

**Lesson Objective and Assessment of the objective**

By the end of the workshop, student will be able to:

- Understand what to do before, during and after reading a short story by collaborating successfully with an assigned peer group.
- Demonstrate understanding of the figurative language term “symbolism” and provide an example in a journal entry.

**Standards****Indiana Academic Standards 2014: [www.doe.in.gov](http://www.doe.in.gov)**

9-10.RV.1 Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10.RL.1 Read a variety of literature within a range of complexity appropriate for grades 9-10.

9-10.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**NCTE Standards: <http://www.ncte.org/standards/ncte-ira>**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Supporting Diverse Learners:**

This lesson will introduce the unit on short stories. I am choosing to introduce a short story on the first day of the unit. The short story I chose is extremely short and easy to deal with. I want to get students used to reading short stories right from the first day. The story I chose is called Nicholas Was by Neil Gaiman. This story is about Santa Claus and will support diverse learners because I think most students will have at least a basic understanding of the Santa Claus story. I will introduce students to reading strategies for short stories. I will cover what to do before, during and after reading a short story. Then students will be able to apply this material while working with a group. I know my students work well with their peers, and students will support one another in a peer setting. I will show a visual representation of the short story for students who are visual learners. After, students should be self-directed and will be able to follow instructions on a hand out with group members. For the last 10 minutes of the period, students will write a journal entry. I want to introduce the journals on the first day of the unit. Students will be using this throughout the month to track and record terms. This will help students prepare for the rest of the unit. This writing activity supports diverse learners by allowing each student to keep a personal record of the terms. This makes each student responsible for their own success and understanding of terms.

<u>Method(s) for Instruction</u>		<u>Use of Materials</u>	<u>Use of Technology</u>
Class/Group Discussion	Teacher Modeling/Demo.		
<b>Cooperative Learning: Group Work</b>	<b>Journal writing:</b> Role Play Hands-on	Teacher's Manual pg # Student Text: Picture Books	Cell Phone PollEverywhere.co CPS Clickers
Small Group	Inquiry Learning: Game	<b>Handout: Nicolas Was.. Short story</b>	CPS Clickers Elmo Document Camera Software
Guided Practice:	Simulation/Role Playing	Manipulative:	Student Computers: Video Clips/DVD
Lab	Independent Learning	Related Equipment:	
<b>Lecture or Direct Instruction</b>	Other	Other: Adapted materials	Website: <a href="http://vimeo.com/17911948">http://vimeo.com/17911948</a> Web 2.0 tool Other
Question/Answer			
Learning Stations			
Readers/Writers Workshop			

### Strategies/Activities Selected:

**Direct Instruction:** At the beginning of class, I will introduce the short story unit. I will give a brief overview of what we will be accomplishing in the unit and will provide students with a monthly calendar. I will then instruct students about what to do with short stories before reading, during reading, and after reading. I will show a video of the story.

**Rationale:** I want to give students a general overview of what to expect in the coming lessons. This will prepare students for the projects and assignments that are coming. I also want to prepare students to read short stories in class. I will provide specific reading strategies to use when reading stories. This will help set the foundation for reading in class during the unit. I am showing a video to get students interested in the material and to help visual learners.

**Cooperative Learning:** Students will work with their assigned groups that they will be with all unit. The group will complete a handout together.

**Rationale:** I want students to get used to working in the context of a group. Students will be working with this peer group several times throughout the semester. By giving students a group assignment on the first day students will be able to work through the new material together. Students will support and relate to the text together.

**Journal Writing:** Students will write a journal entry about symbolism. Gaiman uses a lot of symbolism in his short story. Before beginning this portion of the lesson we will discuss symbolism in the short story. Then students will write a definition for symbolism and provide an example in their notebook.

**Rationale:** I want students to get used to writing journal entries as this will be a part of our daily routine for this unit. Students will be ready to build their journal list and will keep this throughout the unit. This story uses a lot of symbolism so we will start by discussing this part of figurative language.

## Lesson Agenda

**Warm up: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections**

### **Introduction to Unit 10 minutes**

#### **Teacher Activity**

- Before students enter the classroom, there will be handouts on the back table (students know to collect handouts here because it is a classroom procedure).
- Once the bell rings, I will begin introducing students to our new unit. I will briefly cover the unit objective and explain the student activities.
- I will then introduce the strategies that we will use during the unit. I will outline what students should do before reading a text, during reading, and after reading a text. I will provide a short power point or presentation

Before: Preview vocabulary terms seek out words you don't know, Attain background information about the author or the story, Think about what you already know about the topic.

