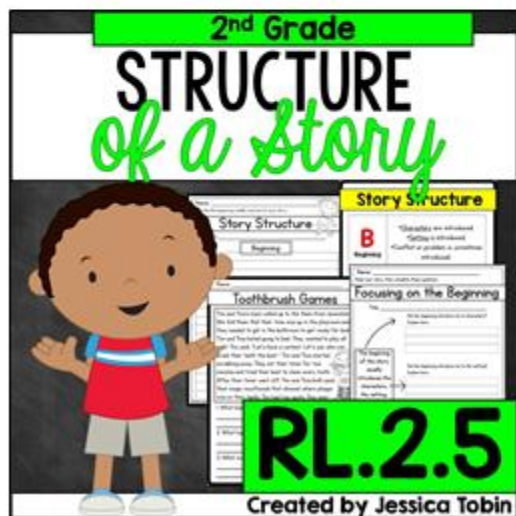


# RL.2.5

This ELA unit provides resources to use while teaching the standard **RL.2.5**, which states that students will be able to

**“Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action”.**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or as a continuation of a mini lesson you think they need more time with.

### Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

# Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

**2nd Grade Reading: Literature Lesson**

**PL.2.5- lesson 1**

I can describe the overall structure and sequence of a story.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Mini-Lesson 1 Focus:**  
Beginning, Middle, and Ending

**Activities to Teach:**

Step 1: Teacher will create anchor for events. Students can participate in the creation of the anchor chart through teaching and discussion or display mini posters and discuss.

Step 2: Teacher will read the passage aloud to students. Teacher will read the passage one at a time, allowing students to discuss the beginning, middle, and ending.

Step 3: Teacher will create beginning/middle/ending chart. Student will get three sticky notes to record the beginning/middle/ending.

**Materials:**

Anchor chart  
Sticky notes

**Story Structure**

**B** Beginning

- \*Characters are introduced.
- \*Setting is introduced.
- \*Conflict or problem is sometimes introduced.

**M** Middle

- \*Events happen.
- \*The conflict or problem is trying to be solved.

**E** Ending

- \*The conflict or problem is found.

**Suggested Read Alouds**

**2nd Grade FOCUS: STORY STRUCTURE**

**True Story of the Three Little Pigs**

Beginning

Don't Slam the Door by: Dori Chaconas

Chicken Little by: Steven Kellogg

Paper Bag Princess by: Robert Munsch


Click this image to a blog post with suggested read-aloud for all standards

Middle

End

**Read Aloud**

**My Trip to the Nurse**



Who are the characters in the story?

Describe the setting of the story.

What is the problem in the story?

What happens at the beginning?

What happens at the end?

When Cara was sitting in art class, she felt a weird pain in her stomach. She didn't want to get in trouble for getting out of her seat, but she didn't want to raise her hand and tell everyone that she had a stomachache. She got out of her seat and walked to her art teacher. Her art teacher told her she shouldn't be out of her seat, but Cara told her she needed to go to the nurse.

**2nd Grade Reading: Literature Lesson**

**PL.2.5- Lesson 3**

I can describe the overall structure and sequence of a story.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Mini-Lesson 3 Focus:**  
Deciding what is Beginning, Middle, and Ending

**Activities to Teach:**

Step 1: Teacher will read the passage aloud. Teacher will demonstrate how to put brackets around the BME of the story.

Step 2: Students will work with partners to read the passage together to determine where to put their BME (brackets), then, color code with crayons.

Step 3: Partners will use their passage to create a BME graphic organizer.

**2nd Grade Reading: Literature Lesson**

**PL.2.5- lesson 2**

I can describe the overall structure and sequence of a story.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Mini-Lesson 2 Focus:**  
Finding the Beginning, Middle, and Ending in Real Texts

**Activities to Teach:**

Step 1: Teacher will read about The True Story of the Three Little Pigs. (YouTube version is available if you don't have a copy). After finishing the story, teacher and students will complete the BME graphic organizer together.

Step 2: Students will read a book with a partner from the classroom library. The text should be short and simple to comprehend. Throughout the book, partners will discuss events happening in the beginning, middle, and ending of the story.


Step 3: Partners will complete their BME graphic organizer for their book they chose to read.

**Materials:**

The True Story of the Three Little Pigs  
Classroom library books

**Read Aloud**

**My New 2nd Grade**



What happens at the beginning?


What happens at the middle?

What happens at the end?

It was Nicole's first day at Sunshine Elementary. She wasn't sure if she was going to make any new friends. As she walked into the front office doors, she looked around and saw new colored walls. The new school looked pretty. She was still making new friends, though. The principal walked Nicole to her classroom. She was in Ms. Roberts' second grade class. Ms. Roberts was sitting in the middle of the classroom. Nicole looked around and made her feel comfortable. After math, it was time for recess. This made Nicole really nervous. All the kids ran towards the playground. A little girl with blonde hair stood next to Nicole. She said her name was Maay and she was new this year, too. She said they could be best buddies and play every day. Nicole was very happy that Maay introduced herself. She couldn't wait to meet even more friends.

