

Unit Theme/Topic for Grade Second Grade Writing: **Enhancing Writing With Temporal Words**

Lesson Title: Brainstorm Temporal Words and Apply

Time Needed for Lesson: 20 minutes

Teacher: Brenda O'Donnell and Kristen Drabek

Enduring Understandings: As a writer they will be able to use juicy temporal words to enhance their writing through revisions.

Prior Knowledge Needed: Students will need to know how to revisit a past writing piece and identify where temporal words can be added. Students will also need to know what temporal words are, and how and why they are used in writing.

Lesson Objectives: Knowledge Students Will Construct as They Engage in This Lesson

Students will be able to...

CCSS.ELA-Literacy. W.2.3- Write narratives, in which they recount a well-elaborated event or short sequence of events, ~~include details to describe actions, thoughts, and feelings,~~ use temporal words to signal event order, ~~and provide a sense of closure.~~

CCSS.ELA-Literacy. W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising ~~and editing.~~

Assessment: Evidence of Student Understanding

1. Students will brainstorm and write down a list of temporal words that they can add to their story on a piece of paper or in a notebook.
2. Students will work with classmates (turn and talk) to get ideas and input of temporal words they can add to their piece and they will write those down in their notebook.
3. Students will use mentor texts for examples of temporal words used in those books that may help them with their narratives.
4. Students will write out a few sentences from their narrative that need temporal words and place their ideas of temporal words in their selected sentences (trial and error).
5. Students will continue to brainstorm until they have juicy temporal words that make sense in their stories.

Higher Order Thinking (H.O.T.) Engaging Students in Constructing Deep Understanding

1. How do temporal words increase interest in your story?
2. How does using a variety of temporal words, instead of just a few, improve the quality of a story?
3. Why do we not want to use repetitive temporal words in our stories?

4. H.O.T. task: Brainstorm with classmates and use mentor texts to create a list of juicy temporal words in a notebook that would make sense in your narrative. Try not to use a word twice.

LESSON SEQUENCE

I – WE – YOU

We: The class will brainstorm and create a list of temporal words in their notebook for their own papers and for others to use. Classmates can turn and talk, use mentor texts, and check out other classmates lists to get ideas of temporal words that can work and make sense in their narratives. It will be an individual task while also using teamwork.

You: After students have brainstormed and created their lists, they will place their ideas of temporal words in selected sentences. These selected sentences will be written out in their notebook. Students can use trial and error with their temporal words to figure out which juicy temporal words would work best to make the most sense while also engaging their reader in their narrative. Students continue brainstorming until they have juicy temporal words that make sense in their narratives.

Meeting the Needs of Diverse Learners: intentional Choices You Made in Planning

This lesson involves interaction and teamwork if the child chooses. If I were to have an English language learner in my classroom, I would make sure to pair them up with a student I knew was reliable to help the English language learner with reading, pronunciation, spelling, or anything else they may struggle with.

Meeting the Needs of Exceptional Learners: Possibilities for Accommodations & Modifications

If there were a gifted/talented student in my classroom that was at a higher level than the rest, I would consider having them go through their entire narrative instead of selecting just a few sentences to add juicy temporal words to. Also, instead of just adding temporal words to the beginning of sentences, I would challenge the talented students to add temporal words in the middle or end of a sentence that would signal event order or time.

Materials/Resources Needed: Planning Ahead So You Can Be Fully Engaged with Students

- Student notebooks
- Pencils
- Mentor texts used throughout the unit

References & Resources

None Included in Lesson