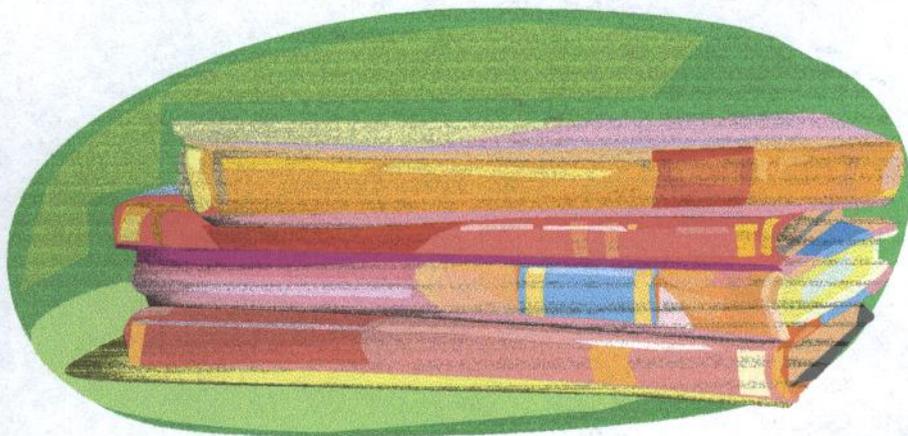


The Short End of the Story



Author Sharon Wiseman and Shae Abell

School: SMMS

Grade Level: 8th grade

District: Marshall

Step 1: Identify your Purpose

Statement of Purpose

Kentucky Curriculum: Academic Expectations, Program of Studies, Core Content

What Standards will this work focus on?

RD-O8-2.0.2

Students will identify and explain the characteristics of short stories, novels, poetry or plays.

RD-O8-4.0.1

Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).

RD-O8-5.0.2

Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

RD-O8-5.0.3

Students will identify and explain the use of literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language).

WR-08-1.1.2

In Literary Writing,

- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
- Students will use a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate.

WR-08-1.2.2

In Personal Expressive/Literary Writing,

- Students will communicate main idea through use of literary elements appropriate to the genre:
 - Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
 - Students will develop plot/story line appropriate to the form.
 - Students will develop an appropriate setting, mood, scene, image or feeling.
- Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.

WR-04-2.4.2

In Personal Expressive/Literary Writing,

- Students will arrange language in a meaningful order

WR-08-2.3.2

In Personal Expressive/Literary Writing,

- Students will engage the interest of the reader.
- Students will communicate ideas and details in a meaningful order.
- Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.

What do you want students to KNOW?	What ATTITUDES or HABITS will students develop?
<ul style="list-style-type: none"> • Characteristics of a short story • Literary elements/devices • Different types of sentences • Communication of ideas and details • Critical vocabulary 	<ul style="list-style-type: none"> • Communicate ideas using meaningful order • Appreciation of the short story genre • Applying literary elements and devices to all writings
What do you want students to UNDERSTAND?	What SKILLS will students develop?
<ul style="list-style-type: none"> • Students will understand the characteristics of a short story and connect story to their personal lives. • Students will understand the use of literary elements and devices in various short stories such as tone, voice, form, and order. • Students will understand the application of short story characteristics such as characters, setting, plot, conflict, resolution, and figurative language. 	<ul style="list-style-type: none"> • Reading, Writing, Listening • Analyzing • Note-making and Summarizing • Explaining • Describing • Organizing • Drafting

What ESSENTIAL QUESTIONS will frame the learning?
<ul style="list-style-type: none"> • How can I enjoy and understand a short story when it seems to have no connection to my life? • How does reading short stories help me write mine? • How does an author use literary characteristics, elements, and devices to help shape his/her story? • How can I use appropriate literary characteristics to create a short story?

Step 2: Determine Your Culminating Assessment

Culminating Assessment

ASSESSMENT

After reading and focusing on the literary characteristics and devices of a variety of short stories, it's your turn to be the author. As a class we will be creating a book of short stories to share and enjoy with each other.

Since beginning a short story can be difficult, you may choose from the list of story ideas below, or you are welcome to use your own idea as long as it is approved by me.