**Partner Passage**

**Visiting Dad's Work**



Put your around in beginning and here

Suzy and her Dad walked into her dad's work. He worked at a factory called Smith's Metals. Every year, Suzy's dad's work had Bring Your Daughter to Work Day. This was Suzy's first time going and she was so excited. They walked into her dad's huge factory. Suzy spent the day learning about the machines and the workers' names. She met fifteen new workers' friends at her dad's work. She even got to watch her dad melt a hot piece of metal and hammer it into a tube. At the end of Take Your Daughter to Work Day, Smith's Metals asks the daughters to write about what they learned. Suzy wrote a lot of new and exciting things she learned and saw today.

**Names:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Beginning**

**Middle**

**End**

# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several reading passages and task cards. The passages include:

- Setting R**: Shawn and Dan were two troublemakers at Elementary School. They caused a playground. Shawn and Dan had plan today was to break their record. They could go down the slide. So they went down the slide seventeen times. Dan and Shawn to make it down the slide twenty times.
- Toothbrush G**: Tim and Tina's mom called up to them. She told them that their time was up in the bathroom. They needed to get in the bathroom to get ready for bed. Tim and Tina hated going to bed. They went to bed. Tim said, "Let's go to bed."
- Flower Planting Day**: Nate lives in a city called Ft. Haynes. Every year, Ft. Haynes celebrates the first day of spring by having the annual Flower Planting Day. Nate was so excited to participate this year. He and his family went to the gardening section at the store and bought twelve different types of flowers. They planted five of the flowers. Nate's family began to plant just like his family. Nate's family flowers.
- Chore Fun**: "Seth, come downstairs to do your chores!" Seth's mom yelled. Seth was having fun playing his video games. He didn't want to do chores. Seth pretended he was in his video game. Maybe it would make his chores snuck down the stairs as quietly as he could. He pretended to be one of the characters in the game. He grabbed the controller and started playing. He grabbed the controller and started playing.
- School Night**: Ben was excited for the annual school math lesson. He wanted to see what it was like. He went to the math lesson at school. He saw his teacher and Ben really wanted to go out. Ben really wanted to go out.

The task cards include questions such as:

- Card 1: Who are the characters in the story?
- Card 2: What is the setting of the story?
- Card 3: How does the character try to solve the problem?
- Card 4: Describe the middle of the story.
- Card 5: How would the story be different if the author didn't write the ending?
- Card 6: How would the story be different if the author didn't write the ending?
- Card 7: What is the solution to the problem?
- Card 8: Describe the middle of the story.
- Card 9: How would the story be different if the author didn't write the ending?
- Card 10: How would the story be different if the author didn't write the ending?
- Card 11: How would the story be different if the author didn't write the ending?
- Card 12: Use one sentence to identify what happens in the beginning, middle, and end of the story.

**Instructional Passages**

**Task Cards for Any Text**



# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The image displays a variety of educational templates for interactive notebooks. On the left, there are several story structure organizers with sections for 'Beginning', 'Middle', and 'End'. Some include prompts like 'Name: Write your answers about your story' and 'Title:'. Other templates focus on specific parts of the story, such as 'Focusing on the Beginning' and 'Focusing on the End', with questions like 'Did the ending solve the story's problem?' and 'Did the character change in the story?'. On the right, there are task cards with questions like 'Beginning', 'What happens in the beginning?', 'Identify the characters', 'Describe the problem', 'What is the solution?', 'How would the story be different without the middle?', and 'What happens in the end?'. A large green banner with white text is overlaid on the bottom right, reading 'Interactive Notebook Templates'. The bottom left corner has a copyright notice: '©Tobin, 2018'.

**Graphic Organizers**

**Interactive Notebook Templates**

©Tobin, 2018

# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.


Story Structure	
Who are the characters?	Describe the setting
What is the character's problem?	
What events happen in the story?	
How does the character solve the problem?	

**Graphic Organizers**



Setting Records
Shawn and Dan were two troublemakers at Falls Bridges Elementary School. They caused the most trouble on the playground. Shawn and Dan had a new plan today. Their plan today was to break the school record for how many times they could slide down the slide. So far, they had only made it down the slide five times. Dan and Shawn decided to try again. This time, they ran up the slide and slid down nineteen times during recess. They broke their record. They did not make it to their goal though.

