Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 2	**English Language Arts-Writing**		Dragon Gets By

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	1st Quarter	Basic punctuation and grammar rules

Unit Description Students will write narratives to recount sequence of events using components of story maps

Standards: Common Core State Standards for ELA	**Strand:** Writing Standards **Cluster**: Text Types and Purposes **Standard**: #2 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.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The students will write a "silly story" based on a topic decided with a partner. Summative assessment to include well developed content, sequence of events, details describing action, details describing thoughts/feelings, temporal words used to signal order in sequence of events, a strong closing, and effective use of conventions to include punctuation, spelling, and grammar.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery is set at 80%. Students can earn a maximum of 100 points. Students must earn 80 points for mastery. Scoring rubric includes well developed content, sequence of events, details describing action, details describing thoughts/feelings Temporal words used to signal order in sequence of events, a strong closing, convention points for correct punctuation, spelling, and grammar.
Materials/Resources Needed *Include all items for the entire unit.*	Pilkey, Dav. Dragon Gets by. New York: Orchard, 2007. Print. Whiteboard, construction paper, crayons, glue, scissors, poster board, story event sentence strips (Appendix A), story map, narrative map, lined paper, pencils/pens

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline Each lesson is expected to take approximately 60 minutes	**Dragon Gets By** Key Vocabulary: character, setting, sequence, events Learning context: Large group reading and discussion Materials: *Dragon Gets By* by Dav Pilkey, whiteboard Objective: Students will participate in a class brainstorming and discussion outlining main story details Introduction: The teacher will introduce the book "Dragon Gets By" by asking the students to verbally relate one time they have done something silly (i.e. putting a shirt on the wrong way). The teacher will read "Dragon Gets By" with the class. Instruction and Practice: The teacher will either draw or project a story	**First, Then, Last** Key vocabulary: timeline, first, next, last, sequence Learning context: Small group discussion and activity Materials: *Dragon Gets By* by Dav Pilkey, story event sentence strips (one set per group), 11x14 construction paper, crayons, glue Objective: In a small group, students will arrange story events in a timeline. Introduction: The teacher will read "Dragon Gets By" and draw attention to story sequence and vocabulary. The teacher will separate the class into small groups. Instruction and Practice: Each group will be provided sentence strips of story events. The students will be prompted to work as a group to put	**Silly Stories** Key Vocabulary: character, setting, problem/resolution/plot conclusion Learning Context: Small group discussion and activity Materials: Construction paper, crayons, glue, scissors, poster board Objective: In a small group, students will create a poster about the book, Dragon Gets By illustrating character, setting, problem, and resolution using words and pictures. Introduction: The teacher will review story map components and key vocabulary as related to "Dragon Gets By". The teacher will then ask the students to use the materials provided to create a new ending to the story. Students are to consider how changing	**Starting Stories** Key Vocabulary: narrative, character, setting, problem, sequence of events Learning Context: Large group instruction followed by activity done independently or in pairs. Materials: Story Map, including "character, setting, plot, sequence of events" Objective: Students will complete a story map for a silly story including characters, setting, and sequence of events. Closure is present. Introduction: The teacher will review the previously completed class story map for "Dragon Gets By" with the class. She will introduce the activity and provide directions verbally as well as written on a whiteboard/overhead. Students are encouraged	**I'm an Author** Key Vocabulary: narrative map paragraphs Learning Context: The student will complete work independently using the narrative map from Lesson 4. Materials: Completed narrative map, lined paper, pencils/pens Objective: Students will write a silly story utilizing their narrative map as a guide. Introduction: The teacher will review story components and prompt the class to talk about components that make a story exciting and easy to read (details) that are sequenced correctly and supported with detail. Instruction and Practice: Students will write a silly story utilizing their

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	map on the board. He or she will review the concepts of "character" "setting" and "events" The teacher will complete the story map with the class. Grammar rules will be emphasized. Assessment and Review: The teacher will do an informal assessment of student comprehension through discussion participation questions, and observation.	the sentence strips in the correct sequence. The students will then create a timeline by gluing the sentence strips across a page and drawing pictures for each event. Assessment and Review: The teacher will conduct an informal assessment by having each group present their timeline to the class. The teacher will ask students what events happened "before, first, next, last" and "after"	actions, thoughts, and/or feelings, can change the ending. Assessment and Review: The teacher will informally assess students by having each group present their new ending to the class. The teacher will prompt students with questions regarding story ideas and events.	to use a narrative map to organize their story. Conventions will apply. Assessment and Review: Informal assessment will be conducted through observation of task and assessment of teacher provided materials. Small group instruction provided by teacher for students struggling with assignment.	narrative map as a guide. The story will include at least three short paragraphs (beginning, middle, end) that are sequenced appropriately and supported with detail. Closure is present. Assessment and review: The teacher will use a formal rubric as an assessment in grading the story.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Instruction and Practice: Students will participate in class brainstorming and discussion to fill in story map components based on "Dragon Gets By".	Instruction and Practice: Students will be provided sentence strips of story events. The students will be prompted to work as a group to put the sentence strips in the correct sequence. The students will then create a timeline by gluing the sentence strips across a page and drawing pictures for each event. The students will present their timeline in groups to the class.	Instruction and Practice: The students will be instructed to brainstorm a new ending for the story Dragon Gets By in small groups. After time for discussion, the students will be prompted to create a new conclusion which will illustrate how the characters, setting, and problem of a story can change with a new ending. Review: The students will share their new version of an ending with the class.	Instruction and Practice: The students will be allowed to work in pairs or individually on filling out a teacher provided narrative map as a plan for a future story. The students will use written phrases or sentences to fill each portion of the story map.	Instruction and Practice: The students will work independently to complete a silly story using his or her narrative map as a guide. The students will be prompted to write at least three short paragraphs of events in sequential order (beginning, middle, end) with supporting detail.

Dragon ate all the food.
Dragon was hungry again so he looked in the cupboard.
Dragon was hungry so he looked in the cupboard.
Dragon could not fit all the food in his car.
Dragon pushed his car home.
Dragon bought food at the store.
Dragon drove up the hill to the store.

Story Map

Name _____ Date _____

Story Map 2

Write notes in each section.

Setting:
Where:

When:

Major Characters:

Minor Characters:

Plot/Problem:

Event 1:

Event 2:

Event 3:

Outcome:

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Summative Assessment: The students will work independently to complete a silly story using his or her narrative map as a guide. The students will be prompted to write at least three short paragraphs of events in sequential order (beginning, middle, end) with supporting detail.

Narrative Map

Story Title

Characters

Settings

when:
where:
time:

Problems/Goals

Events

1.
2.
3.
4.
5.

Resolution

SCORING FORM FOR NARRATIVE

Name _____ Date _____

Narrative:

_____ Well developed content using story components (20 total points)

____ Characters (5)

____ Setting (5)

____ Plot (problem/solution) (5)

____ Conclusion (5)

_____ Sequence of events present in narrative (20)

_____ Details describing action included in narrative (10)

_____ Details describing thoughts/feelings included in narrative (10)

_____Temporal words used to signal order in sequence of events (10)

(before, first, next, last, after)

_____ A strong closing present in the narrative (20)

_____ Convention points for correct punctuation, spelling, grammar (10)

_____ **Total Points** **GRADE** _____