- A character is riding his four-wheeler in the bottoms when he finds a stranger wandering in the woods.
- Your character wants to become a member of the popular group in school. She finally has her chance but must make a choice.
- Halloween is fast approaching. Your character dresses up as a dragon and during Halloween night he finds himself in a mystical world.
- Choose your favorite fairy tale and begin the story at the end! Change the ending, and tell what happens next.
- Your character spends the day with a professional athlete after winning a contest.

Determine Criteria

Note: You can add rows or delete rows on the table below in Microsoft Word.

Criteria				
CATEGORY	4	3	2	1
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.

Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

You can change the table by going to table insert, delete, merge cells.

Step 3: Establish Your Essential, Important and Nice to Know Vocabulary
 Identify your strategies for teaching vocabulary throughout the unit.

Vocabulary

Mapping the Vocabulary for the lesson/unit of study.	
Brainstorm the words students need for the unit/lesson.	Ask yourself how you will CODE the essential words?
<p>Essential to Know</p> <ul style="list-style-type: none"> ❖ Character ❖ Setting ❖ Plot ❖ Conflict ❖ Climax ❖ Resolution 	<p>Connect</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Walls <input type="checkbox"/> Power Decoding <input type="checkbox"/> Word Spiders <input type="checkbox"/> Associations <input type="checkbox"/> See It, Say It, Show It <input type="checkbox"/> Glossary <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Multiple Meanings <input type="checkbox"/> Word Catcher <input type="checkbox"/> Other _____
<p>Important to Know</p> <ul style="list-style-type: none"> ❖ Irony ❖ Foreshadowing ❖ Suspense ❖ Theme ❖ Characterization ❖ Dialogue 	
<p>Nice to Know</p> <ul style="list-style-type: none"> ❖ Figurative Language 	<p>Deep Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visualizing Vocabulary <input type="checkbox"/> Multi-Sensory Processing <input type="checkbox"/> Storytelling <input type="checkbox"/> Metaphors <input type="checkbox"/> Defining Characteristics <input type="checkbox"/> Etymologies <input type="checkbox"/> Cinquains <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Crazy Connections <input type="checkbox"/> Other _____
	<p>Exercise and Elaborate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Games <input type="checkbox"/> Write to Learn <input type="checkbox"/> Team Game Tournaments <input type="checkbox"/> Vocabulary Carousel <input type="checkbox"/> Effective Practice <input type="checkbox"/> Three's a Crowd <input type="checkbox"/> Peer Practice <input type="checkbox"/> Boggle <input type="checkbox"/> Para-Writing <input type="checkbox"/> Other _____

Step 4: Align Your Instruction to the Assessment and Standards Unit Blueprint

<p>Which students need accommodations? No accommodations needed for most of the students as the classes are grouped according to ability.</p> <ul style="list-style-type: none"> One student is visually impaired. 	<p>FOYER</p> <p>Hook: How is a sitcom like a short story?</p> <p>Bridge: Sitcoms use the same characteristics as a short story. As you watch this sitcom, fill out the short story graphic organizer.</p>	<p>How will you make accommodations for students' abilities and skills? The visually impaired student receives assistance from a collaborative teacher as needed. In addition, she uses a dome to assist in reading and large print books.</p>
<p>WORKROOM</p> <ul style="list-style-type: none"> "The Landlady" -brochure -wanted poster -plot chart "The Erne from the Coast" -task rotation setting "Luke Baldwin's Vow" -etch-a-sketch "You Can't Take It with You" -skit 	<p>LIBRARY</p> <p>Resources:</p> <ul style="list-style-type: none"> Any thirty minute sitcom. <u>Elements of Literature</u> textbook Various Handouts <p>Strategies & Tools:</p> <ul style="list-style-type: none"> Etch-a-sketch Boggle Note-making Graphic Organizers 	<p>PORCH</p> <ul style="list-style-type: none"> Students will reflect on how the short stories studied connect to present day life events Students will reflect on the importance of using short story elements in their own writings by completing 1-2-3-4 from the tool book
<p>How will you make accommodations for students styles? Student's styles are being addressed by using a variety of strategies that target the different styles including choice in writing, designing, and task rotations.</p>	<p>KITCHEN</p> <ul style="list-style-type: none"> Discussion Graphic Organizers Task Rotation Review Test Personal Short Story Reflection 	<p>How will you make accommodations for multiple intelligences? Multiple Intelligent students are given choice and opportunity for creativity and originality when creating his/her short story, brochure, open response, and task rotations.</p>

