

# Cooking Up a Story

**Grade Level or Special Area:** Second Grade

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**Length of Unit:** Seven lessons, 1 ½ - 2 weeks, one day = 35-40 minutes

## I. ABSTRACT

There are key ingredients to making any recipe a success. In this unit we will be creating stories using a few key components. With the help of a detailed guide (or recipe) to follow, these ingredients will come together nicely to produce delightful stories written by second grade students.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to write and speak for a variety of purposes and audiences.

### B. Content from the *Core Knowledge Sequence*

1. Produce a variety of types of writing such as stories (page 43)
2. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
3. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works (page 43)

### C. Skill Objectives

1. The student will be able to create a story plan for a personal narrative.
2. The student will be able to create a sentence to begin their personal narrative.
3. The student will be able to complete the beginning of their personal narrative following their story plan.
4. The student will be able to create a sentence using a transition word.
5. The student will be able to use transition words in their personal narrative.
6. The student will be able to create an ending to their personal narrative.
7. The student will be able to write a second draft and edit his or her paper.
8. The student will hand in story in its completed final copy.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Auman, M. *Step-Up-To-Writing*. Sopris West: Colorado, 1999. ISBN: 1-57035-240-2
2. Strickland, D, & others. *HBJ Language*. Harcourt Brace Jovanovich, Inc.: Orlando, 1993. ISBN: 0-15-301061-4

### B. For Students

1. Understand what a complete sentence is and identify subject and predicate in simple sentences (page 44)
2. Use capital letters for: the first word in a sentence, proper nouns, the pronoun I, holidays and months and days of the week, main words in titles (page 44)
3. Consistently use correct end punctuation: period, question mark, or exclamation point (page 44)

## IV. RESOURCES

- A. Auman, M. *Step-Up-To-Writing*. Sopris West: Colorado, 1999. ISBN: 1-57035-240-2 (Lesson One and Four)

## V. LESSONS

### Lesson One: Finding the Recipe (Creating a Story Plan: adapted from Step-Up-To-Writing)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. Produce a variety of types of writing such as stories (page 43)
  - b. With assistance produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
3. Skill Objective(s)
  - a. The student will be able to create a story plan for a personal narrative.

#### B. *Materials*

1. Story Plan Guide – Appendix A (one per student and overhead)
2. Pencil
3. Rubric – Appendix N

#### C. *Key Vocabulary*

1. Plan – drawing showing how parts are put together
2. Sketch – quick drawing
3. Narrative – a story

#### D. *Procedures/Activities*

1. **Note: The students should be able to form complete sentences, sequence events, and know the elements of a story (setting, characters, title, etc.) before beginning this unit.** Today we are going to begin the process for writing personal narratives. Define narrative to the class. Explain that we are going to be using everything that we have learned about writing good sentences and what is needed in a story to help us write.
2. Begin by showing students the plan page (Appendix A). Tell the students that in order to keep their thoughts and ideas in order, we are going to use a plan. This plan can also be called our recipe. We are going to need to make sure we put all the right ingredients into our recipe to have a successful outcome. Creating our story plan is the first step in writing a personal narrative.
3. Begin at the top of the story plan with the word title, and work your way down. The first plan should be completed as a class for practice.
4. As a class, think about something to write about. Again, think of events that have actually happened in your life. This will help you create a title. Once you have a topic, pick a title that explains to the reader what the story will be about. An example would be: Susie's Birthday Party. This would be the title of our story and also the main topic of our story.
5. Next, begin making quick sketches to show what happens in your narrative. Remind students that the sketches should go in order. The first box should reflect what happens in the beginning and the last box the ending. An example for the sketches would be as follows: The first box has boys and girls arriving at a birthday party, the second box shows children playing games, the third shows Susie opening presents, and the last box shows everyone eating cake and ice-cream.
6. Remind students that these drawings are not to be detailed or colored. They are simply a way to put your thoughts down on paper.