**Instructional Passages**



# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

**Key Provided for Assessment**

**Story Structure Assessment**

Name: \_\_\_\_\_

1. What does the author usually write about in the story?

- a) the solution
- b) the characters and setting
- c) the events
- d) how the character solves the problem

2. What does the author usually write about in the story?

- a) the solution
- b) the characters and setting
- c) the problem and events
- d) the happy ending

3. What does the author usually write about in the story?

- a) the solution
- b) the characters and setting
- c) the problem and events
- d) the conflict

4. Describe why it is important to have a beginning, middle, and end to a story.

Keith's family just pulled into the park for his baseball game. Keith was not very excited. Baseball was not Keith's favorite sport. This was his sixth game and he still hadn't hit the ball yet. He thought that it would be embarrassing and not very fun. Today, Keith was hoping it would be different. Every time that it was his turn to swing, he kept his eye on the ball and tried to pay attention. The first four tries, he struck out. On Keith's fifth try, he swung the bat and tried to hit the ball but he hit it all the way out into the field.

5. What is the setting of this story?

- a) Keith's house
- b) school
- c) park
- d) the mall

6. What happens in the middle of the story?

- a) Keith was not excited for baseball.
- b) Keith hits the ball into the field.
- c) Keith's family drives to the park.
- d) Keith tries to pay attention and hit the ball.

7. What happens at the end of the story?

- a) Keith was not excited for baseball.
- b) Keith hits the ball into the field.
- c) Keith's family drives to the park.
- d) Keith tries to pay attention and hit the ball.

Don and Jess decided they needed to build a better bird house for their backyard. The one they had was quite broken. It made their backyard look a little bit messy. Dan had an idea. He thought that they should try to build a birdhouse out of the sticks they could find in the yard. It was fall, so there were a lot of sticks and leaves that had fallen. Jess loved this idea. She ran inside to get brown paper bags. Dan and Jess began collecting their sticks.

8. What is the problem of the story?

9. What happens in the beginning of the story?

10. What happens at the end of the story?

Keith's family just pulled into the park for his baseball game. Keith was not very excited. Baseball was not Keith's favorite sport. This was his sixth game and he still hadn't hit the ball yet. He thought that it would be embarrassing and not very fun. Today, Keith was hoping it would be different. Every time that it was his turn to swing, he kept his eye on the ball and tried to pay attention. The first four tries, he struck out. On Keith's fifth try, he swung the bat and tried to hit the ball but he hit it all the way out into the field.

5. What is the setting of this story?

- a) Keith's house
- b) school
- c) park
- d) the mall

6. What happens in the middle of the story?

7. What happens at the end of the story?

8. What happens in the beginning of the story?

9. What happens in the beginning of the story?

10. What happens at the end of the story?

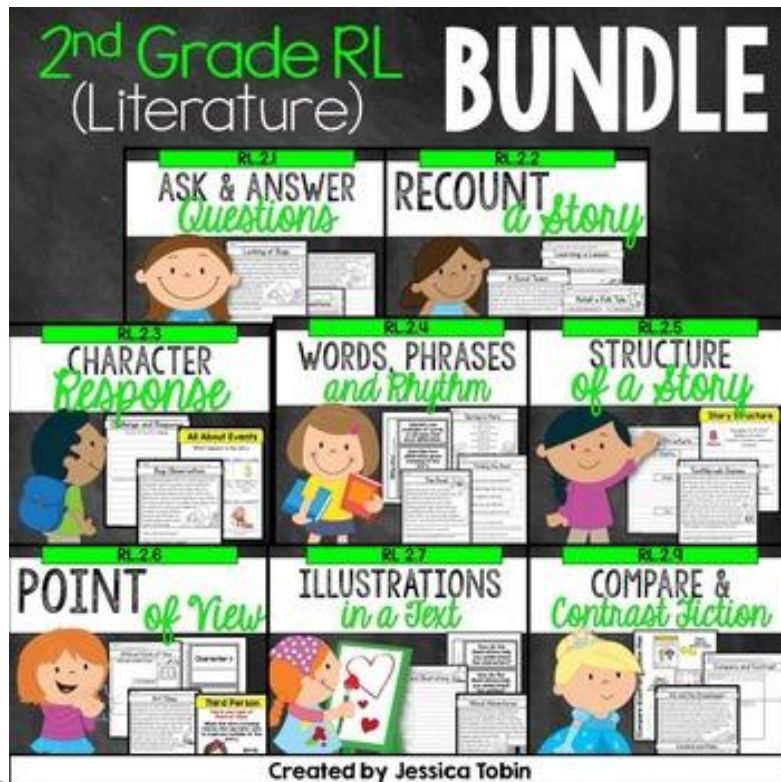
Students should include something about being introduced to the characters and setting. Also it needs a middle to describe what the character does. The end wraps up the problem and story.

At the end, they start collecting sticks in their paper bag.

# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

## Literature Domain



-or-

## All 6 ELA Domains

