**Modified Lesson Plan- Collaborative Learning**

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**Subject:**

English Literature

**Topic or Unit of Study:**

Putting the Elements Together

**Grade Level:**

9th Grade

**Materials:**

This lesson requires copies of “There Will Come Soft Rains” by Ray Bradbury and the Elements of Short Stories graphic organizer for each student.

**Summary:**

Students will analyze all of the elements of a short story we have gone over by reading Bradbury’s short story, “There Will Come Soft Rains.” They will see how the elements stand on their own and then how they come together to create the short story. Students will accomplish this using the Jigsaw Model.

**I. Focus and Review:** [minutes]

Do a quick review of Point of View and go over previous day’s homework (possibly writing a story in a different point of view or simply telling how a story would be different in a different point of view) with the students. Transition from how important a certain point of view is to a story into how all elements must work together to create a well-written story.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| 1. While reading a short story, students will be able to analyze elements of short stories and be able to explain selected elements and how they are applied in the short story to fellow students. 2. After reading selected short stories, students will write their own short story and include developed elements including plot, setting, character, conflict, and point of view.3. When students write an original story they will be able to navigate a podcast website and record themselves narrating their story clearly and enthusiastically.  | 1. In small groups, students will read Ray Bradbury’s short story, “There Will Come Soft Rains,” focusing on a literary element assigned to them. Through discussion, they will fill out their group’s portion of the Elements of Short Stories graphic organizer individually. Then groups will be rearranged so there is an expert of each element in every group. Through discussion, the members of the new groups will be able to complete the graphic organizer. 2. Students will write their own short stories to show their understanding of how all the elements of a short story work together. The final product will be submitted as a podcast with the student reading their original story.  |

**State the objective:**

1-2 minutes will be devoted to presenting the objective to the students and it will be clearly written on the board for the students to refer back to during the lesson.

**Assessment:**

Assessment 1 will be done during class with assigned groups. See teacher input and guided practice sections for details.

Assessment 2 will be assigned as independent practice and will be worked on over the next couple class sessions. It will be due after the weekend.

**III. Teacher Input:**

The instructor will place students into expert groups. Each group will be assigned an element of a short story:

Plot

Setting

Characters

Conflict

Point of View

(See the Guided Practice section to see what the students will do in their expert groups.) While the students work together in their expert groups, the instructor will walk around each group to make sure the students are understanding how their element applies to the short story. Questions for the students can help to guide them in the right direction.

Once the instructor has seen that each group has completed their portion of the graphic organizer, the students will move into groups that have an expert of each element in each group. (Read on in the Guided Practice to see what the students will do in the second group.) The instructor will assist groups in staying on task and clarifying any questions the students may have.

**IV. Guided Practice:** [60 minutes, about half an hour for each group]

Together, the expert groups will read Ray Bradbury’s short story, “There Will Come Soft Rains.” Each group will focus on their assigned elements while reading and together fill out the graphic organizer (each student must fill out their own organizer). The students will discuss their answers as they fill in the boxes.

Once the graphic organizer is filled out in the expert groups, the students will move to new groups that have one expert of each element. The students will take turns teaching the other group members about what they discussed in their expert groups; the other students in the group will fill out the other sections of the graphic organizer while each expert is teaching.

***V.* Closure:** [minutes]

Come together to discuss the elements of a short story, and hypothesis as a class how the story would be different if you changed certain elements (i.e. the setting). What would the story be like if it was not set in the future? Discuss with the students how this particular story was originally set in 1985, and was changed to 2026 in later printings; was this needed? Would it make sense for the story to have a dinosaur as a character? If it did, how would the other elements change?