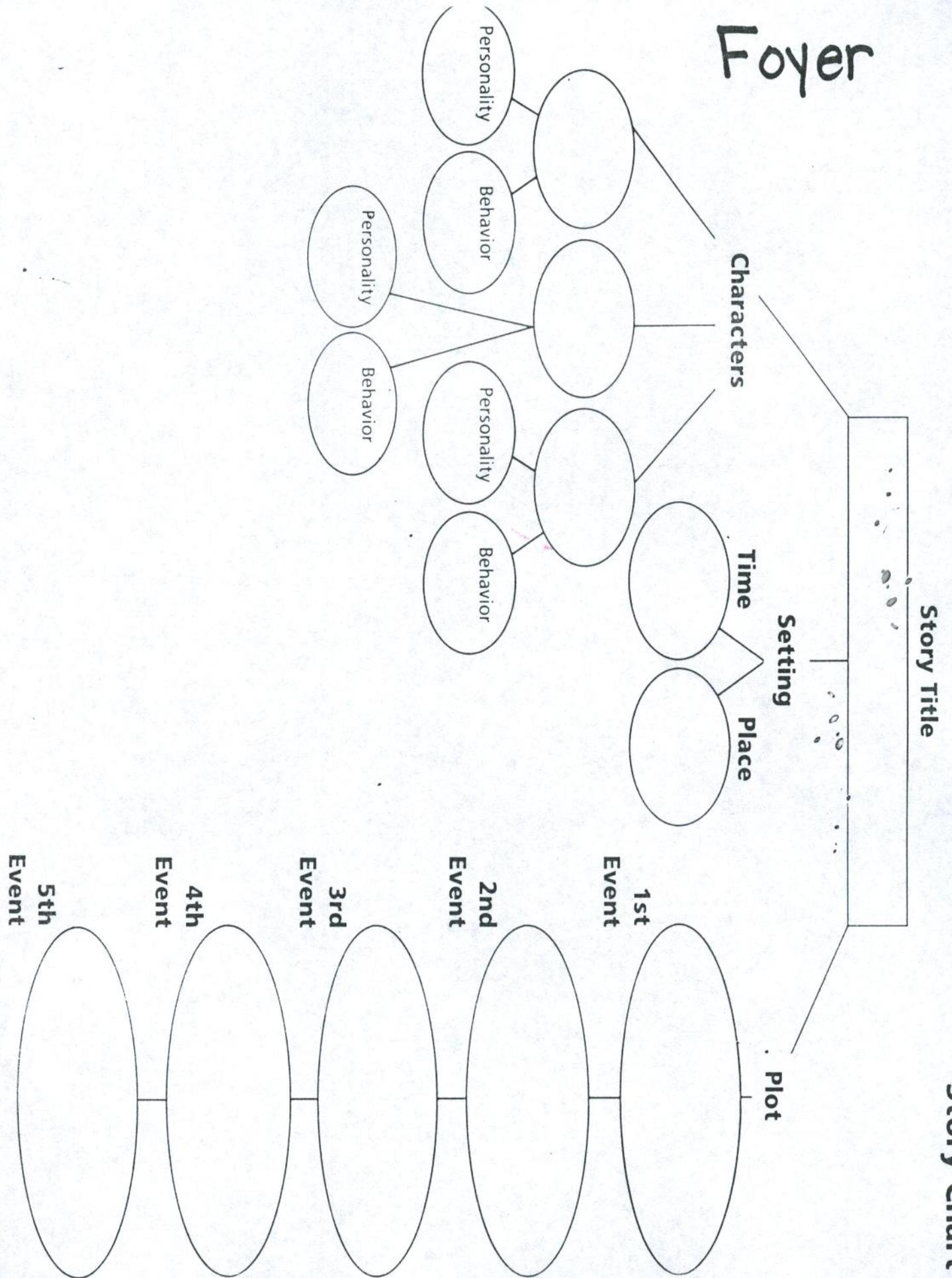
Step 5: Sequence Your Activities and Lessons

Lesson Sequence

Estimated Time Required: (recommended 5-10 hours of instructional time).

