

Sample Lesson Plan for Introducing Students to 2nd Grade On Demand Performance Task Writing (Module 1)

Lesson Target: I can write a story about a character being a good citizen by using details from the text to support my thinking.

DAY 1

Understand the Task & Review Knowledge Learned from Module

Explain Performance Task Writing (10–15 min)

Teacher Script:

“Today we’re going to start something called a performance task. In this performance task you are going to use ideas and evidence from a text to tell a short story about one of the characters.

When we talk about *text evidence*, we mean quotes or ideas, like characters, settings, and events from something we’ve read. Writers use text evidence to support their thinking and show where their ideas come from.

For this performance task, you’ll go back to the texts we’ve read in this module. You’ll use details and evidence from those readings to help you respond to a prompt and explain your ideas clearly. This is just like the work that we do when we answer short response questions, however for this writing you will write a short story, which will need to have events, or a plot to tell about the character.

Before we look at the task for the story, we are going to review and reflect on the knowledge we have learned about being a good citizen.

Read & Analyze the Prompt (10–15 min)

[See Module 1 Lesson 15 “Reflect on the Topic” for more information”]

Display: Knowledge Map 1.1

Teacher Discussion Prompts:

- “What did we learn about citizenship”
- “What happened in the stories and texts we read?”

Have students turn and talk:

- Share new knowledge about citizenship
- Share something about making a difference

Record a few student responses on the map or chart.

Reinforce the theme: **community, “super citizens” and making a difference**

Compare and Contrast Texts (25–30 min)

[See Module 1 Lesson 15 “Compare and Contrast Texts” for more information]

Display: Draw a T-Chart labeled “Same” and “Different”

Connect to Texts

Teacher Prompt: Remind students they read:

- We are Super Citizens!
- Being a Good Citizen

Model Thinking

- Say: “Both texts are about how kids can make a difference in their communities.”

Guide Discussion

- Ask:
 - “What is similar about both of the texts?”
 - “What is different about the texts?”
 - “How do each of these texts present the topic?”

Record Responses

- Examples students may share:
 - Same: making a difference in the community
 - Different: one shows a single example with specific details (therapy dog), one shows several examples (volunteering, voting, getting involved)

Student Talk

- Provide sentence frames:
 - “Both texts show ____.”
 - “In We are Super Citizens ____, but in Being a Good Citizen!, ____.”

Introduce the Prompt and Students Choose a Character (10-15 min)

Teacher Script:

Teacher will read the prompt: In this module, “Being a Good Citizen,” we read many texts about being a good citizen. Tell them they will write a short story about how a character is a good citizen. Display this prompt: Write a short story about a character who is a good citizen. Include important events in order. Be sure to include facts and details about what makes a good citizen. Use details from the texts to support your ideas.

“Today we will look through the texts we read and each of you will pick a character from the texts we read, some were stories and some were informational but had people who can become characters in our paragraphs. We have the texts in our myBooks and we also read some other texts like Violet the Pilot and The William Hoy Story.”

Graphic Organizer/Writing Paper (with composition paper options):

 Grade 2 Module 1 Performance Task - Planning My Story & Writing Paper

Teacher allows students to choose any of the characters from the texts.

Teacher will model selecting writing their chosen characters in the box on the Graphic Organizer. [Text/Character: *Boy from We Are Super Citizens*]

Students circle the text they are choosing and write the character in the box on Graphic Organizer.

[Teacher may provide a scaffold as needed: have students choose from only 3 of texts such as “Clark the Shark,” “The Great Puppy Invasion” and “Violet the Pilot”.]

Wrap-Up

“Let’s stop and share our characters.”

“Make sure when you share, you tell us the **text and character name**.”

(Call on 2–3 students)

“Great work! You now have started planning important details for your writing. Tomorrow we will finish planning and write our paragraphs”

DAY 2:

Quick Review (5–8 mins)

- Revisit the learning target: I can write a story about a character being a good citizen by using details from the text to support my thinking.
- Remind students how they reviewed knowledge learned from the module, compared 2 of the texts, and chose the characters they will use in their paragraphs.
- Review the task:
 - Teacher will read the prompt: In this module, “Being a Good Citizen,” we read many texts about being a good citizen. Tell them they will write a short story about how a character is a good citizen. Display this prompt: Write a short story about a character who is a good citizen. Include important events in order. Be sure to include facts and details about what makes a good citizen. Use details from the texts to support your ideas.

Continue Planning (10-15 min)

Teacher will model a simple sketch of a story showing how the boy from We are Super Citizens acts as a good citizen. Teacher will model labeling and/or write a few words and ideas (not full sentences) for the caption. [Note, give the boy a name if it makes it easier to tell the story].

Beginning: In the morning, the boy visits a nursing home with the dog, Bailey (explain that a nursing home is for older people who need help).

Middle: The boy and Bailey walk through the halls, some of the residents pet him, they sit and listen to the people tell stories (Bailey is happy/ex. Tail wagging)

End: The boy and Bailey thank the workers at the nursing home for helping everyone. The boy and Bailey feel proud for being good citizens in their community.

Students complete step 2 on the graphic organizer by making a simple sketch and captioning their drawing.

Draft Paragraph (30-45 min)

Start with the Rubric (5-8 min)

Teacher says:

“Before we start writing, let me introduce the rubric/success criteria with the criteria we need to include in our story/narrative writing.”

Checklist: [HMH/NYS Rubric - Google Docs](#)

Introduce the Exemplar (5-8 min)

“Now I will show you an example of a strong narrative”

“Here is my graphic organizer with the boy from We are Super Citizens.”

This is the story I wrote to match (handwrite this on Chart paper or digitally on smartboard):

“One morning, I got Bailey ready for the day. Bailey is my therapy dog. She is friendly, gentle, and listens to commands.

First, my mom, Bailey, and I drove to a nursing home. We visited people who lived there. Bailey sat quietly next to them while they petted her. The people smiled and enjoyed spending time with Bailey.

Next, we walked through the halls and visited more people. I talked with them and listened to their stories. Bailey helped everyone feel happy and cared for.

Then, we thanked the workers at the nursing home for helping others every day. Before we left, Bailey showed how calm and well-behaved she was.

At the end of the day, I felt proud. Bailey and I were good citizens because we helped people in our community. We made a difference by being kind, respectful, and caring. That is what makes us super citizens."

"And here is my drawing to match." (show drawing, add speech bubbles to show them talking)

After reading, ask:

"Turn and talk – what did you notice about this story?"

- What items on the checklist were seen in the story?
- What details from the graphic organizer were included?
- Did the illustration match the words in the story?
- Follow up: go through criteria not highlighted by students

Students Draft their Narrative Writing(20-30 min)

Teacher says:

"Now it's your turn to start drafting your story."

Students can use part 3 of the Performance Task or other composition paper to draft their stories. (There are 2 versions of the composition paper)

Scaffolding:

Provide students with the following prompts as needed:

One day, _____. First, _____. Then, _____. Last, _____. [The Character] was a good citizen by _____.

"Remember your story should include:

- Who the characters is
- Where and how they were acting as a good citizen
- The events that happened in the beginning, middle and end of the story
- Draw a picture to match your writing

Support During Writing

Walk around and ask:

- “Did you include...”
- “Can you add more detail here?”
- Reminding students to use sounds to spell words and/or use the texts, vocabulary resources to find words (avoid spelling words for the students)

Closing (5-10 min)

Revisit the essential question: How can being a good citizen make a difference to others?