During: Make connections to the text, Identify characters in the story, Identify the conflict of the story

After: Summarize the story in your own words, Seek answers for vocabulary words, Ask questions about the text.

#### **Student Activity**

- Students will take a handout and be seated.
- Once class starts, students will listen carefully while I cover the unit. Students will ask any questions they may have about the unit
- Students will listen to strategies and prepare to implement strategies.

**Transition to Instruction: What support strategies will you use to scaffold students learning so they meet or exceed targeted?**

### **Cooperative Learning 30 minutes**

**Transition Guided Practice:**

#### **Teacher Activity**

1. I will separate the class into groups of 4 or 5. I will give each group a handout for the cooperative learning activity.

- I will explain the instructions for this activity and show the video of the story.
- I will direct students to get started on the in-class assignment.
- I will check in with the groups to be sure they are working collaboratively.

## **Student Activity**

1. Students should listen for instruction
2. Students will divide into groups of 3-4
3. Students should watch the video clip of the story
4. Students should ask any clarifying questions they may have about the instructions
5. Students should read the story in their groups applying the reading strategies
6. Students should work collaboratively to complete the handout on the short story

**Transition to Wrap up/Closing:** How will you engage students in self-assessment and/or reflection on key concepts?

### **Journal Writing 10 minutes**

- Students will have the remainder of the period to work on a journal entry about symbolism. The prompt will say:

1. Define symbolism
2. Give an example of symbolism from the story:
3. Provide your own example of symbolism in a sentence.

<b><u>Daily Assessment</u></b>	<b><i>Formative:</i></b>	<b><i>Summative:</i></b>
knowledge: Students will demonstrate their knowledge by writing a journal definition of symbolism	Class discussion: Entrance/Exit slip: <b>Listened to conversations: I will check in with each group during the period</b>	Test <b>Project: 1st journal entry</b>
comprehension: Students demonstrate comprehension by answering reading guide questions	Quiz	Report Presentation
application: Students will apply a reading strategy to the short story	Thumbs up, neutral, or down	Final Exam
analysis: Students will analyze the story with group members	<b>Homework check: students will turn in their handout</b>	Other
synthesis: Students will create their own example of symbolism	Video quiz Voting	
evaluation: Students will evaluate the short story.	Whiteboard Check	

### **Additional Teacher Preparation:**

Copy: Locate:

Names: \_\_\_\_\_

Period: \_\_\_\_\_

Ms. Genord

### **Nicholas Was..... Neil Gaiman**

#### **Group Short Story Assignment**

**Directions: This is your first group assignment for the short story unit. In this assignment you are expected to apply a specific reading strategy to the reading of Nicholas Was... You will follow a process and answer questions before, during and after reading the story.**

#### **Before**

Before reading short stories it is important to consider the following

- Preview the vocabulary in the story. Identify any words you are not familiar with.
- Acquire background knowledge about the story-This could be about the author or about the story itself.
- Think about what you already know about the topic. Make connections.

#### **Tasks**

1. Preview the story on the back of this handout. Write down any vocabulary words you are not familiar with. If a group member is familiar with a word you are not, allow them to educate you. Only write words that ALL group members are unfamiliar with.

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2. Acquire Background Knowledge:

This story is written by Neil Gaiman in 1998. The story was published in his collection of short stories called, *Smoke and Mirrors*. He is known for writing amazing fantasy stories, graphic novels, and poems. He has won both a Newberry and Carnegie medal. Gaiman is known for including a lot of literary allusion in his work.

3. What do you already know about the topic? Looking at the title of the story and after watching the video clip, what do you already know about the short story?

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## During

### The Story

Nicholas Was...

Older than sin, and his beard could grow no whiter.

He wanted to die.

The dwarfish natives of the Arctic caverns did not speak his language, but conversed in their own, twittering tongue; conducted incomprehensible rituals when they were not actually working in the factories.

Once every year they forced him, sobbing and protesting, into Endless Night. During the journey he would stand near every child in the world, leave one of the dwarves' invisible gifts by its bedside. The children slept, frozen in time.

He envied Prometheus and Loki, Sisyphus and Judas. His punishment was harsher.

Ho.

Ho.

Ho.

### Tasks

**While reading the story it is important to make connections, Identify the characters involved in the story, and Identify the problem or conflict. Answer the following questions while reading the story.**

1. What does this story remind you of?

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2. Who is in the story?

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3. Identify the problem or conflict

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## After

After reading a short story is it important to ask questions, summarize the story in your own words, and seek answers to your questions.

### Tasks

1. What questions do you have about this story?

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2. Summarize the story in 1-2 sentences.

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