Purpose	Lesson	Tools/Strategy	Skills	Product	Learning Style				
Connect to prior knowledge	Sitcom review www.learner.org	Short Story Graphic Organizer Computers	Analyzing Connecting	Graphic Organizer Quiz results	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
To read for comprehension and re-telling	Luke Baldwin's Vow	Etch-a-sketch Reading for meaning	Reading Summarizing Listening	Fist list Etch-a-sketch	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
To identify suspense and foreshadowing	The Landlady Alfred Hitchcock episode	Mapping	Organizing Reading Explaining	Brochure Missing Poster Prediction/foreshadowing chart	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
To identify irony	You Can't Take it with You	Journal Charades	Reading Listening Analyzing	Learning Log Skit	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
Developing character, setting, and conflict	The Erne from the Coast	Poster Session	Reading Listening Describing Organizing	Plot Chart Task Rotations	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
Evaluate content knowledge	Review literature studied	Team Game Tournament	Reading Summarizing Explaining	Open response	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								
Produce a short story	Prompts Brainstorming	Pick three	Explain Describe Organize	First Draft of Short Story	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
ST	SF								
NT	NF								

Foyer



LIBRARY

Review literary terms listed below.

plot	setting	character	conflict	climax
resolution	irony	theme	suspense	dialogue
foreshadowing		characterization	figurative language	

Introduce each term by showing examples from the stories read in class.

- "The Landlady"
- "The Erne from the Coast"
- "Luke Baldwin's Vow"
- "You Can't Take It with You"

Complete the following worksheets as needed to review and further study the terms.

Step 5: Sequence Your Activities and Lessons

Lesson Sequence

Estimated Time Required: (recommended 5-10 hours of instructional time).

Purpose	Lesson	Tools/Strategy	Skills	Product	Learning Style				
Connect to prior knowledge	Sitcom review www.learner.org	Short Story Graphic Organizer Computers	Analyzing Connecting	Graphic Organizer Quiz results	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
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To identify irony	You Can't Take it with You	Journal Charades	Reading Listening Analyzing	Learning Log Skit	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
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Developing character, setting, and conflict	The Erne from the Coast	Poster Session	Reading Listening Describing Organizing	Plot Chart Task Rotations	<table border="1"> <tr> <td>ST</td> <td>SF</td> </tr> <tr> <td>NT</td> <td>NF</td> </tr> </table>	ST	SF	NT	NF
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ST	SF								
NT	NF								

