*English Instructional Plan - Narrative Writing: Cumulative Tales Grades 2-3*

**Primary Strand: Writing 2.10, 3.8**

**Integrated Strand/s: Communication and Multimodal Literacy 2.1, 3.1**

**Essential Understanding:**

All students should:

* understand that writers use the writing process including planning, drafting, revising, editing and publishing.
* understand that written communication should be well-planned and clear to the reader.
* understand how to plan and compose writing for a variety of purposes.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* generate and organize information before writing (Second Grade)
* participate in shared writing projects (Second Grade)
* write narratives describing events with details, sequence, and a closure (Second Grade)
* write complete sentences (Second Grade)
* use time-order words such as *first, next, then*, and *last* to sequence and organize writing (Second Grade)
* use a variety of prewriting strategies to plan and organize writing (Third Grade)
* use mentor texts as an example of writing (Third Grade)
* follow the organization of particular forms of writing for
	+ narratives
		- sequence events (Third Grade)

**Primary SOL:**

2.10c,d,e, 3.8 c,d,g

c) Use prewriting strategies to generate ideas before writing.

d) Use strategies for organization according to the type of writing.

e) Use strategies for organization according to the type of writing.

g) use transition words to vary sentence structure.

**Reinforced (Related Standard) SOL:**

2.7 d) Describe characters, setting, and plot events in fiction and poetry.

e) Identify the conflict and resolution.

g) Summarize stories and events with beginning, middle, and end in the correct sequence.

3.5 d) Compare and contrast settings, characters, and plot events.

e) Summarize plot events.

f) Identify the narrator of a story.

i) Identify the conflict and resolution.

**Academic Background/Language:**

It is important to remember that oral language precedes written language. Students must be given multiple opportunities to tell oral stories before writing tales. Practicing transition words and using sequencing will help students effectively tell stories in a more advanced narrative form. Furthermore, students should be introduced to or review the following vocabulary items:

* narrative - a story; a group of connected events told orally or in writing
* narrator - person who tells the story
* cumulative - increase in quantity through successive additions
* cumulative tale - a story with repeated sentences, actions or dialogue that builds on itself; when something new happens in the story the previous events are repeated

## Materials

* Books: Any book from the list below can be used to introduce the structure of cumulative tales. It is recommended that a large selection of books are available for use as mentor texts and to be read in shared and individual reading settings.
	+ Adams, P. (2002). T*here Was an Old Lady Who Swallowed a Fly*. Auburn, ME: Child’s Play International.
	+ Aylesworth, J. (1998). *The Gingerbread Man.* New York, NY: Scholastic Press.
	+ Carle ,E. (1969).*The Very Hungry Caterpillar.* New York, NY: Philomel Books.
	+ Christelow, E. (1989). *Five Little Monkeys Jumping on the Bed*. New York, NY: Clarion Books.
	+ Christelow, E. (2004). *Five Little Monkeys Sitting in a Tree.* New York, NY: Clarion Books.
	+ Emberley, B. (1987). *Drummer Hoff.* New York, NY: Simon & Schuster.
	+ Hutchins, P. (1986). *The Doorbell Rang.* New York, NY: HarperCollins Children's Books.
	+ Lobel, A. (1984). *The Rose in My Garden.* New York, NY: Greenwillow Books.
	+ Martin Jr, B. (1967). *Brown Bear, Brown Bear, What Do You See?* New York, NY: Henry Holt and Company.
	+ Martin, Jr., B. (1991). *Polar Bear, Polar Bear, What Do You Hear?* New York, NY: Henry Holt and Company.
	+ Numeroff, L. J. (2002). *If You Take a Mouse to School.* New York, NY :Laura Geringer Books.
	+ Rosen, M. (1989). *We’re Going on a Bear Hunt.* New York, NY: Simon & Schuster.
	+ Taback, S. (1997). *There Was an Old Lady Who Swallowed a Fly.* Hudson Street, NY: The Penguin Group.
	+ Taback, S. (1999). *Joseph Had a Little Overcoat.*Hudson Street, NY: The Penguin Group.
	+ Wood, A. (1984). *The Napping House.* Orlando, FL: Houghton Mifflin Harcourt Publishing Company.
* Chart paper
* Markers
* Computers with PowerPoint or other presentation software
* Projection system for displaying student PowerPoints

