

<b>Subject:</b> English Language Arts	
<b>Cycle / Level:</b> CYCLE ONE/SEC I	<b>BIG IDEA:</b> <i>Reading, writing, and analyzing short stories can help us become better storytellers.</i>
<b>Desired Results</b>	
<i>What do you want your students to achieve?</i>	
<p><b>Selected competency or competencies from the QEP:</b></p> <p><b>Competency One:</b> <i>Uses language/talk to communicate and to learn</i></p> <p><b>Competency Two:</b> <i>Represents her/his literacy in different media</i></p> <p><b>Competency Three:</b> <i>Reads and listens to written, spoken, and media texts</i></p> <p><b>Competency Four:</b> <i>Writes a variety of genres for personal and social purposes</i></p> <p><b>Note:</b> <i>The Host School blends Competencies Two and Three into one. Host School uses CYCLE TWO Competencies.</i></p>	<p><b>Key Features of the competency or competencies:</b></p> <p>Competency One:</p> <ul style="list-style-type: none"> <li>• Students will engage in class discussions regarding the short stories.</li> <li>• Students will present their final short story to the class, assessed on presentation.</li> <li>• Students will engage in peer-editing discussions for their short story.</li> </ul> <p>Competency Two:</p> <ul style="list-style-type: none"> <li>• Students will complete comprehension questions to gauge understanding of the short story they have read.</li> <li>• Students will read a series of short stories.</li> <li>• Students will write a brief, two paragraph response essay (100-175 words) based on some of the short story elements.</li> </ul> <p>Competency Three:</p> <ul style="list-style-type: none"> <li>• By the end of the unit, students will: on their own, demonstrate their understanding of a short story by writing a 250 word short story of their own, based on one of their writer’s notebook entries.</li> <li>• Students will write a series of writer’s notebook entries—ranging from 100-250 words—based on writing prompts provided by the teacher. Students will choose two of their best/favorite entries to be assessed by the teacher.</li> </ul>
<p><b>Essential Understanding(s):</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Short stories can be anywhere between a few sentences to a few pages long.</li> <li>- There are six elements to every story.</li> </ul>	<p><b>Essential Question(s):</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> <li>- What are the elements of a short story?</li> </ul>

<ul style="list-style-type: none"> <li>- Students can read a whole story in a short time.</li> <li>- Even though a short story is shorter than a novel, it can still tell a novel's worth of events.</li> <li>- A short story possesses the same elements as a novel or film.</li> <li>- Peer editing and drafting is part of the creative writing process.</li> </ul>	<ul style="list-style-type: none"> <li>- How can reading and writing short stories make us better writers?</li> <li>-</li> </ul>
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**Students will know...**

*What key knowledge and skills will students need to know?*

SWLSB Sample LES Template

<p><b>Assessment Evidence</b></p> <p><b><i>How do you know your students have achieved the desired results?</i></b></p>	
<p><b>Performance Task(s):</b></p> <p><i>Authentic or complex situations that will demonstrate understandings stated above</i></p> <ul style="list-style-type: none"> <li>- Creative Writing Assignments (Comp 3)</li> <li>- <b>Short Story (Comp 3)</b></li> <li>- <b>Oral Presentation (Comp 1)</b></li> <li>- Comprehension (Comp 2)</li> <li>- 2-3 paragraph response essay (Comp 2).</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Supporting evidence that demonstrates understandings, knowledge and skills.</i></p> <ul style="list-style-type: none"> <li>- Class Discussions</li> <li>- Formative Assessments: Exit cards, KWLS, small writing activities.</li> </ul>

**Learning Plan:**  
**Unit One: Introduction to Short Stories**  
*How will you and your students get to the desired results?*

**1. Introductory Lesson (73mins)**

- a. Introduction to the Big Idea and Essential Understandings
  - i. Big Idea: Short Stories can have big messages.
- b. Explore the genre
- c. Flash fiction examples
- d. KWL sheet
  - i. This will be done on loose-leaf, and teacher will instruct how to fill it out during class.

**2. Elements of a Short Story (73mins)**

- a. Introduction to the six elements
  - i. Plot
  - ii. Character
  - iii. Setting
  - iv. Conflict
  - v. Theme
  - vi. Point-of-View
- b. Writing Prompt
  - i. Tell me about your favorite movie or book (Who is the main character, who is the villain, what is the main problem (conflict), where does it take place?)
  - ii. One paragraph, 100-150 words.

**3. Read “A Sound of Thunder” (73mins)**

- a. 10-15 minute Creative Writing Prompt
- b. Introduce premise
- c. Read together (Volunteers or Read-to)
  - i. Take time to break down vocabulary words and character actions.

**4. “A Sound of Thunder” (Part II) (73mins)**

- a. Finish reading “A Sound of Thunder”
- b. Comprehension Questions
- c. Class Discussion

**5. Unpack “A Sound of Thunder” (73mins)**

- a. Finish Comprehension Questions (10mins)
- b. Elements (25mins)
- c. Ray Bradbury’s writing (5mins)
- d. *The Lost World* clip (2mins)
- e. *The Simpsons* clip (5mins)
- f. Writing Prompt (25mins)
  - i. If you could take a time machine to any time, where/when would you go?  
What would you do when you got there?

