

Artifact III: Essays/Writing assignments, 6th-grade Spine Story from Spring Eval Cycle 1
Visual organizer, completed student sample (depersonalized)

Once upon time: There was girl who was very loved by her parents.

era una vez: Una niña que era muy amada por sus padres.

every day: she came home at 2:00pm and her parents received her with a huge hug.

todos los días: ella llegaba a su casa a las 2:00pm y sus padres la recibían con un enorme abrazo.

but one day: she came home but her parents were not there and she felt sad.

pero un día: ella llegó a su casa pero sus padres no estaban y ella se sintió triste.

Por eso: ella aprendió que no siempre estaría con sus padres.

Because of that: she learned that she would not always be with her parents.

Hasta que finalmente: ella decidió enfadarse con sus padres.

until finally: she decided to get angry with her parents.

Por eso: ella tomó la decisión de irse de su casa y no regresar.

Because of that: she made the decision to leave her house and not return.

Y desde entonces: ella vive arrepentida por todo lo sucedido.

Mini-Lesson Plan Template -- 2021-2022 Academic Year

Name: Anton Brinckwirth	Mini-Lesson Topic: Spine Story
Content Area: ELA for ESOL learners	Grade Level(s): 6th Grade, Level One and Level Two WIDA proficiency

Mini-Lesson Content

Background Information / Relevance / Context / Rationale

This lesson plan is a modified version of the Spine Story activity initially assigned by the class Instructor, Ms. Nancy Baylor. ELs enrolled in the ELA 6th-grade class at Carver Middle School. The main difference is that the ELs will be allowed to use a translator to

VSOL(s)/CCSS(s) Addressed:

From the Virginia English Standards of Learning Curriculum Framework

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.
- e) Write a clear topic sentence focusing on the main idea.
- f) Elaborate writing by including supporting details.

Learning Target(s)

The mini-lesson should have at least one clearly-stated learning target, but keep it simple and manageable.

As a result of this lesson, students will understand they can easily create a short story or rough draft of a story by using a template like the one in the “Spine Story” activity that uses starter expressions in a logical sequence, and simplifying the writing process for entering and emerging ELs (WIDA).

ESL Targets: understanding that using templates is an effective strategy for writing and building language in interpretive and expressive contexts.

ESL Language Objectives: To complete the Spine Story activity with integrated speaking, listening, reading, and writing activities in English and in Spanish. The use of a translator for Level One ELs is appropriate and will provide some linguistic reinforcement as they work through the activity, bilingually.

Plan for Assessment

How will you check for students' understanding during/at the end of the mini-lesson?

Once students learn the starter expressions in English (e.g., *once upon a time, one day, the moral of the story is*, etc.), they will be shown how to construct the sequence using the starter expressions in English and Spanish to write a complete story. A visual organizer will be provided in English and Spanish with a sample story written by the teacher about the students and their learning of ESL. Students are encouraged to use their imagination to complete the sentences. Being Level One and Level Two ELs, they may need to complete the exercise in Spanish first to articulate their ideas. They will then use Google translate to test their passage in English. Each sentence will be translated in Google Translate to

Mini-Lesson Sequence

This Spine Story activity is delivered to Level One ELs in various stages

1. *Clearly convey the learning targets to students.*
1. Explain the purpose and objective in a simplified manner.
2. Explain the *Spine Story* template and its use of starter expressions to trigger their imagination to help them write their own story, step by step.
3. Provide the *Spine Story* instructions orally.
4. Have students read a completed *Spine Story* embedded in a visual organizer that further strengthens the concept of using starter expressions to write about a sequence of events. The story is written by the teacher and is about the EL students.
5. Have students brainstorm ideas for their own story and have them write the ideas in English. Level One ELs will be allowed to use a translator.
6. Students will submit their written stories by the end of class. If incomplete, they will finish their stories for homework over the weekend and submit story on Monday, Jan 31.

Materials/ Supplies/ Sources/ Digital and Interactive Instructional Technology (if appropriate): –

ONCE UPON A TIME AND THE SPINE STORY

Convey to students prior to activity. Do everything Bilingually

Behavior TARGET: Learn to work in a collaborative group setting without getting distracted during “LEARNING TIME.” It is important that we follow the same rules: respect, responsibility, discipline

Primary Learning Target: Use starter expressions to write a story.

Purpose: It is important to develop strategies to see how knowledge is constructed. Reading and writing are essential to achieving this goal. Main benefit is that it can be used as a framework to develop a more detailed story. Students will write extensively in their academic journey.

Learner Level: 6th-grade Level One ELs

Bilingual activity will be conducted mostly in Spanish.

Check for Understanding: Create a Story with guided practice

Formative Assessment: Write your own story/stories

STEPS

1. Get in group for the Level One ELs, sit together somewhere in the room.
2. Decide on one person who will write down each part of your group’s story on paper or on one Chromebook.
3. Watch this video: [📺 Story Spine: An Engaging Group Activity, from Better Together Labs](#)
4. Using the story spine, make up a group story where each person makes up part of the story spine. You can make it a hilariously funny story or a serious or a sad one. It’s up to the group.
5. Read the finished story out loud to your group so you can make any changes the group wants to make. Get ready to read your story to the Rest of the class. There will be clapping and bowing!

Sample Spine Story (Have each student read a section aloud in class)

1. **Once upon a time** there was a group of students learning English.

1. *Érase una vez un grupo de estudiantes que estaba aprendiendo inglés.*

2. **Every day**, the students felt the frustration of not being able to speak English as well as their American peers.

2. *Todos los días, los alumnos sentían la frustración de no poder hablar inglés tan bien como sus compañeros estadounidenses.*

3. **Every day**, their teachers told them not to worry about that and just focus on doing their work.

3. *Todos los días, sus maestros les decían que no se preocuparan por eso y que solo se concentraran en hacer su trabajo.*

4. **One day**, they realized if they worked hard and did their school work, they would eventually learn to speak English as well as anyone.

5. *Un día, se dieron cuenta de que si trabajaban duro y hacían sus tareas escolares, eventualmente aprenderían a hablar inglés tan bien como cualquiera.*

5. **Because of that**, they learned to communicate in English as well as Spanish.

5. *Por eso, aprendieron a comunicarse tanto en inglés como en español.*

6. **Until finally**, they completed their studies and graduated with honors

6. *Hasta que finalmente, terminaron sus estudios y se graduaron con honores.*

7. **Because of that**, they made their parents and families very proud.

7. *Por eso, hicieron que sus padres y familias se sintieran muy orgullosos.*

8. **And ever since then**, they became very successful adults who led happy fulfilling lives

8. *Y desde entonces, se convirtieron en adultos muy exitosos que llevaron vidas felices y satisfactorias.*

9. **The moral of the story is** if you study and work hard you can achieve your goals and dreams; even when they seem difficult or impossible.

9. *La moraleja de la historia es que si estudias y trabajas duro puedes alcanzar tus metas y sueños; incluso cuando parecen difíciles o imposibles.*

Spine Story Starter Expressions

1. Once upon a time . . . *Érase una vez...*
2. Every day . . . *Todos los días...*
3. But one day . . . *Pero un día*
4. Because of that . . . *Por eso...*
5. Because of that . . . *Por eso...*
6. And because of that . . . *Y por eso...*
7. Until finally . . . *Hasta que finalmente*
8. And ever since then . . . *Y desde entonces...*
9. The moral of the story is . . . *La moraleja de la historia es...*

SPINE STORY (PART 2)

STEP 1 Now that you know how to use the story spine to write a story.

STEP 2 Use the next 30 minutes to write your own story by going to Canvas and opening the Spine Story.