

Unit 2 – Lesson: 5

Fiction: Plot- Beginning, Middle, End



[Editable Version](#)

In this lesson students will begin to explore the elements of a story. This lesson will focus on the plot of a story. Students will demonstrate an understanding that every story has a beginning, middle, and end.

Topic: Writing Process-Fiction Elements

Time Frame: 60 minutes

Driving question: How does your story start? What happens in the middle? How does your story end?

Curriculum Outcomes –

7: Students will be expected to use writing and other forms of representation including digital to explore, clarify and reflect on their thoughts feeling and experiences and learning

Learning Target:

Grade 1	Grade 2
Create print and digital texts (draw or write) with a beginning, middle, and end	Write in both print and/or digital format an organized text with a beginning, middle, and end

Resources Needed:

- Beginning, Middle, and End worksheet (at end of lesson)
- Story Map: <https://www.teacherspayteachers.com/Product/Story-Map-Beginning-Middle-End-Problem-Solution-374599>
- Screencast: <https://www.youtube.com/watch?v=fe7fFL4-zq4>
- Access to computers or iPads with familiar apps
- Writing Folder – to store writing at various stages
- Writer’s Notebook - to record ideas and goals for their writing

Lesson:

I Do:

Students should have an opportunity to interact with mentor texts for fiction stories. These should be on display in the classroom and explored during shared or independent reading experiences. This is an important step for growing writers.

Choose a book to share with students. Talk about how the author begins the story. The characters and the setting are introduced. Discuss what happened in the middle of the story. The middle of the story describes what happens to the characters. Finally, talk about how the author ended the story. How are the characters different from the beginning of the story to the end?

One of my favorite books to talk about is “Chrysanthemum” by Kevin Henkes. You may share this story with the students.

We Do:

After reading the story “Chrysanthemum” and talking about the beginning, middle, and end of the story, complete the graphic organizer (found at the end of the lesson) with students about the story Chrysanthemum. Ask students, “Why is it important to have a beginning, middle, and end in our story?”

Allow for discussion.

You Do:

Remind students that in previous lessons they were drafting and getting their ideas down on paper. They were thinking about the setting and characters of their story. Today they are going to check to see if their story has a beginning, middle, and end.

“Today we are going to revisit our drafts to see if our stories have a beginning, middle, and end. We know from [previous lessons on organization](#) that our story should make sense. The reader should understand your story.” Students can use their iPads, the computer, or the story map to complete this activity.

<https://www.teacherspayteachers.com/Product/Story-Map-Beginning-Middle-End-Problem-Solution-374599>

After students complete their story map they should be encouraged to return to the writing that they started on the previous day. They should examine their writing to see if they have described their characters.

As students are independently writing, the teacher can conference with students one-on-one or in small groups.

We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their writing. Celebrate all levels of writing and point out in the strengths and provide on the spot feedback specifically about their story plot.

Differentiation/Adaptations:

This is embedded into the design of the lesson plan. Students who use an iPad for writing or as a documented adaptation will easily be able to complete this assignment on any app of their choice.

Extensions:



There is an app called, [“Toontastic”](#). It is a fantastic app that leads students through the story writing process. Students who finish early can begin exploring the app to create digital versions of their written stories.

Assessments:

Record observations on students’ prewriting skills in [Evernote](#) or however you choose to track your students.



Beginning

Middle

End



Fiction Writing Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Ideas	Uses 1 simple idea not connected to your topic	Uses 2-3 ideas that are connected to your topic	Uses 4 ideas connected to your topic	Uses 4 or more ideas connected to your topic
Details	Uses 1 supporting detail	Few supporting details but not enough to make the reader see, feel, hear your description	Uses an increasing number of details.	Uses a variety of details to help the reader see, feel, or hear the description
Voice	There is no feeling in your writing	Little feeling about your topic is expressed	Feeling about your topic is expressed	Strong feelings and emotions about your topic is expressed
Sentences	No evidence of simple sentences	Few simple sentences, sometimes incomplete	Simple, complete sentences	Variety in simple and complete sentences
Spelling	Uses only random letters	Uses some spelling strategies	Uses strategies for spelling	Familiar words are spelled correctly
Capital Letters	No capital letters or in the wrong place	Some use of capital letters	Mostly uses capital letters properly	Uses all capital letters accurately
Periods	No periods are used	Some periods at the end of some sentences	Mostly uses periods properly	Uses periods properly
Visual Presentation	Visual presentation is unclear (spacing, placement, legibility)	Visual presentation is basically clear	Clear visual presentation	Clear presentation that enhances the writing.