Kitchen

Story Elements Etch-A-Sketch

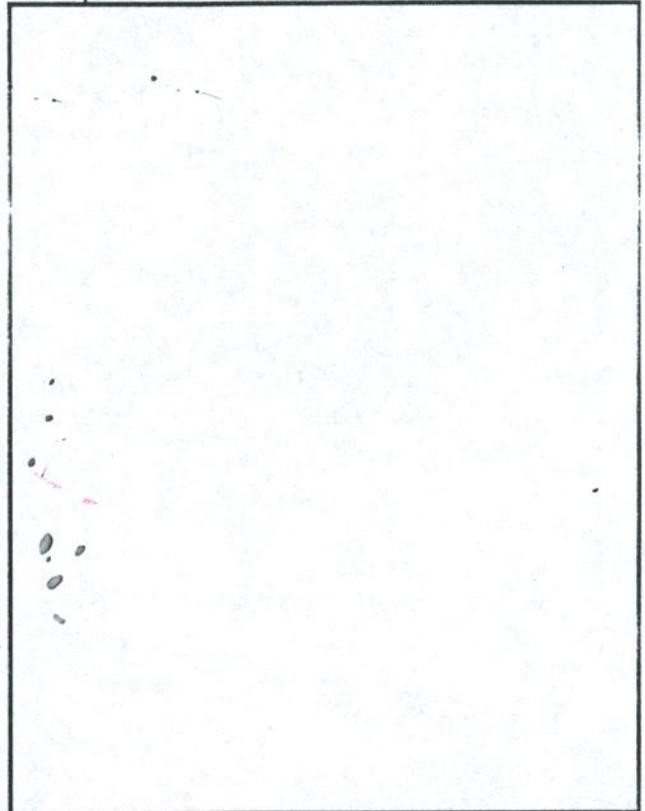
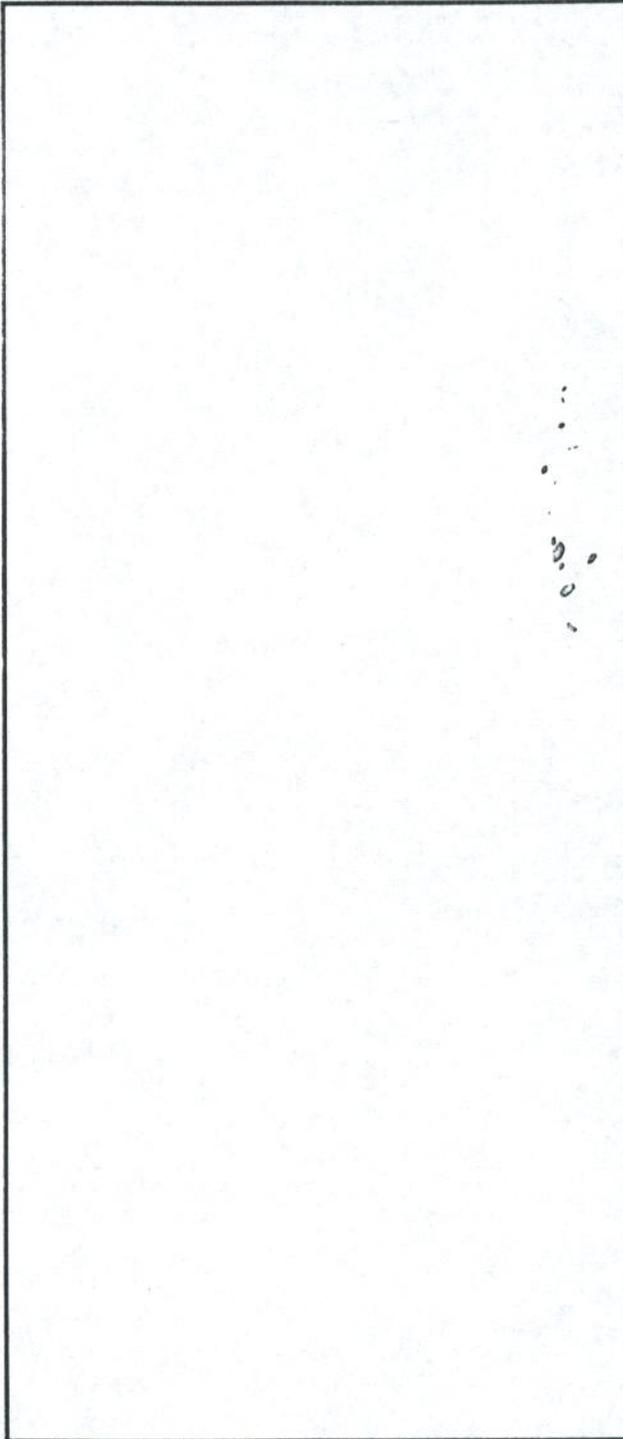
		Sketch	Connections/Big Ideas/Details
1	Character		
2	Setting		
3	Conflict		
4	Climax		
5	Resolution		

Literary Terms

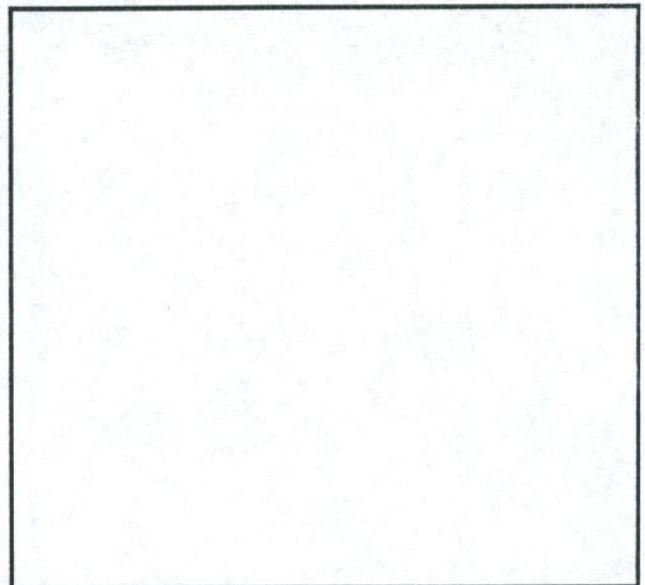
Boggle Gamesheet

Information Retrieval

Group Rehearsal



Missed Information



TOTAL POINTS:

Earned

Missed

Name _____



edHelper.com

Date _____

Workroom
(Answer ID # 0829173)

Write one character trait for the main character in the sentence.