7. Once all the boxes have been completed, add any ideas or descriptions on the lines provided for each picture.
  8. Finally, look at the story plan and check to see if the sketches are in the correct order and describe/fit in with the title. If all parts are correct, you have completed the first step in writing a story.
  9. Assign the students a story plan for their own story. You may wish to generate ideas on the board for stories. Remember students must have actually done what they are writing about.
  10. As the students complete their plans, collect the plans for evaluating. After evaluating, pass the papers back and have the students place their plan in a folder or safe keeping for future reference.
- E. *Assessment/Evaluation*
1. The teacher will collect the story plan and use a rubric to evaluate (Appendix N).

### **Lesson Two: Setting Out the Ingredients (Getting Started)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
  2. Lesson Content
    - a. Produce a variety of types of writing such as stories (page 43)
    - b. With assistance produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
  3. Skill Objective(s)
    - a. The student will be able to create a sentence to begin their personal narrative.
- B. *Materials*
1. Review Worksheet – Appendix B (one per student)
  2. Story Starters – Appendix C (overhead)
  3. Class Story Starters – Appendix D (overhead)
  4. Appendix G – one per student
  5. Rubric (Appendix O)
- C. *Key Vocabulary*
1. Character – a person in a story
  2. Setting – where or when a story takes place
- D. *Procedures/Activities*
1. Review the previous lesson by taking out the story plans and reading through. Recall what a story plan is and what each box represents (beginning, middle, and end). Explain to students that today we are going to work on our second step, beginning to write.
  2. Earlier we created our story plan, or recipe. Today we need to talk about what ingredients are needed for our story. First, we need to remember that all stories have a beginning, middle, and end. Today we are going to focus on the beginning. In the beginning of a story there are some things that should always be included. These are to create a setting and identify characters. In other stories you may also need to include the problem in the beginning to develop a problem/solution story line.
  3. To begin, review what the setting of a story is and what characters are. If necessary, have the students complete Appendix B on setting and characters for additional review.

4. Next, explain that there are many ways to begin a story. You could start by describing where the story takes place, who is in the story, or when the story happened. These are only a couple ways to begin a story.
  5. To help the students understand each example, do examples of each story starter with the students. See Appendix C for examples. You may choose to list these on the board or overhead, and also have the students come up with their own examples.
  6. It may also be helpful to take the class story idea from Lesson One (Susie's Birthday Party) and try each method to begin this story. Appendix D has examples of this.
  7. After students are comfortable with the story starters have them revisit their story plan. Look at the first picture and the title and decide on a story starter that would fit the first picture and go along with the title. Have the students work on creating their first sentence of their story. When sentences are complete, the teacher should check for correctness. Collect the sentences and use a rubric to score the papers. If not correct, the student will need to rewrite the sentence.
- Assessment/Evaluation*
1. The teacher will collect the sentences and evaluate using a rubric (Appendix O).

### **Lesson Three: Mixing It Up (Developing the Story)**

#### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. Produce a variety of types of writing such as stories (page 43)
  - b. With assistance produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
3. Skill Objective(s)
  - a. The student will be able to complete the beginning of their personal narrative following their story plan.

#### **B. *Materials***

1. Continuing the Birthday Story – Appendix E-overhead
2. Story plan from Lesson One-each student should have their own
3. Beginning sentence from Lesson Two-each student should have their own
4. Rubric (Appendix K)

#### **C. *Key Vocabulary***

1. Descriptive – giving a description, to tell about

#### **D. *Procedures/Activities***

1. Have the class take out their story plans and beginning sentences. Review that every student knows what they are writing about, the order of events, and has a good beginning sentence. From this point we are going to work on completing the beginning of our stories.
2. Begin by having class story (Susie's Birthday Party) ready. You should have the story plan from Lesson One and pick a story starter from Lesson Two. Show class how to continue their beginning using their story plan. First look at the pictures on the plan. In our birthday party plan we drew kids coming to the party in box one and kids playing games in box two.
3. We need to continue to write the story using these images. As a class, continue to write the story. Develop the part of the story that was not used in the story starter. For example if you choose to introduce a character in the first sentence,

continue by developing the setting or vice versa. See Appendix E for examples of continuing the birthday story.

