

The Best Day Ever

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Grade Level/Subject: Grade 2 Language Arts



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Objective:

Students will create and illustrate a story about their best day ever after discussing what a narrative story is and how to elaborate using details.

1. Show your students a photograph or drawing that captures your best day. Explain to students that this picture shows the best day you ever had. Some examples you might want to use could be:

When you got a pet
When you went some place special

2. Have students take a moment to guess what happened on this day. Have

Engage . . .

Describe how teacher will capture students' interest. What kind of questions should the students ask themselves after engagement?

student's first think to themselves then have them turn to their partners (the person next to them) and discuss what they think happened on this day. Remind students the importance of taking turns when discussing and taking turns sharing ideas. (Speaking and Listening standard 2.1 focuses on students following certain rules when discussing topics.) Stop students after a couple minutes and have them share their thoughts on what happened that day. Ask them what they think made this day so special. (Model for students how they can build upon each other's ideas by asking questions for clarification and elaborating on their thoughts to further practice standard 2.1.)

Explore . . .

Describe what hands-on, minds-on activities students will be doing. List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.

3. Write one paragraph describing your best day ever (on chart paper or a projected Word document). Don't include specific details yet. Ask students what they think about your story. Use some guiding questions to get your students involved and have them start thinking about details:

What questions are you left with?
What would you like to know more about?
What adjectives or describing words can we add?

4. Have students discuss with their partners questions they may have about the story or details they can add. Students should share their ideas as a group and add them to the chart paper or on the SmartBoard in a different color. (You want to scaffold students and model how to write a narrative and include all of the pieces in Writing standard 2.3. Discussing the story aloud and including details models the Speaking and Listening standard 2.4.)

5. Discuss the importance of using details in a story. Have students compare the two stories and notice which one they find more interesting. Ask students what kind of story this is. What does this story tell us? Explain that this story is called a narrative story. The narrator tells us the story. Ask students who the narrator is in this story. Discuss that a

Materials:

Free Classbook Publishing Kit from Studenttreasures Publishing

Order your kit here:
studenttreasures.com/classbook

Spice Up Your Writing Worksheet (included)

Fun Videos:
<http://goo.gl/FiogSv>

Word Game
<http://wordville.com/rw/adjactives.html>

Common Core Standards:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

narrative is a retelling of a story. (This should be where students get an understanding of Writing standard 2.3.) Use your story as an example to have students see that there is a sequence of events and that their additions added details to describe actions, thoughts and feelings.

6. You can help students understand that adjectives are describing words by showing them this fun video: <http://goo.gl/FiogSv>

7. You can also use the “Spice Up Your Writing” sheet (included) to help students use different adjectives and verbs in their writing. You can play this adjectives game on the computer with students to help them understand the importance of adding a good description: <http://wordville.com/rw/adjectives.html>

Elaborate . . .

Describe how students will develop a more sophisticated understanding of the concept. What vocabulary will be introduced and how will it connect to the students' observations? How is this knowledge applied in their daily lives?

8. Have students create a picture of the best day of their life. Put students in pairs and have them describe this day to their partner. Their partner should ask them questions about their day. You can provide sample prompt questions such as:

What made this day so important?

Who was with you?

What were you doing?

Did you feel differently at the beginning then you did at the end? How?

This will help students figure out the details they should include in their story. Once again students are working on the speaking and listening standards to help them expand on their discussion skills. (They are also learning to add more details in their writing, which is key to Speaking and Listening standard 2.6 and Writing standard 2.3.)

9. Now students should write their narrative story about the best day they ever had. Remind students to include details on their actions, thoughts and feelings from their day. The details should go in the order they occurred.

Have students replay the event in their mind as they write their story. You should circle the room to check students' work and be available for help. This will give a good idea of the ability of your students.

10. Once students have completed their stories and pictures, they can turn their final drafts into a Studenttreasures classbook. (This is the perfect way to include Writing standard 2.6 and Speaking and Listening standard 2.5 where students use digital tools to elaborate on and illustrate their ideas.) Each student will get 2 pages of their own. One page to add their picture and one page to type or write their story. Make sure to give time to share your creations with your students. They will love seeing their work in a hardbound book and parents have the option to purchase copies as a keepsake!

Explain . . .

Students' explanations should precede introduction of terms or explanation by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination/evaluation? List higher order thinking questions which teachers will use to help solicit student explanations and help them to justify their explanations.

Evaluate . . .

How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end.

Name _____



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Word lists (L.2.5, L.3.5)

Verbs show action.
Adjectives describe.



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|---------|--------|---------|--------|
| admire | giggle | scoot | sprint |
| bolt | gobble | screech | tackle |
| build | jab | scrub | tickle |
| chuckle | limp | sip | trade |
| crash | plunge | slam | whine |
| crawl | roar | snap | zip |

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|-----------|----------|---------------|-----------|
| amazing | famous | lucky | sparkling |
| brilliant | fearless | mouthwatering | sturdy |
| bubbly | glowing | powerful | thrilling |
| cheery | handy | rare | top-notch |
| charming | hearty | remarkable | unusual |
| dazzling | lovable | silly | wealthy |

