)**  demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Almost all the lessons have some form of reading by the teacher as a whole class. The readings help with understanding not only key ideas and give examples of writings, but reinforce comprehending what the story is about.  Students are continuing to practice grammar and sentence structure throughout their writing. | All the stories read throughout the unit  Revising and final paper | | Throughout the unit  Throughout the unit |
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| Writing | | | | | |
|  | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
|  | Research | | | | |
|  | Detailed answers (text supported) | | | | |
|  | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
|  | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  |  | |  |
|  | Speaking | | | | |
|  | Listening | | | | |
|  | Varied strategies and instructional methods | | | | |
|  | Critical thinking in whole class discussion | | | | |
|  | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smart board | | | | |
|  | Computers | | | | |
|  | iPads | | | | |
|  | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
|  | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
|  | Cross-Curricular | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | |
|  | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
|  | Writing prompt | | | | |
|  | Portfolio | | | | |
|  | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
|  | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
|  | Summary | | | | |
|  | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
|  | Various activities | | | | |
|  | Inquiry, research and evidence | | | | |
|  | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
| At the end of the unit students may type their personal narratives out and save them in a writing portfolio along with other writings done throughout the year. The portfolio can be used for parent conferences as well to identify strengths and weaknesses in writing. Students may type their personal narratives and present them to the class. | | | | | |
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