1. After Katelyn received good grades on her report card, she rushed home to show her father. One character trait: _____	2. Calvin shared his allowance with his cousins and wouldn't let them pay him back. One character trait: _____
3. Meghan couldn't keep from peeking under the blanket, even though the magician told her not to look. One character trait: _____	4. Karlie refused to admit that she was wrong, even though it was clear she had made a mistake. One character trait: _____
5. At the party, Harry stood alone in a corner and didn't talk to anyone. One character trait: _____	6. Kellie hid the candy under her book as she entered the classroom. One character trait: _____
7. Patrick teased the new girl with braces until she cried. One character trait: _____	8. Without a second thought, the mother gave her coat to her shivering child. One character trait: _____
9. McKenzie would only eat white bread without crusts. One character trait: _____	10. Trevor pushed his way to the front of the line instead of waiting his turn. One character trait: _____
11. Meghan felt uncomfortable around so many new faces at her new school, so she played quietly in the corner, alone. One character trait: _____	12. Steven told his mother that he did not know who ate all the cookies, while he hid the last two behind his back. One character trait: _____
13. Renee thanked her mom for taking her to the playground. One character trait: _____	14. Jill was always telling stories to her friends. One character trait: _____
15. When Jackie's grandma was sick, Miss Nelson gave her another day to do her homework. One character trait: _____	16. The little boy went through the store asking for one toy after another. One character trait: _____

Name _____



Date **Workroom**
(Answer ID # 0409093)

Setting

Setting is where and when a story takes place. It is a very important part of a story.

Tuesday morning Dad dropped off his car to be fixed. He looked for Luke so he could give him the car keys. He walked past other cars and took in the smell of gas and oil. When he heard the tools banging, he knew he had found Luke.

1. Write a detailed description of the setting.

2. Describe when it takes place.

3. Think of a different setting for this paragraph. What is your new setting?

4. Rewrite this paragraph using your new setting:

5. Draw a picture of your new setting:



Name _____



Date Workroom
(Answer ID # 1043161)

Write your own sensory details for each setting.

1.	setting: The family is at the airport Thanksgiving weekend. mood: frustrated sights: _____ sounds: _____ smells: _____ touch: _____ taste: _____
2.	setting: island mood: alone (isolated) sights: _____ sounds: _____ smells: _____ touch: _____ taste: _____
3.	setting: Keith is on his driveway Saturday morning. mood: _____ sights: _____ sounds: _____ smells: _____ touch: _____ taste: _____

(Pre-Made Sample)

Subscribers please select the grade level and other options above to make this printable!

Name _____



Date Wor Kroum

Main Idea

Read the paragraph. Write the topic, the main idea, and two details that support the main idea. The **topic** is one to two words that explain the subject being discussed. The **main idea** is one sentence that tells the big idea for the paragraph. **Details** are pieces of information that tell about the main idea.

1. Jon held the ball in his hands. He bounced it slowly on the ground. Once. Twice. He crouched low and then jumped. The ball flew into the air. Up, up, up, it went. Then down, down, down, into the basket. "Yes!" he yelled. "Nothing but net!"

topic (1-2 words): _____

main idea: _____

detail #1: _____

detail #2: _____

2. The frog sat on the side of the pond. He was very still. His green color made him hard to see. A bug flew near him. His tongue zipped out, and he gobbled it up. Then the frog was still again. He waited for the next bug.

topic (1-2 words): _____

main idea: _____

detail #1: _____

detail #2: _____

Kitchen

"The Landlady"

Task 1

The Landlady is having trouble finding suitable tenants for her bed and breakfast. You have been hired to design a brochure in order to help her advertise.

- A. Design a brochure including pertinent information such as: cost, vacancy, location, and meal information.
- B. Publish the brochure in an edited format.

Task 2

Billy Weaver's family is frantic with worry due to his disappearance. You decide to help the family try to locate him.

- A. Design a missing person flyer including information about Billy such as: physical description, a photograph, when he was last seen, and what he was wearing.

Foreshadowing



TITLE: _____

AUTHOR: _____

EVENT	CLUE IT WOULD HAPPEN	PAGE # OF CLUE

Name: _____

PREDICTION CHART

My prediction	Was the prediction true or false? Why?

