Ohio Standards Connections

Writing Applications

Benchmark A
Compose writings that convey a clear message and include well-chosen details.
(Grades Pre-Kindergarten - 2)

Indicator 1
Write simple stories with a beginning, middle and end that include descriptive words and details.
(Grade 1)

Lesson Summary:
Students will write stories with a beginning, middle and end that include descriptive words and details.

Estimated Duration: *Three hours broken into short sessions.*

Commentary:
Children new to the experience of writing are likely to respond to it favorably if it begins with intimacy. Writing is a very personal activity that matures with rewards beginning writers can rarely imagine. So, teachers who introduce children to writing by insuring it is an intimate experience are usually successful in winning the children over to it. The intimacy begins with conversation. An example of such a conversation may be when teachers tell young, beginning writers about the sources of their ideas for writing, how they begin to write, and what they do to keep writing. The conversation may begin with a classroom of children or with a small group of four to six. As conversations like these continue, they lead to demonstrations. These demonstrations may involve inventions in the simplest form (drawings with or without accompanying letters) or in a more sophisticated form (complete words or words coupled to create complete sentences) depending on the children's abilities. From these early experiences, the teacher can help the children steadily build their familiarity and comfort with the process. Lists are generated; signs can be made; things are remembered and eventually writing is shared. All of this leads to an increase in the young writer's ability to listen to himself or herself, along with an ability to pay attention to his or her audience.

Pre-Assessment:
- Tell the students a story. It may be a classic fable, a story about an experience with a pet or an animal in the wild or about a favorite toy. After telling the story, have the students tell their own stories to one another or to an aide who types the story on a computer. Ask them to keep the stories short with a clear beginning, middle and end.
- Following a special classroom experience or a field trip to a farm, have students write a story about it. The story should have a beginning, middle and end and should include descriptive words and details.
- Conduct an informal assessment by circulating around the room as students are writing. Record strategies used by the students and converse with them about their choices and difficulties.

Post-Assessment:
The student will write a simple story with a beginning, middle and end that includes descriptive words and details.

Scoring Guidelines:
3 = writes a story with a beginning, middle and end using descriptive words and details.

Writing Simple Stories — Grade One

Other Related Ohio Standards

Reading Applications: Literary Text

Benchmark B
Use supporting details to identify and describe main ideas, characters and setting.
(Grades Pre-Kindergarten - 3)

Indicator 2
Identify characters, setting and events in a story.
(Grade 1)

Writing Process

Benchmark D
Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
(Grades Pre-Kindergarten - 2)

Indicator 5
Organize writing to include a beginning, middle and end.
(Grade 1)

Indicator 10
Add descriptive words and details.
(Grade 1)

Benchmark G
Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.
(Grades Pre-Kindergarten - 2)

Indicator 14
Rewrite and illustrate writing samples for display and for sharing with others.
(Grade 1)

2 = writes a story that has a beginning, middle and end but lacks descriptive words and details.

1 = writes a story that has no clear beginning, middle or end and lacks descriptive words and details.

0 = demonstrates little or no understanding of how to write a simple story.

Instructional Procedures:

1. Read aloud a picture book that clearly incorporates a beginning where the problem is described, a middle where events happen about the problem and an ending where there is a clear solution.

2. Engage the students in a discussion of the characters and setting as you write these on chart paper.

3. Point out how some writers make sure they always have a beginning where they describe the problem, a middle where events happen about the problem and an ending where there is a solution.

4. Tell students that what happens in the story is called the plot, and have them identify the beginning, middle and ending of the story. As the students identify these parts, record them on chart paper.

5. Share examples from the book where the author used descriptive words and details to make the story more interesting.

6. At the next sitting, instruct the students that they will now create their own story. Direct students to write an adventure story about what happened when they had an unusual guest, friend or family member visit their home.

7. Remind students compare them to the characters and setting from the picture book story and compare them to the characters and setting in their stories. Have students talk with one another about how their stories begin and ask questions about what happened and why.

8. Ask students to share some of their ideas. Give examples of how to take a simple idea and add detail and descriptive words to add interest.

9. Emphasize, as they start to write their stories, the importance of having a clear beginning, a middle and an end.

10. Pass out paper and have the students begin their stories. Circulate as they write, giving suggestions where needed.

11. After the students have written their stories or as some are finishing, meet individually with them to offer a response to the organization of their stories and where they offered helpful details about their characters and their homes.

12. Have students share their stories with the class. Suggest students use illustrations to add interest.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to

advance beyond the specified indicator(s).
- Have the student, who demonstrates little understanding of how to write a simple story, use a three-part chart to draw the story first.
- Have the student who demonstrates little understanding of how to write a simple story rehearse his or her story orally with a teacher or teacher's aide before writing it.
- Pair the student with a more advanced student to create a story together.
- Have the student who writes especially well read or listen to several fairy tales or folk tales that have also been written from a different point of view.
- Have the student choose a favorite story and write it from a different perspective.

Extension:
These are ideas for all students to continue learning on this topic – in class or outside of class.
- Students can work together in pairs or small groups to create and illustrate stories that are made into books.

Homework Options and Home Connections:
Students can write down stories told by a member of their own family or by a friend, bring them to school and share them with their class.

Technology Connections:
Use concept-mapping software such as *Kidspiration* to help students to visualize plot structure. Students can clearly see that a plot is composed of a beginning, middle and end as they use this software to group plot events according to their sequence within a story. These concept maps can be easily changed as students revise their understandings of the concepts involved.

Before the Activity:
- Create a template for the concept map that will be used during the lesson. This template will be divided into three areas representing the beginning, middle and end of a story. The template can be loaded during the activity and added to as students provide thoughts and ideas.
- Attach a projector to the computer to enable the entire class to view the computer screen.

During the Activity:
- Use the template to illustrate to students the plot structure of a book read in class. With the class, organize this book into its beginning, middle and end. Review the events of the story and ask students to place these events within the corresponding areas of the template. Students can select visual symbols or pictures to represent the events that they contribute.
- Repeat the previous step using some of the students' stories that they are working on in class. Ask students to discuss their stories' plots with the class. As a class, place the events of their stories into the template. Use the concept map to highlight areas of their plots that need further development.
- Students can submit their stories to Web sites in order to publish their stories online. Select sites that will publish all submitted work. Some Web sites offer collaborative projects in which students can write stories together –

adding to each other's stories. Check school policy concerning use of students' names on submitted work. It is suggested to use first names only. (See CD-ROM for Web sites' addresses.)

- Students can create computer storybooks. Students can work in small groups to develop stories. Each child in the group can create one page of his or her computer storybook. Students can also work on each page together; each can be responsible for a different part of a page's production (e.g., illustration, text). Sharing responsibility for each page may work better when working in pairs rather than in larger groups. Students can create the illustrations for their books using the computer graphics provided in the program or by drawing off the computer and then scanning their images into the program with adult help. Students can dictate their stories or write their own text, using invented spelling if needed. Each group can print their storybook to share with the class. Place the books in the classroom library.

Materials/Resources Needed:

For the teacher: A picture book that clearly incorporates a beginning where the problem is described, a middle where events happen about the problem and an ending where there is a solution; chart paper and markers.

For the students: Paper, pencils, erasers, access to "word wall" words and pictionaries.

Key Vocabulary:

- character
- setting
- plot
- solution