**6. “The Legend of Sleepy Hollow” (73mins)**

- a. Introduce the horror genre and give historical context. (10mins)
  - b. Give heads up for the two paragraph response (5mins)
  - c. Read together (Volunteers or Read-to) (30-40mins)
    - i. Take time to break down vocabulary words and character actions
  - d. Initial reactions (5 mins)
  - e. Comprehension Questions (Comp 2) (10-15mins)
  - f. Exit Card: Story Mountain
- 7. Unpack “The Legend of Sleepy Hollow” (73mins)**
- a. Author background: Washington Irving (5mins)
  - b. Elements (20mins)
  - c. Explore historical context of the story (5mins)
  - d. *Sleepy Hollow* clip (2mins)
  - e. Assignment (40 mins)
    - i. On your own, write a short, two paragraph response essay (100-175 words) by using any **two** of the following guiding questions: **GRADING IS CONTENT BASED/ HOLISTIC?**
      - 1. What sort of character is Ichabod Crane? What are his traits? Does he have any flaws? Use examples from the short story to support your answer.
      - 2. What is the main conflict of “The Legend of Sleepy Hollow”? What are the goals that are trying to be reached? Who/what is getting in the way of reaching these goals? Use examples from the short story to support your answer.
      - 3. What is the main message or theme of “The Legend of Sleepy Hollow”? Are there more than one? **OR** How does the theme of not letting superstition get the better of us play out in the short story? Use examples from the short story to support your answer.
      - 4. What is the setting of “The Legend of Sleepy Hollow”? What examples can you find that help describe the world of the story? Use examples from the short story to support your answer.
    - ii. *If not complete, assign as homework. If not done for homework, they will be required to stay in for lunch recoup/detention.*
- 8. Introduction to Creative Writing**
- a. Establish some fundamentals.
  - b. Explain the final project, and present the rubric
  - c. Writing Activity 1
- 9. Creative Writing**
- a. Writing Activity 2
  - b. Writing Activity 3
- 10. Creative Writing (rough draft by end)**
- a. Establish expectations
  - b. Have students select their favorite story
  - c. Commence writing.

- i. By the end of the lesson, students should have completed a rough draft of their short story (250 words) on loose leaf paper.

**11. Peer Editing Session**

- a. Learning Commons
- b. Students will work in small groups of 4-5 and edit one another's work.

**12. Finish Writing Short Story (Final Draft)**

- a. Computer Lab

**13. Oral Presentations**

**14. Oral Presentations**

Date	Day	ENG-06	ENG-09	MATH-09
<b>WEEK 2</b>				
Feb 24 <sup>th</sup>	6	P1 (Lesson 1)	P2 (Lesson 1)	
Feb 25 <sup>th</sup>	7	X	P2 (Lesson 2)	
Feb 26 <sup>th</sup>	8	P3 (Lesson 2)	P1 (Lesson 3)	
Feb 27 <sup>th</sup>	9	P2 (Lesson 3)	X	
Feb 28 <sup>th</sup>	10	P1 (Lesson 4)	X	
<b>MARCH BREAK</b>				
<b>WEEK 3</b>				
Mar 9 <sup>th</sup>	<b>PED DAY</b>	<b>PED DAY</b>	<b>PED DAY</b>	<b>PED DAY</b>
Mar 10 <sup>th</sup>	1	P4 (Lesson 5)	P3 (Lesson 4)	P2
Mar 11 <sup>th</sup>	3	P2 (Lesson 6)	P4 (Lesson 5)	X
Mar 12 <sup>th</sup>	4	X	X	P4
Mar 13 <sup>th</sup>	5	X	X	X
<b>WEEK 4</b>				
Mar 16 <sup>th</sup>	6	P1 (Lesson 7)	P2 (Lesson 6)	P3
Mar 17 <sup>th</sup>	7	X	P2 (Lesson 7)	P3
Mar 18 <sup>th</sup>	8	P3 (Lesson 8)	P3 (Lesson 8)	X
Mar 19 <sup>th</sup>	9	P2 (Lesson 9)	X	P1 (Lesson 34)
Mar 20 <sup>th</sup>	10	P1 (Lesson 10)	P4 (Lesson 9)	X
<b>WEEK 5</b>				
Mar 23 <sup>rd</sup>	1	X	X	P2 (Lesson 34, part II)
Mar 24 <sup>th</sup>	2	X	P3 (Lesson 10)	P2 (Lesson 35)
Mar 25 <sup>th</sup>	3	P2 (Lesson 11)	P4 (Lesson 11)	X
Mar 26 <sup>th</sup>	4	X	X	P4 (Lesson 36)
Mar 27 <sup>th</sup>	5	P4 (Lesson 12)	P1 (Lesson 12)	X
<b>WEEK 6</b>				
Mar 30 <sup>th</sup>	6	X	X	P3 (Lesson 36, part II)
Mar 31 <sup>st</sup>	7	X	P2 (Lesson 13)	P3 (Lesson 37)
Apr 1 <sup>st</sup>	8	X	X	X
Apr 2 <sup>nd</sup>	9	P2 (Lesson 13)	X	P1 (Lesson 37, part II)
Apr 3 <sup>rd</sup>	10	P1 (Lesson 14)	P4 (Lesson 14)	X