

Alternate Ending

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Grade/Age Level: 3-5th Grade

Subject: Writing/Language Arts

Content Objective: Students will write an alternate ending to the book “Esperanza Rising” (read interactively in class).

Language Objectives:

- Students will listen as the story is being read in class.
- Students will discuss the story with a partner, and talk about their favorite part, or the most important part of the story, and then talk about what could have happened at the end of the story, and think of an alternate ending.
- After discussing with a partner students will write/draw an alternate ending to the story.

Instructional Features:

Activities and Procedures:

Over the course of 1 week, the teacher will read aloud to the class the book “Esperanza Rising.” On the last day of reading, this assignment will be given, to come up with an alternate ending to the story. This will require students; especially ESL students to review the whole story with a partner and use their imagination to come up with a new and different ending to the story. This will expand their creative skills as they imagine the same story with an ending all their own, and in a different language! The teacher will put them into partners according to English proficiency, teaming a more fluent student with a less fluent student to provide scaffolding. After they discuss the story, they will talk about what else could have happened at the end of the story. They will complete the assignment according to instructions based on their fluency ability. The assignment will be graded as outlined in the rubric at the bottom of page.

Instructional Strategy: Interactive read aloud; by using this strategy, the students comprehension of “Esperanza Rising” will dramatically increase, not to mention the book will be much more interesting to listen to.

Grouping: Students will be grouped heterogeneously to provide optimum learning in the lesson. Students who are higher level language speakers will benefit by teaching and modeling for the less fluent students. The lower level students will benefit by observing and practicing with the higher leveled speaker.

Learning Strategies: Metacognitive: Monitoring comprehension, students will check for understanding when listening to the book, and when the teacher asks questions.
Cognitive: Summarizing, students will talk about the main points of the story.
Social/Affective Strategies: Cooperation, students will work with classmates and coach each other to complete the tasks.

Adaptations for ESL students:

Stage 1+2: Orally Participate with a partner of a different language level using one to two words summarizing story main points and using pictures to communicate. Using pictures and at least 10 words, write an alternate ending to “Esperanza Rising”

Stage 3: Orally participate with a partner of a different language level using sentences and pictures to discuss main points of the story and write at least 4 sentences accompanied with a picture (illustration) for an alternate ending to “Esperanza Rising.”

Stage 4+5: Orally participate with a partner of a different language level using sentences and no pictures to discuss main points of the story and write a detailed alternate ending using at least 8-10 sentences, and an optional illustration for “Esperanza Rising.”

Assessment:

	A ☺	B :-I	C ☹
Stage 1+2 A.E.=Alternate Ending	A.E shows comprehension and used 10 words and some pictures to complete story	A. E. shows most comprehension & used 5-9 words to create an alternate ending	A.E. shows little or no comprehension, and used less than 5 words to create an alternate ending
Stage 3	A.E.shows good comprehension of story and uses at least 4 sentences and some pictures to complete	A.E. shows little comprehension, 4 sentences and pictures, but little relation to the story	A.E. shows no comprehension and uses less than 4 sentences and pictures, and no relation to the story
Stage 4+5	A.E. shows good comprehension and uses at least 8-10 sentences that relate to the story	A.E. shows little comprehension, 8-10 sentences, but little relation to the story	A.E. shows no comprehension and uses less than 8 sentences, and doesn't relate to the story