4. Remind the students that while they are writing to come up with sentences that are descriptive. The reader should be able to picture the story in their mind rather than just reading what happened. Review descriptive sentences if necessary before continuing.
5. After completing a class example have the students create the rest of their beginnings. When completed, the teacher needs to check for correctness and completion. Have students file paper in folder to save for future reference.
6. Before students put their paper away you may choose to have them read their beginnings to the class as a model for what the story beginnings should be like.

E. *Assessment/Evaluation*

1. The teacher will collect the papers and score using a rubric (Appendix K).

**Lesson Four: Adding Ingredients (Transitions)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. Produce a variety of types of writing such as stories (page 43)
  - b. With assistance produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
3. Skill Objective(s)
  - a. The student will be able to create a sentence using a transition word.
  - b. The student will be able to use transition words in their personal narrative.

B. *Materials*

1. List of Transition Words – Appendix F (overhead)
2. Transition Practice – Appendix G (one per student)
3. Story plan from Lesson One-each student should have their own
4. First sentence and beginning paragraph from previous lessons
5. Rubric (Appendix K)

C. *Key Vocabulary*

1. Transition – a change from one subject to another

D. *Procedures/Activities*

1. The students have now completed the beginning of their stories. Their story plan sketches should have been covered up to picture three. Now the students will work on creating the middle of their story using transitions.
2. Read what is written of the class story (Susie's Birthday Party, this can be taken from previous examples) or have the students read their beginnings of their personal narratives. Explain that as the story moves along we are going to describe the next part of the story plan from Lesson One. Look at the story plan from Lesson One. Revisit what has been written and how it describes pictures one and two on the story plan.
3. Next, look at picture three. Discuss what is happening in part three (Susie is opening presents). The next part of our story will need to describe this picture. In order to help you move to this part of the story, show the students a list of words that can help them as they write. These words are called transitions.

4. Transition words help connect the beginning to the middle and are also used throughout the story to help connect ideas. Today, we are going to use transitions to start the middle of our story.
  5. Review the list of transitions words adapted from Step-Up-To-Writing (Appendix F). Practice using these words in a sentence. Then, create a transition sentence for the class story, Susie's Birthday Party. Continue as a class to write the rest of the middle of the story, while describing picture three.
  6. When the class is ready, have them write a transition sentence to begin the middle of their story. When teacher has approved their transition sentence they may continue writing the middle.
  7. If students need additional practice writing transition sentences have them do Appendix G before they write their transition sentence for their story.
- E. *Assessment/Evaluation*
1. The teacher will collect the papers and evaluate using a rubric (Appendix K).
  2. If the students completed Appendix G it may also be taken for a grade.

### **Lesson Five: Final Touches (Story Ending)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
  2. Lesson Content
    - a. Produce a variety of types of writing such as stories (page 43)
    - b. With assistance produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs (page 43)
  3. Skill Objective(s)
    - a. The student will be able to create an ending to their personal narrative.
- B. *Materials*
1. Story plan from Lesson One-each student should have their own
  2. Personal narrative – parts that have been completed
  3. Examples of Endings – Appendix H (overhead)
  4. Rubric (Appendix K)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. We have now completed the beginning and middle of our stories and we need to end the story. Looking at the class story plan, we see that we have described pictures one through three. We have one final picture, number four, and that is everyone eating cake and ice cream.
  2. Begin by discussing different ways to end a story. You want the ending to connect to what the whole story is about and be a strong, closing sentence. One way to think of an ending is to revisit your characters. Maybe there is one particular character you want to revisit. Another way is to describe the feeling in the story. Are the people happy, sad, or tired, etc? You may also choose an ending that sums up the story.
  3. Give the class an example of each of the above ideas for the class story. Examples are found in Appendix H. Then have the students come up with examples of an ending for the class story to practice.
  4. When the class is comfortable with endings, have them take out their story plans. Looking at picture four have them decide what a good ending sentence would

look like. Remind students that the ending can be more than one sentence. They may first need to transition to the end and then write the final sentence.

