

Grade 1 ▶

Unit Two

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> capitalization: days and months	<input type="checkbox"/> Story: Short Story
<input type="checkbox"/> capitalization: <i>I</i>	
<input type="checkbox"/> capitalization: people's names	WRITING ON DEMAND
<input type="checkbox"/> sentence: identification and formation	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Problems can be solved in interesting ways.

NOTES

Students know how to tell exceptional stories. They often use elaborate details with their peers as to how they encountered a particular problem, struggled with it, and then solved it.

This unit engages students in writing short stories. While they are likely familiar with the typical form of a short story, they may not be aware the genre's essential elements. Students need to understand the concepts of character(s), setting, and problem. Students also need to write their stories in a logical order (beginning, middle, and end).

Exposing students to numerous examples of short stories will greatly aid their writing. Therefore, teach this unit in parallel with a story structure unit in your reading program to maximize student outcomes. Additionally, use the EXperience strand short story (EX-ap) as an example in the COMprehension strand to illustrate the key story elements. Asking students to tell (oral) stories in a group will also help students to identify and practice including key short story elements.

ADDITIONAL NOTES

The pattern, *Problems can be solved in interesting ways*, can be illustrated by showing the class a jar containing ten pieces of multicolored candy, per student (e.g., for a class of 18 students put 180 pieces of candy in the jar). Tell the class you have forgotten and need their help to figure

out how many pieces of candy are in the jar. On a blank piece of paper, have the students guess how many pieces of candy are in the jar and write a sentence describing how they came to their decision. Record the students' predictions and reasoning sentences on a T-chart. Then ask the students if they have any other suggestions to help solve the problem. Apply any reasonable suggestion, or suggest dividing the Skittles equally among the students. Then, sum the amount of candy each student has on the board, creating a class total that determines the number of *Skittles* in the jar (EX-ex).

As a whole group, discuss answers to the following questions (EX-co):

- Did anyone come close to the right number of *Skittles*?
- Which suggestions and reasoning sentence other than your own did you like the best? Why? (Emphasize that more interesting suggestions get more attention.)
- Did dividing the *Skittles* solve the problem? (or insert the method the class decided on to solve the problem) What made this solution an interesting way to solve the problem?

Introduce the pattern, problems can be solved in interesting ways, and ask the students how it is illustrated by the experience with the jar of candy (EX-el). Then, work with the students to convert the experience into a short story (e.g., One day Miss Smith had a problem...). Record sentences suggested by the students that help form the experience into a short story (EX-ap).

1
grade

GENRE

STORY: Short Story			
Definition		Objective	
Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel		With teacher prompting and support, student writes a paragraph-length story that features a problem to be solved or challenge to be met and a resolution.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a short story of at least one paragraph in length, with a problem or conflict resolved by the main character. ▶ The story flows smoothly from beginning to middle to end. ▶ Story features elements of suspense or anticipation that help keep the reader's interest. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents a short story of at least one paragraph in length, with a problem or conflict resolved by the main character. ▶ The story flows smoothly from beginning to middle to end. ▶ Additional development or revision may add elements of suspense to the story's plot. 	<ul style="list-style-type: none"> ▶ Writing presents a short story of at least one paragraph in length, with a problem or conflict resolved by the main character. ▶ The story lacks a consistent flow and skips between the beginning, middle, and end. ▶ Additional development or revision would improve the overall flow of the story. 	<ul style="list-style-type: none"> ▶ Writing fails to present a short story of at least one paragraph in length, with a problem or conflict resolved by the main character. ▶ Additional development or revision is needed to significantly improve the story's content and structure.

PRACTICE TEXT

Sam had a problem. His dog rex was missing. Rex ran away when a loud noise scared him. A truck driving by blew its horn at a cat in the road. The horn sent Rex running down the sidewalk. Now sam could not find him.

Sam called and called Rex's name. Rex did not come back.

With Mom's permission, Sam began asking the neighbors about Rex.

"Did you see my dog?" Sam asked Miss Evans. "He's black and tan and cute."

"No, i have not seen him," Miss Evans replied. "I will watch for him. I will let you know if i see Rex."

"Did you see my dog?" sam asked Mr. Bant. "Rex is short and long and cute."

"No, i have not seen him," Mr. Bant replied. "Ask Mrs. Wint next door. She likes dogs."

Sam knocked on Mrs. Wint's door. "Have you seen my dog?" Sam asked. "He's friendly and his name is Rex."

"I'm sorry," said Mrs. Wint. "I have not seen rex. I hope you find him soon."

Sam sat on the sidewalk and thought. How could he find Rex? Suddenly, he got an idea.

Sam walked to his house and went into his bedroom. He pulled his fishing pole out of the closet. It did not have a hook, but the line was there.

He took the pole to the kitchen. "Mom," he asked, "did we have any chicken left over from supper last night?"

His mom looked surprised. "Are you hungry already? We just had lunch!"

"No," sam answered. "I need to find rex. I think some chicken might help."

His mom reached into the refrigerator and pulled out a piece of chicken that did not have any bone in it. She helped Sam tie it to the end of the line on his fishing pole.

Sam took the pole with the chicken attached outside. He walked down the sidewalk. He carried the pole so the chicken hung a few inches from the ground.

While walking past Mrs. Wint's shrubs, sam heard sniffing. He saw a little black nose

sticking out of the bushes. Sam moved the chicken closer. Was the nose attached to Rex? Was rex in Mrs. Wint's shrubs?

Sam stopped. The chicken was right in front of the nose. Slowly, something crawled forward. It was Rex!

Rex gobbled the chicken while sam hugged him. Sam took Rex home. "With chicken on a fishing pole i guess you can catch a Rex!" he told his mom. She hugged sam and rex, glad to have them both back home.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

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