**Vancouver Island University Faculty of Education**

**BACHELOR OF EDUCATION - UNIT MATRIX**

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| **Grade(s): 2 Title of Unit: Story Writing**    **Overview of Unit Topic/Theme**:  Students will learn the elements of story (beginning, middle, end) They will learn character and setting, action, and conclusion  Student will engage in different writing and sequencing activities, class and group discussions, listening, reading, and presenting |
| **Rationale for Unit**:  To teach students about the elements of story writing and to give them an opportunity to write their own story |
| **Big Ideas:** - language and story can be a source of creativity and joy - stories and other texts help us learn about ourselves, our families, and our communities - stories and other texts can be shared through pictures and words - everyone has a unique story to share - through listening and speaking, we connect with others and share our world - playing with language helps us discover how language works  **Curricular Competencies:**  - engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community - use personal experience and knowledge to connect to stories and other texts to make meaning - recognize the structure and elements of story - create stories and other texts to deepen awareness of self, family, and community  - communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation  **Content:** - elements of story - literary elements and devices - vocabulary associated with texts - writing processes - features of oral language - letter formation - sentence structure |
| **Culminating Task(s)**:  Students will write their own stories, accompanied by pictures that they will each present to the class. |
| **Resources:**  Story Train Worksheet  Various activity sheets  Various stories - Look at Me by Robert Munsch - Smelly Socks by Robert Munsch |

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| **Learning Outcomes** | **Description of Learning**  **Activities & Strategies** | **Assessment Method/Tool** | **Assessment Criteria** |
| What are the unit level learning outcomes? What do you want students to learn/understand/appreciate?  **Lesson 1-2:** Identify parts of a story (beginning, middle end) | What teaching strategies & activities will you utilize to enable students to achieve the learning outcomes?  **Lesson 1-2:**  Video:  https://www.youtube.com/watch?v=b--Ndkp9\_40  Class discussion of what happens in beginning, middle, and end of story  What happens if you take out one part of the story?  Demonstrate activity with video story  Read “Look at Me” by Robert Munsch First, then, last activity | What method (e.g. write/say/do) and tool/instrument will you use to collect evidence of the learning?  **Lesson 1-2:**  Participation in class discussion and activity  Check on students’ understanding of “Look at Me” | By what criteria do you decide that the outcome has been successfully met? What will you look for in the evidence?  **Lesson 1-2:**  Completion of First, then, last activity |
| **Lesson 3-4:** Characters and setting (who, when and where)  Drawing with detail | **Lesson 3-4:** Read “Smelly Socks” by Robert Munsch  Discuss what characters were in the story and where they were What can you tell me about the character and the setting? Complete activity sheet | **Lesson 3-4:** Create your own character on your activity sheet and show where he/she is (setting) | **Lesson 3-4:**  Completion of character and setting drawing, including details (face, limbs, hair, background, etc.) |
| **Lesson 5-6:**  Pre-writing (character)  Brainstorming key words and phrases to do with character | **Lesson 5-6:** Explain what pre-writing is Brainstorm key words and phrases of class created character (what they look like, sound like, what they do) Have students do a pre-write about their own character  Ask students to share with partner across from them | **Lesson 5-6:** Complete a pre-write brainstorm of your character (words to describe what it looks like, what it sounds like, what it does, what it likes, etc.) | **Lesson 5-6:** Completion of pre-write brainstorm for their own character |
| **Lesson 7-8:** Action (problem) makes stories exciting (what and why)  Sometimes it takes more than one try to develop your best idea | **Lesson 7-8:**  Demonstrate “All of a sudden…” to teach action/problem  Split students into groups, and have them brainstorm different problems that could happen from picture  Complete “Action” activity sheet using the character they created | **Lesson 7-8:** Brainstorm different actions that your character could do  Choose your best/favourite one and write at least one sentence about what your character is doing | **Lesson 7-8:**  More than one idea brainstormed  Completion of action sentence |
| **Lesson 9:**  Catch up lesson to complete work | **Lesson 9:** If all work completed, students can add to their pre-write or make any changes to their character | **Lesson 9:** | **Lesson 9:** |
| **Lesson 10:**  Sequencing pictures Oral storytelling | **Lesson 10:**  Sequence pictures and think about what’s happening in each picture  Go over examples as a class (Canadian Curriculum, p.230-231)  Have each student complete a sequence and rehearse  Turn to a partner and tell them what’s going on in the pictures | **Lesson 10:** Observation of students sequencing pictures correctly and justifying their answers oral storytelling | **Lesson 10:** Completion of sequence and oral storytelling activity |
| **Lesson 11:** Story details (Who, what, where, when, why) | **Lesson 11:**  Read “My New Dog” (Canadian Curriculum p.196)  Go over who, what, where, and how (p.197) as a class (photocopied for overhead)  Read “\_\_\_” to each literacy group Who, what, where, when, why activity sheet | **Lesson 11:** Observation and checking in with students | **Lesson 11:**  Students have thought out ideas and completed activity sheet indicating who, what, where, when, and why |
| **Lesson 12:**  How to end stories | **Lesson 12:**  Review what an ending is and what they entail  Picture activity, split students into groups and have them solve problem occurring in pictures | **Lesson 12:** Observation of student participation in class review of endings  Checking in with students on their ideas for different endings | **Lesson 12:**  Students have at least 1 ending to the picture activity that follows the rules of an ending |
| **Lesson 13-14:** Write your story using full sentences (capital at beginning, period at end of sentence) | **Lesson 13-14:**  Using the completed pre-write from previous day, write your story (3-5 pages in booklet, 1-2 sentences/page)  Model how to do this with class | **Lesson 13-14:**  Checking in with students to hear their sentences before writing them | **Lesson 13-14:** Students have referred to their pre-write to help them write their sentences |
| **Lesson 15:** Illustrate your story | **Lesson 15:** Review Lesson 2 on how to draw with detail | **Lesson 15:** Checking in with students to ensure that their drawings match details in their sentences | **Lesson 15:** Students have referred to their sentences to draw their pictures  Their pictures match their sentences |
| **Lesson 16:**  Presentation skills- Share your story with the class | **Lesson 16:** Students will each share their story with the class | **Lesson 16:** Students have clearly practiced reading their stories | **Lesson 16:** Students read their stories to the class with few mistakes |