5. Have students show teacher their ending before putting papers away. Teacher should check for completion and correct form when reviewing the endings.

E. *Assessment/Evaluation*

1. Teacher will collect the paragraphs and evaluate using the rubric (Appendix K).

**Lesson Six: The Taste Test (Editing)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works (page 43)
3. Skill Objective(s)
  - a. The student will be able to write a second draft and edit his or her paper.

B. *Materials*

1. Personal narrative
2. Story plan from Lesson One
3. Editing Marks – Appendix I (overhead)
4. Editing Practice – Appendix J (one per student)
5. Example Stories – Appendix M-teacher reference

C. *Key Vocabulary*

1. Editing – correcting, revising written material

D. *Procedures/Activities*

1. Begin by discussing what makes a good story. The class should come up with the following: correct sentence structure (capital letters, punctuation, complete thoughts), transitions that move the story along cleanly, there is a beginning, middle, and end, the characters and setting are given, and the sentences describe and create a visual picture in the reader's mind. After reviewing these items have the students begin to look at their story. Have them check if the story needs to be put in a better order, if sentences need to be corrected, etc.
2. Have the students take out a yellow marker. The first thing we will check for is good descriptive sentences. Remember a good sentence gives the reader an image in their mind. For example, you may say Susie had a cake. This is not very descriptive, but you could write: At Susie's party, we had delicious chocolate cake with creamy vanilla ice cream and colorful sprinkles. This sentence gives the reader a picture.
3. When students find good describing sentences highlight them in yellow. Looking at the finished piece there should be more highlighted sentences than not. If there isn't, the student will need to go back and create better, more descriptive sentences.
4. At this time, have the students write a second draft correcting the mistakes they have found, rewording sentences, or sequencing their events better if needed. This draft should have all parts from Lesson Two put together in a nicely written second draft. Examples are found in Appendix M.
5. After writing the second draft, the student needs to edit the draft. You may want to separate this into two lessons. Review the marks used in editing (Appendix I).

- Have the students take out another color of marker and make editing corrections on the paper. To look up spelling, use dictionaries.
6. Once the entire story has been edited, the student will turn in paper to teacher. The teacher will check to find any more mistakes. This is to help with the first time the student edits. In the future this extra step may be taken out and the student will go on to write the final draft. If this step is deleted, have the students write their final copies and turn in for a grade.
  7. If students need additional help with editing they may complete Appendix J for help.
  8. Once the teacher hands back the second draft the student may take a clean sheet of paper and write their final copy. This will be turned in for a final grade.
- E. *Assessment/Evaluation*
1. The teacher will grade the editing practice (Appendix J) (if completed).

### **Lesson Seven: Grading the Stories**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
  2. Lesson Content
    - a. Produce a variety of types of writing such as stories (page 43)
  3. Skill Objective(s)
    - a. The student will hand in story in its completed final form.
- B. *Materials*
1. Each student's personal narrative
  2. Rubric – Appendix K
  3. Story Ideas – Appendix L
- C. *Key Vocabulary*
1. Rubric - a set of standards to be used while grading
- D. *Procedures/Activities*
1. When grading the student's stories it may be helpful to use a rubric. A rubric is a scale to help you determine the final grade.
  2. An example rubric can be found in Appendix K. Keep in mind that this is their first story and was written with strong guidance. Future stories will need to be written to truly assess how much the students have learned through the writing unit.
  3. Ideas for other story writing opportunities can be found in Appendix L. These may be used to help come up with future story ideas that can be assessed.
- E. *Assessment/Evaluation*
1. The teacher will grade the story following a rubric (Appendix K).