Where in the World?

The place and time period in which a story is set is called the setting. As you read, look for clues about *where* and *when* the story takes place.



A Picture is Worth 1,000 Words

Collect words that tell about the setting of the story.

What words tell about *when* the story takes place?

What words tell about *where* the story takes place?

V L S M B P I N

You & Your Setting

Different settings affect your behavior. Pick two types of settings and describe how you act/ behave in each.

in school at home with friends at the park
at the beach with family in the movies

1. _____

2. _____

How would you react to the setting in the story?

V L S M B P I N

What Does it Mean?

What role does the setting play in the story? (Why was this setting an important part of the story?)

V L S M B P I N

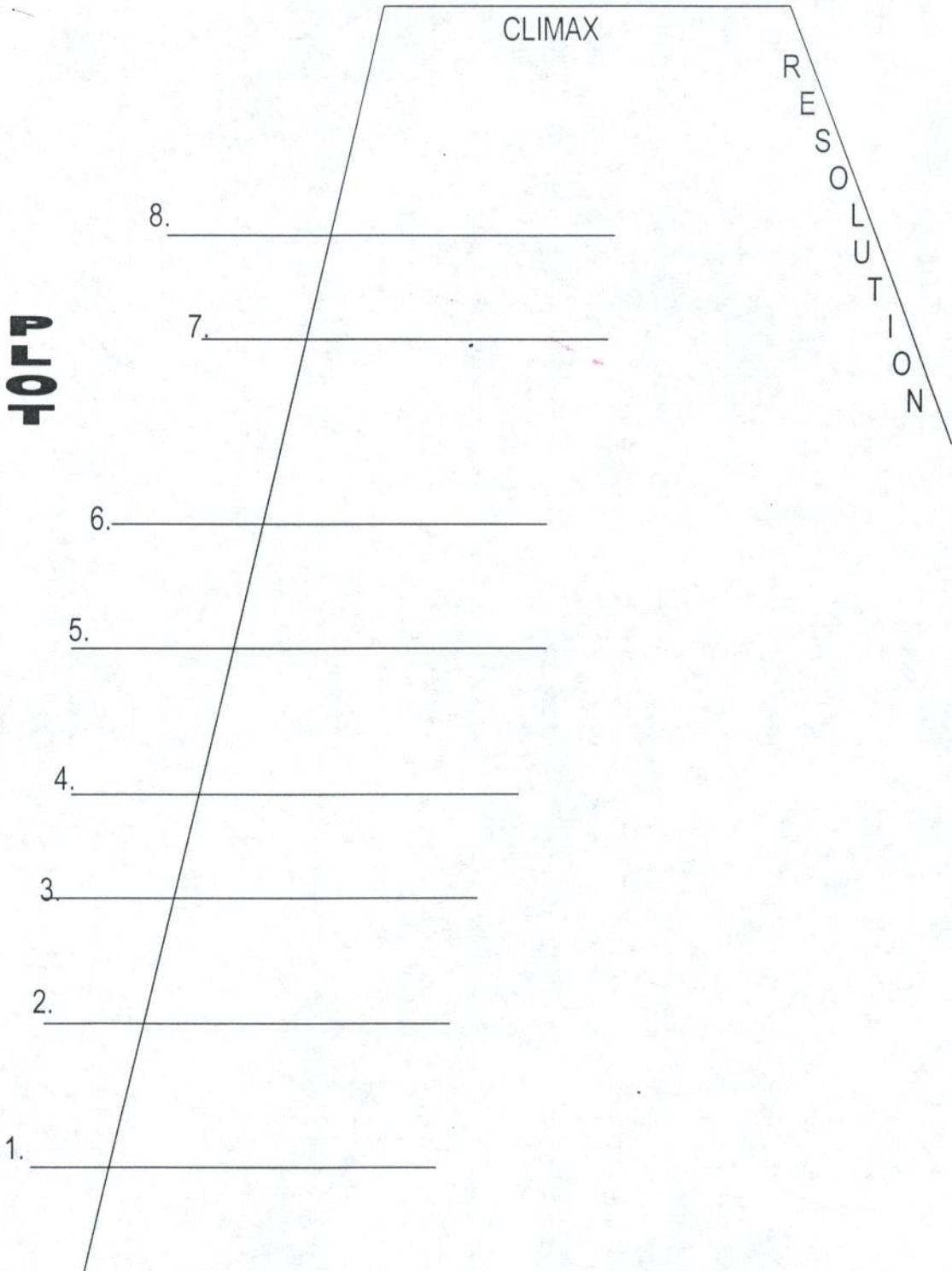
Imagine This

Change the setting to the story. Draw a picture of the new setting. Explain how the new setting could affect the story.

