**A Cherokee Stickball Game/The Final Game**

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| **Grade: 2nd Unit: 3 Timeline: 2 Weeks** | | |
| **ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT** | | |
| RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | L.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon; in the afternoon, the little boy watched the movie.). | W.2.3 Write narratives 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. |
| **LEARNING PROGRESSION** | | |
| **Grade Below :** RL 1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  **Grade Above:** RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | **Grade Below:** L.1.1. HProduce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use appropriate spacing to separate words in a sentence.  **Grade Above:**L.3.1.H Demonstrate command of simple sentences and produce compound sentences. | **Grade Below:** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  **Grade Above:**W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| **STUDENT-FRIENDLY LEARNING TARGETS** | | |
| **Literacy**   * I know that actions in the story help lead to a resolution**.** * I can Identify the structure of the story. * I can describe how the beginning introduces the story.. * I can describe the action that takes place in the middle of the story. * I can describe how the ending concludes the action.   **Language**   * I can add details to simple sentences.   **Writing**   * I can write a narrative story. * I can write to tell or recount a story about a(n) event(s). * I can include details to describe actions, thoughts and feelings. * I can use sequential or temporal words to signal or show the order of events. * I can end my story by providing a sense of closure. | | |
| **KEY ACADEMIC VOCABULARY** | | |
| **Literacy**  Character, setting, problem, solution, analyze, text, paragraph, structure. section, chapter conclusion,resolve | **Language**  expand  stretch  details  descriptive words | **Writing**  narrative  transition words  topic sentence  closing  details  events |
| **DOK Questions** | | |
| ❏ Describe the beginning, middle, and end of the story  ❏ What are the character’s problems?  ❏ Read to your partner the section where the character’s problem begins to be solved?  ❏ How does the character solve the problem?  ❏ Look at this section, why did the author add \_ ?  ❏ Analyze this paragraph, what is the author trying to tell you?  ❏ What information does the author include at the beginning of the story that helps you understand the rest of the story?  ❏ In which part of the story does most of the action occur? | ❏ Listen as I read what you wrote. Did that sound right?  ❏ Read what you wrote slowly? Did you write what you just said?  ❏ Is there another word that would be specific  ❏ How might you write the plural of that word?  ❏ Can you add adjectives to your sentence?  ❏ Can you tell where the action happened? | ❏ Who is your story about?  ❏ Where does your story take place? (Setting)  ❏ Why was this setting important to your story?  ❏ Did you use words like earlier, later, soon, to show how time is changing in the story?  ❏ What problem will the main character face?  ❏ Does the problem change the character’s acts or thoughts?  ❏ Have you used details that will help your readers see and know the characters?  ❏ What events will lead up to your conclusion?  ❏ Where can you add more descriptive words and information to make your story more exciting? |
| **On-Going Standards** | | |
| RL.2.1 | L.2.1. Nouns and Verbs |  |
| **Intervention Plan** | | |
| **Intensive**   * <https://www.teacherspayteachers.com/Product/BME-Story-Planning-Chart-2812659>   + Students will be given a story to read | **Strategic -**   * <https://www.teacherspayteachers.com/Product/BME-Story-Planner-1022829>   + Students will be given a story to read | **Good to Go**   * <https://www.teacherspayteachers.com/Product/Plot-BME-Summary-2995980>   + Students will be given a story to read |

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| **Instructional Plans** | **Common Misconceptions** |
| **Week 1**   * **Day 1**   **Literacy**   * + Teacher will read The Cherokee Stickball Game.   + Vocabulary words will be introduced.   **Language**   * + Anchor chart will be made on expanding sentences. Teacher will model.   + \*Sue went to the store   + \*Yesterday, Sue went to the grocery store to buy some bananas for her mom.   **Interactive Writing**   * + Write about a game that you played recently. * **Day 2**   **Literacy**   * + Teacher will introduce a story map to students. Vocabulary words will be reviewed and the characters and setting will be completed on the map.   + [Story Map](https://www.education.com/worksheet/article/story-map-organizer/)   **Language**   * + Students will be given silly sentence activity. .   **Writing**   * + Students will write their topic sentence. * **Day 3**   **Literacy**   * + Vocabulary words will be reviewed. As a whole group we will complete the story map.   **Language**   * + WIth partners students will expand simple sentences.   **Writing**   * + Students will write one detail. * **Day 4**   **Literacy**   * + Students will be given a short story and ask to complete the story map for that story. We will discuss and check.   **Language**   * + Students will be given 4 simple sentences and be asked to expand them. They will share their sentences with their table and discuss.   **Writing**   * + Students will write their second detail * **Day 5**   + Students will be assessed. Teachers will discuss data from | Students could not add all the components to expand a sentence.  Students might get beginning, middle, and, end |
| **Week 2**   * **Day 1**   **Literacy**   * + Teacher will read The Final Game. Vocabulary words will be introduced.   + Target questions will be used.   **Language**   * + Students will expand sentences and label the nouns and verbs.   **Writing**   * + Students will write their third detail and closing * **Day 2**   **Literacy**   * + Students will complete a story map on The Final Game.   **Language**   * + Students will expand sentences and label the nouns and verbs.   **Writing**   * + Students will peer edit their writing.   + Teacher will conference with students and then they will begin their final draft. * **Day 3**   **Literacy**   * + Students will be given a guided reading story to read as a table.   **Language**   * + Students will expand sentences and label the nouns and verbs.   **Writing**   * + Teacher will conference with students and then they will begin their final draft. * **Day 4**   **Literacy**   * + Students will complete a story map on text read the previous day.   **Language**   * + Students will expand sentences and label the nouns and verbs.   **Writing**   * + Students will finish their final drafts. * **Day 5**   + Students will be assessed. Teachers will discuss data from |  |

**ADDITIONAL RESOURCES:**