

Writing Tandem Stories with Duple - Suggested Grade Level: 4

RATIONALE/COMMON CORE STANDARDS

CCSS.ELA-Literacy.L.4.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.4.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2.a

Use correct capitalization.

CCSS.ELA-Literacy.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

OBJECTIVE

Students will write sentences.

Students will write a story with the sentences, building meaning upon each sequential sentence.

MATERIALS

- 1) Paper, Pencil
- 2) Duple Game
- 3) Document Camera

- 4) Dictionaries
- 5) Brainstorming Chart (Students should be able to make their own chart grids on notebook paper or in spiral notebooks. Student-document-self-creation is a note-taking skill that can be used in different curricular areas).

PROCEDURE

1. Teacher picks 4 categories (randomly or planned) and students write them across the top of the grid.
2. Cards are picked until symbol matches appear. Students write the letter matches on the left rows of grid, until 4 are found.
3. Students work together to brainstorm words that fit the criteria. This brainstorming can be done as group work or competitive play, depending on the teacher's choice.
4. Each time a word is written, students write a sentence containing the word. This can be done together, or with partners taking turns.
Each subsequent sentence must build on the previous, creating a tandem story.
5. Students proofread, revise, and edit the piece.

Example:

	Fruit	Color	Adjective	Verb
S and W	Strawberry (14)	Wisteria (12)	Sweet (1)	Swell (2)
M an N	Mango (3)	Maroon (15)	Mean (9)	Mention (16)
S and A	Bananas (5)	Chartreuse (8)	Strange (6)	Stand (7)
N and L	Pineapple (13)	Periwinkle (4)	Clean (11)	Land (10)

- 1 Once upon a time, a sweet dog fell in love with a kitten.
- 2 His heart swelled with love every time he saw her.
- 3 Because he loved her so much, he gave her a mango as a gift of his affection.

- 4 The kitten, with her periwinkle-blue eyes, meowed softly in appreciation.
- 5 After that the dog presented her with a bunch of bananas.
- 6 The kitten thought that was strange, but still she thanked him with three meows.
- 7 Encouraged, the dog would stand on his hind legs with a proud smile.
- 8 He puffed his chest with happiness, showing off his new chartreuse collar, hoping it would further impress his little love.
- 9 One day, the kitten acted a little bit mean to the dog.
- 10 It wasn't exactly intentional, but as she pounced around, she landed on his snout, and her claws punctured his nose.
- 11 She realized her mistake and licked his nose until it was clean.
- 12 She then offered him her wisteria toy mouse.
- 13 The dog responded with giving her a pineapple.
- 14 After that, he gave her a strawberry.
- 15 In turn, she presented him with her maroon feather.
- 16 And finally, we must mention that they lived happily ever after.

EVALUATION

Assessment requires the teacher to take note of the success of students in:

1. Did the student successfully form words that contain both letters per game rules?
2. Did the students write complete and correct sentences?
3. Did the student write sentences that build in meaning from the previous one, thus forming a story?
4. Did the students write a story that makes sense?

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