***VI.* Independent Practice:** [remainder of class period and next two class sessions]

Students will begin writing their own short stories (they have been introduced to this assignment at the beginning of the semester, and they should have been brainstorming ideas for an original story over the last week and a half) and they will be invited to use the same graphic organizer to help them develop each element within their own stories. Any time left in class will be used for developing rough drafts. The next class period will be a full workday while they listen to Leonard Nimoy read “There Will Come Soft Rains” by Ray Bradbury (http://www.youtube.com/watch?v=LzhlU8rXgHc), and the students will receive Rubric A for turning in their short story as a podcast. The start of the next class day, the students will be involved in peer editing followed by the unit review.

**STANDARDS:**

* 9-1.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* 9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
* 9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* 9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
* 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
* 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
* 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
* 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Plans for Individual Differences:**

Small group work allows students to be more than passive recipients of information; all students are able to enter discussions and ask clarifying questions. Also, students are able use technology to help them transcribe their podcasts.

**References:**

http://prezi.com/gddns4r9\_j2a/elements-of-fiction-in-ray-bradburys-there-will-come-soft-rains/

http://www.youtube.com/watch?v=LzhlU8rXgHc

Graphic Organizer A

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expert Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There Will Come Soft Rains

By Ray Bradbury

njjllalfjdjo

**Setting** (time and place):

Why is setting important in this story?

Is setting part of the conflict? How?

**Point of View:**

How does POV function in this story?

P**lot:**

Diagram the events of the plot using all five elements

**Conflict:**

What are all the conflicts in the story? What types of conflicts are they?

**Characters:**

Who/what are the major characters in this story? (Indicate if they are flat, round, dynamic, or static)

Who/what is the protagonist? Explain.

Who/what is the antagonist? Explain.

**Individual:**

Did you like this story? Why or why not?

Rubric A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| Title | The title is unique and relates to the story. |  | The title is unique or relates to the story. |  | The title is not original and does not relate to the story |
| Plot | The story’s plot is interesting and all five elements are easily distinguishable.  | The story’s plot is interesting and four elements are easily distinguishable. | The story’s plot is interesting and all three elements are easily distinguishable. | Two elements of plot are easily distinguishable. | One element of plot is easily distinguishable. |
| Conflict | The story has one major conflict and at least two smaller conflicts. The story includes both an internal and external conflict.  | The story has one major conflict and one smaller conflict. The story includes both an internal and external conflict. | The story has one major conflict and two smaller conflicts. All conflicts are either internal or external. | The story has one major conflict and one smaller conflict. Both conflicts are either internal or external. | The story only has one conflict. |
| Setting | The setting of the story makes sense, includes a time and place that is less than three days, and sets a mood throughout the story.  | The setting of the story makes sense, includes a time and place and sets a mood throughout the story. | The setting of the story includes a time and place and sets a mood throughout the story. | The setting of the story includes a time or place and sets a mood throughout the story. | The setting of the story includes a time or place. |
| Characters | Story includes at least three characters and has a well-defined antagonist and protagonist.  | Story includes at least three characters and an antagonist and protagonist. | The story has two characters, a protagonist and an antagonist. | The story has two characters, but is missing a protagonist or an antagonist. | The story only has one character.  |
| Point of View | Point of view and narration are appropriate for the story and consistent throughout.  |  | Point of view and narration are appropriate for the story or consistent throughout. |  | Point of view and narration are not appropriate for the story and are not consistent throughout. |
| Podcast | Includes introduction with title and author and is read clearly and enthusiastically.  | Includes introduction with title or author and is read clearly and enthusiastically. | Includes introduction with title and author and is read clearly. | Includes introduction with title or author and is read clearly. | Is missing introduction or is not read clearly.  |
| Spelling & Grammar | The story has zero spelling or grammar errors. | The story has two spelling or grammar errors. | The story has three spelling or grammar errors. | The story has four spelling or grammar errors. | The story has five or more spelling or grammar errors. |
| Image | Podcast has one image, which relates to the story. The image is either original or includes proper citations.  |  | Podcast has one image, which relates to the story.  |  | Podcast has one image, but it does not relate to the story.  |