## **VI. CULMINATING ACTIVITY**

- A. As a close to personal narratives have the students pick their favorite work to read-aloud to the class. This may be chosen once other stories have been written and graded. The students may choose to illustrate a picture that goes along with the story to show to the class.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Story Plan
- B. Appendix B: Setting and Characters Worksheet
- C. Appendix C: Story Starters

- D. Appendix D: Story Starters for class story
- E. Appendix E: Continuing the story
- F. Appendix F: Transitions
- G. Appendix G: Writing Transitions
- H. Appendix H: Story Endings
- I. Appendix I: Editing Marks
- J. Appendix J: Editing Practice
- K. Appendix K: Rubric
- L. Appendix L: Story Ideas
- M. Appendix M: Example Stories
- N. Appendix N: Story Plan Rubric
- O. Appendix O: Sentence Rubric

### **VIII. BIBLIOGRAPHY**

- A. Auman, M. *Step-Up-To-Writing*. Sopris West: Colorado, 1999. ISBN: 1-57035-240-2
- B. Strickland, D, & others. *HBJ Language*. Harcourt Brace Jovanovich, Inc.: Orlando, 1993. ISBN: 0-15-301061-4

Appendix A

**TITLE:** \_\_\_\_\_

**Beginning:  
Descriptions**

\_\_\_\_\_  
\_\_\_\_\_

**Middle:  
Descriptions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Ending:  
Descriptions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix B

**Setting and Characters**

**Character** – a person in a story

**Setting** – tells when or where the story takes place

Read the following sentences. Circle the names of the characters. Underline the setting.

1. Mary went to lunch at a nearby deli shop.
2. Yesterday, Samantha came over to Jimmy's house.
3. On Thursday evening, Harry ate pizza at his favorite restaurant, The Pizza Palace.
4. On a cold, rainy day in November, Peter went for a walk in the park.
5. Tomorrow is Alicia's birthday party.
6. Grandpa swims in Lake Michigan everyday.

Appendix C

## Story Starters

### Where

**In the dense green forest of the Amazon, we heard spooky noises from all around us.**

### Who

**Susie and Bill are my two best friends.**

### When

**At 1:00 in the morning, the fire drill rang out through the building.**

Appendix D

**Story Starters for Class Story**

**Where**

**The best birthday party I ever went to was down the street at my friend Susie's house.**

**Who**

**Stephanie, Bob, Sarah, and I all went to our friend Susie's birthday party.**

**When**

**Two weeks ago, I went to the best birthday party ever.**

## Continuing the Story

### Where

**The best birthday party I ever went to was down the street at my friend Susie's house. My friends, Stephanie, Bob, and Sarah all came to the party too! When we arrived the room was filled with balloons and games. Susie was sitting in a big, green chair anxiously waiting for the party to begin.**

### Who

**Stephanie, Bob, Sarah, and I all went to our friend Susie's birthday party. The birthday party was two weeks ago at Susie's house. When we arrived there was bright balloons and decorations all over. Susie had on a pretty pink dress and was excited to see all of her friends. As soon as we entered, we played our favorite game, Pin the Tail on the Donkey.**

### When

**Two weeks ago, I went to the best birthday party ever. My friends Stephanie, Bob, Sarah, and I all walked down the street to Susie's house for the party. When we arrived, Susie opened the door in a beautiful pink dress and handed us all shiny balloons. We hurried inside to begin playing all of the cool games Susie had set up. My favorite game was Chinese Checkers.**

Appendix F

Transitions

**while**

**when**

**after**

**during**

**later**

**then**

**next**

**before**

**quickly**

**suddenly**

**the next night**

**that day**

**at night**

**finally**

**never**

**by two o'clock**

**in just ten minutes**

**after that**

Appendix G

**Writing Transitions**

Pick from the list of transitions to complete the sentences.

**Suddenly**

**Next**

**Afterwards**

1. \_\_\_\_\_, Shelly poured the cake mix into the pan.
2. \_\_\_\_\_, my dog started barking loudly and scared me.
3. \_\_\_\_\_, we all went home and fell asleep.

Now complete the sentences. The transition has been given to you.

4. The next day, \_\_\_\_\_.
5. In twenty minutes, \_\_\_\_\_.
6. Quickly, \_\_\_\_\_.

## Appendix H

### Story Endings

#### Character

Last, Susie blew out seven, bright candles on her cake and everyone enjoyed a slice before leaving.

