

Lesson Plan By: Amanda Chamberlin (Original Ideas)

Lesson: Alternate Endings **Length:** **Age or Grade Intended:** 2nd grade

Academic Standards: 2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.

Performance Objectives: After reading the story *Abuela* by Arthur Dorros, the 2nd grade class will create an alternate ending with 100% accuracy.

Assessment: The finished writing project.

Advanced Preparation by Teacher: Make flashcards with the Spanish words or phrases on them with the English translation written underneath. Have a decorated box (can be a shoe box) to use as your “Mystery Box.” Place the items or pictures in in the box, attached to the flashcard. Set up the classroom so that there are at least five different locations that can be found in town (school, park, fire department, etc.) Post aerial view pictures, and signs indicating which area it is.

Procedure

Introduction/Motivation: People all over the world speak many different languages. Here in America, there are a lot of different languages spoken as well. Today we are going to read a book that has some Spanish words, does anybody know any Spanish? Pull out the “Mystery Box,” and have a discussion about what could be inside. (The “Mystery Box” is used whenever new/interesting topics are discussed.) Pull out the word first, and pronounce they words for them, and then reinforce with the object and the picture. **(Visual-Spatial, Verbal Linguistic)**

Step-By-Step Plan:

- 1.) Read the story *Abuela* by Arthur Dorros. (Read as shared reading) Ask Blooms Knowledge level questions throughout the story.
- 2.) Next is a creative dramatics activity to reinforce multiple viewpoints. Label (at least) five different locations around town (using actual pictures of that place) and place them around the classroom so that the kids can travel there. Have the students pretend they are birds, and are flying over the town. Have them visit each place in town for two to three minutes for each location. After the activity have the students gather back into a big group. **(Gardner: Bodily –Kinesthetic, Visual-Spatial)**
- 3.) How would the story be different if they did not fly over the city? (Blooms: Application) How else could they have visited the city (bus, walking, car, biking, etc.)? Now how would that make your experience different if you had to walk to school, if you normally ride the bus? (Application) **Gardner: Verbal Linguistic)**
- 4.) Construct a mini lesson to review the writing process (Prewriting, Drafting, Revising, Editing, and Publishing).
- 5.) Prewriting: In small groups (assuming the children are sitting in pods) have a discussion about what could happen to Rosalba and Abuela. Ask them what they would do with their grandma, or what they would do if they were in a large city. (Blooms: Synthesis) **(Gardner: Interpersonal)**
- 6.) Drafting: Individually students will write an alternate ending using the ideas from the small group

brain storming. **(Gardner: Intrapersonal)**

7.) Revising: In their small groups they get to share their stories. They can suggest ideas that add to what other students in their group have written about. **(Gardner: Interpersonal)**

8.) Editing: Self-correcting will happen here. Go back to individual work with the new ideas that their classmates have given them. The students can add/delete what they would like at this time. They will also be checking for errors in spelling, punctuation, etc. **(Gardner: Intrapersonal)**

9.) Publishing: Once the stories are done, the students will get “publishing paper” and rewrite their stories on that piece of paper. Once they finish writing their story, they can draw a picture to go with their ending. Once every student is done, they will be collected and binded into a book for the classroom to look at. **(Gardner: Verbal-Linguistic, Interpersonal)**

Closure: Ask some of the students if they would like to share their endings with the class. Let the students who want to read aloud share their stories. Discuss what happens in the book *Abuela*, and how the characters speak a different language. Go back to the box and pull out only a few of the objects as a review. Then discuss how you can have different endings to one story, and how that can greatly change what is happening within the story. , and how that can greatly change what is happening within the story. **(Gardner: Interpersonal, Verbal-Linguistic)**

Adaptions/Enrichments:

Self Reflection: Was there too much going on, switching back and forth from small group to individual work?

Do the children understand how the ending affects the story? (Judged by how and what they wrote for their own endings)