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduction: The teacher gathers the students together and explains they will be learning about a form of narrative writing called the cumulative tale.
2. Introduction: The teacher reads orally *We’re Going on a Bear Hunt, Drummer Hoff* or another cumulative tale. The teacher asks the students what they notice about the story. The teacher elicits responses and leads children to notice that there is repetition in the story and the story builds across the text each time a new action occurs. The teacher points out any time transition words in the text. The teacher reviews the narrative story elements: characters, setting, conflict, and resolution using the attached graphic organizer. Students should understand that a narrative tells a story in a specific order and includes common key elements
3. Modeling: The teacher asks the students to think of a time they had to build something that had many steps (e.g. a log cabin with Lincoln Logs, a peanut butter and jelly sandwich). What were the challenges/problems faced when doing this task? Who helped with the final creation? The teacher orally tells about a time s/he had to fix a flat tire and was helped by three unlikely assistants: a blind cat (use sense of touch to find the hole in the tire), a puppy with a broken leg (uses tail to turn the tire iron to remove the lug nuts) and an armadillo (rolls into a ball to help move the tire).
4. The teacher models how a story can be written using this example and following that pattern of the cumulative tale ensuring that students understand a narrative must include a conflict and come to a resolution (In the example, the teacher puts on the new tire and drives away to conclude the story). For second grade students, the teacher should address the closure to a story. (Using the children’s names in the story can make this even more engaging.)
5. Practice: The teacher should point out the importance of thinking about the sequence of the story. The teacher can model creating a new story with the help of the student using chart paper through a shared writing experience. The class can work together to develop the next sentences/ideas in the story. The teacher then records the contributed sentences to the story and discusses whether the sequence is accurate. The teacher can encourage the use of time-order words as appropriate by circling/highlighting transition words. Together the teacher and students construct a closing to the story. The students and teacher can chorally read the story.
6. Student writing: The students are asked to think about a time they had to build/make something but they had a problem. As a prewrite, they draw ideas in the Narrative Doodle graphic organizer. The story can be a real or make-believe tale.
7. Next, have students share their doodles with a partner. This oral language opportunity will help them solidify their story ideas and practice their oral communication skills including the transition words.
8. Finally, encourage students to write their narrative story. To build editing skills, they can be encouraged to add or highlight their transition words between story events. Once the story has been reviewed by the teacher, the students can place their story into a PowerPoint presentation to share with classmates. (If PowerPoint is unavailable the students can use another software program or create their images on paper in book form).
9. Sharing: Each student is asked to come to the front of the class and chorally read their story using their PowerPoint presentation. Other students are asked to think about the sequence to determine provide feedback if revision is needed.

**Assessment (Formative)**

* The teacher can observe student participation in small groups to assess progress in the area of communication.
* The final stories can be evaluated using a teacher-created rubric to determine if the students have provided an appropriate sequence, used time-order words appropriately and followed the structure of the mentor text.

**Reading/Writing Connections:**

* The students can read and compare books from the cumulative tale list above to identify how the texts are similar and different. They can identify the narrative story elements in each story.
* Students can select passages from the text to copy to sentence strips. The sentence strips can be mixed and then reorganized into the appropriate sequence.

**Extensions and Connections (for all students)**

* Students can be invited to create their own cumulative tale.
* Students can create a cumulative tale to move from the front door of the school to the playground. The new cumulative tale can be followed like a map to determine if the sequence allows the reader to arrive on the playground.

**Strategies for Differentiation**

* The teacher can use images to show the sequence of the jointly created cumulative story.
* Students can be asked to draw their cumulative tale rather than writing it in full sentences.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

Narrative Story Structure

Characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Setting

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conflict (Problem)

Events

|  |
| --- |
| First, |
| Next, |
| Then, |
| Last, |

Resolution (Solution)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Narrative Prewrite - Story Doodle

|  |
| --- |
| First, |
| Next, |
| Then, |
| Last, |
| In the end, |