#### Feeling

At the end of the party, everyone was sad to leave the best birthday party ever.

#### Sum it up

After the cake and ice cream, we all said good-bye and left Susie's party.

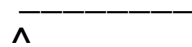
## Appendix I

### Editing Marks



**capitalize**

**^ add**



**change something**



**spelling incorrect**



**delete**

## Appendix J

### Editing Practice

Using the editing marks, correct the following paragraph. Look for the following mistakes:

- Capital letters at the beginning of a sentence.
- A special mark at the end of the sentence.
- Spelling mistakes.

**a rocket is going to blast off into space. The huge rocket  
looks like a giant jet There are many big engines.  
Suddenly, they begin to shak! big clouds of smoke come out  
of the engines. The rocket goes up quickly. The people in  
the the crowd are clapping.**

## Appendix K

### Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Organization</b>	<b>Information is in a logical, interesting sequence which reader can follow.</b>	<b>Student presents information in logical sequence which reader can follow.</b>	<b>Reader has difficulty following work because student jumps around.</b>	<b>Sequence of information is difficult to follow.</b>	_____
<b>Grammar and Spelling</b>	<b>Presentation has no punctuation, capitalization, or spelling errors.</b>	<b>Presentation has no more than three punctuation, capitalization, and spelling errors.</b>	<b>Presentation has four punctuation, capitalization, and spelling errors</b>	<b>Work has five or more punctuation, capitalization, and spelling errors</b>	_____
<b>Neatness</b>	<b>Work is neatly done.</b>	<b>Work has one or two areas that are sloppy.</b>	<b>Work has three or four areas that are sloppy.</b>	<b>Work is illegible.</b>	_____
<b>Main/Topic Idea Sentence</b>	<b>Main/Topic idea sentence is clear and correctly placed.</b>	<b>Main/Topic Idea sentence is either unclear or incorrectly placed.</b>	<b>Main/Topic idea sentence is unclear and incorrectly placed.</b>	<b>Main/Topic idea sentence is not included.</b>	_____
<b>Supporting Details Sentence(s)</b>	<b>Paragraph(s) have three or more detail sentences that relate back to the main idea.</b>	<b>Paragraph(s) have two supporting detail sentences that relate back to main idea.</b>	<b>Paragraph(s) have one supporting detail sentence that relate back to the main idea.</b>	<b>Paragraph(s) have no supporting detail sentences that relate back to main idea.</b>	_____
				<b>Total =</b>	_____

**Teacher Comments:**

## Appendix L

### Story Ideas

**Cut newspaper headlines out and place them in a bag. Have students pick out headline as their story prompt.**

**Have a page with numerous story beginnings. Assign students to pick one and write the rest of the story.**

**To practice writing a part of a story, have students fill in missing beginnings, middles, and ends of stories.**

**Assign the students a history personality that is studied in Core and write a story from their perspective.**

**After a field trip, have the students write a personal narrative telling about the events of their day and the field trip.**

## Appendix M

### Example Story Starter -Where

#### Susie's Birthday Party

The best birthday party I ever went to was down the street, at my friend Susie's house. My friends, Stephanie, Bob, and Sarah all came to the party too! When we arrived the room was filled with balloons and games. Susie was sitting in a big, green chair anxiously waiting for the party to begin.

While the guests were arriving, Susie's parents set up games for us to play. My favorite game was Pin the Tail on the Donkey. After playing games, Susie opened up all of her beautifully wrapped presents. She received a doll that talks and a board game. I really liked the doll and Susie let me play with it while she finished opening presents.

An hour later, Susie's mom brought out a huge, chocolate cake with sprinkles on top. Each child ate a large piece with creamy vanilla ice cream. The cake was one of the best chocolate cakes I had tasted. Before I knew it the party was over. I walked back to my house and thought about Susie's party, it was the best birthday party I had ever been to.