V L S M B P I N

Fiction

SHORT STORY PLOT CHART



Most Important Word "You Can't Take It With You"

Date _____

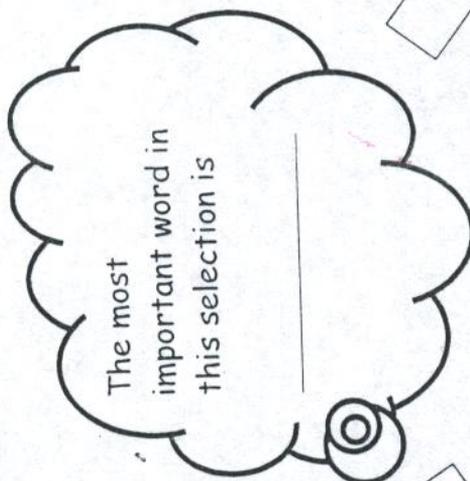
Class _____

Name _____

Selection _____

Theme

setting



The most important word in this selection is _____

Characters

Conflict

Plot

Reflecting on a Character "The Erne from the Coast"

<p>Mastery Style Reflection</p> <ol style="list-style-type: none">1. Who is the main character? _____ _____2. What is his name? _____ _____3. What are some of his problems? _____ _____ _____ _____ _____	<p>Interpersonal Style Reflection</p> <ol style="list-style-type: none">1. What do you like about him? _____ _____2. What don't you like about him? _____ _____3. If you were him, what would you have done? _____ _____ _____
<p>Understanding Style Reflection</p> <ol style="list-style-type: none">1. Which characteristics are most important for this character to exhibit? _____ _____ _____2. How important is the character to the story? _____ _____ _____ _____	<p>Self-Expressive Style Reflection</p> <ol style="list-style-type: none">1. How would this story be different if he wasn't in the story? _____ _____ _____2. How could this character fit in another story that you have read? _____ _____ _____

Review: Team Game Tournaments

Directions:

- Place students in heterogeneous learning groups;
- Provide students with game questions and answer sheet for tournament play;
- Provide time for learning groups to practice and rehearse the questions;
- Assign one member from each team to participate in the tournament (no more than four students of equal ability);
- Explain the roles of "answerer", "challenger" and "checker;" reinforce tournament rules;
- Collect game score and team summary sheets, validate and prepare results.

Date _____		Round # _____			
Tournament Score Sheet					
Table #	Player's Name	Team Name	Game Score Total	Tournament Points	Table Assigned for Next Round

TEAM GAME TOURNAMENT QUESTIONS

1. The use of hints or clues to suggest what will happen later in the story is an example of _____.
2. The problem the character is facing is an example of _____.
3. The high point or turning point in the story. This solves the conflict.
4. Concludes the story. After the climax.
5. _____ is the contrast between what is expected or what appears to be and what actually happens.
6. _____ is the main idea or underlying meaning of a literary work.
7. Language that goes beyond the literal meaning of the words.
8. Who or what the story is about.
9. Where/when the story takes place.
10. Makes the reader uncertain or tense about what is to come next.
11. Talk or conversation between two or more characters.
12. The methods used to present the personality of a character in a narrative.
13. Simile, metaphor, and personification is an example of _____.
14. A literary story that has a plot, main character dealing with a conflict, a setting, and climax.
15. "A woman's unfailing reaction in any crisis," the colonel says, "is to scream." is an example of _____.
16. England, 1967 would be an example of _____.
17. Jonathan Martin Johnson would be an example of a _____.
18. Rikki does not see himself as heroic since his killing of the snake was as instinctive and fun as playing in dust might be for Teddy would be _____.
19. Tom always makes good grades but Joe doesn't. Joe had an A on his report card, but Tom had a B. This would be an example of _____.
20. An author conveying the message, "Treat others as you want to be treated," would be an example of _____.

Designer: Sharon Wiseman, Shae Abell

School: SMMS
District: Marshall