**Starter -Who**  
**Susie's Birthday Party**

**Stephanie, Bob, Sarah and I all went to our friends Susie's birthday party. The birthday party was two weeks ago at Susie's house. When we arrived there was bright balloons and decorations all over. Susie had on her pretty pink dress and was excited to see all of her friends. As soon as we entered, we played our favorite game, Pin the Tail on the Donkey.**

**After playing games, Susie sat down and opened her presents. I brought Susie a doll that talks and wrapped the gift in a bright pink box with yellow bows. Susie really enjoyed my present and played with it for the rest of the party.**

**An hour later we had delicious chocolate cake and vanilla ice cream. I even got to add sprinkles on top! We all ate the cake quickly because it was so scrumptious. Soon it was time to go. At the end of the party everyone was sad to leave the best birthday party ever.**

## **Starter -When**

### **Susie's Birthday Party**

**Two weeks ago, I went to the best birthday party ever. My friends Stephanie, Bob, Sarah, and I all walked down the street to Susie's house for the party. When we arrived, Susie opened the door in a beautiful pink dress and handed us all a shiny balloon. We hurried inside to begin playing all of the cool games Susie had set up. My favorite game was Chinese Checkers.**

**After games, Susie opened up all of her presents. There were many nicely wrapped gifts with big, bright bows on top. She really enjoyed all of her gifts. Her favorite gift was a doll that talks that Bob bought for her. All of the girls wanted to play with the talkative doll.**

**As soon as all the presents were unwrapped, Susie's mom brought out a giant, chocolate cake. We each had a large piece covered in colorful sprinkles and creamy vanilla ice cream. I ate my cake quickly because it was so tasty. After the cake and ice cream, we all said good-bye and left Susie's party.**

Appendix N

**Rubric: Story Plan**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Organization</b>	<b>Information is in a logical, interesting sequence which reader can follow.</b>	<b>Student presents information in logical sequence which reader can follow.</b>	<b>Reader has difficulty following work because student jumps around.</b>	<b>Sequence of information is difficult to follow.</b>	_____
<b>Grammar and Spelling</b>	<b>Presentation has no punctuation, capitalization, or spelling errors.</b>	<b>Presentation has no more than three punctuation, capitalization, and spelling errors.</b>	<b>Presentation has four punctuation, capitalization, and spelling errors</b>	<b>Work has five or more punctuation, capitalization, and spelling errors</b>	_____
<b>Neatness</b>	<b>Work is neatly done.</b>	<b>Work has one or two areas that are sloppy.</b>	<b>Work has three or four areas that are sloppy.</b>	<b>Work is illegible.</b>	_____
<b>Title</b>	<b>Title is clear and correctly placed.</b>	<b>Title is either unclear or incorrectly placed.</b>	<b>Title is unclear and incorrectly placed.</b>	<b>Title is not included.</b>	_____
				<b>Total =</b>	_____

**Teacher Comments:**

**Appendix O**  
**Rubric: Beginning Sentence**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Organization</b>	<b>Information is in a logical, interesting sequence which reader can follow.</b>	<b>Student presents information in logical sequence which reader can follow.</b>	<b>Reader has difficulty following work because student jumps around.</b>	<b>Sequence of information is difficult to follow.</b>	_____
<b>Grammar and Spelling</b>	<b>Presentation has no punctuation, capitalization, or spelling errors.</b>	<b>Presentation has no more than three punctuation, capitalization, and spelling errors.</b>	<b>Presentation has four punctuation, capitalization, and spelling errors</b>	<b>Work has five or more punctuation, capitalization, and spelling errors</b>	_____
<b>Neatness</b>	<b>Work is neatly done.</b>	<b>Work has one or two areas that are sloppy.</b>	<b>Work has three or four areas that are sloppy.</b>	<b>Work is illegible.</b>	_____
<b>Main/Topic Idea Sentence</b>	<b>Main/Topic idea sentence is clear and correctly placed.</b>	<b>Main/Topic Idea sentence is either unclear or incorrectly placed.</b>	<b>Main/Topic idea sentence is unclear and incorrectly placed.</b>	<b>Main/Topic idea sentence is not included.</b>	_____
				<b>Total =</b>	_____

**Teacher Comments:**