**Modified Lesson Plan- Smart Board Inquiry**

**Author:**

Tracy Baird Empsall (Modified from Building Fiction: Elements of a Short Story)

**Date Created:**

19 March 2014

**Subject:**

English Literature

**Topic or Unit of Study:**

Introduction to Short Stories

**Grade Level:**

9th Grade

**Materials:**

This lesson requires Smart Board lesson, “IntroductionShortStories,” which is found on the Timeline and Lesson Plans pages on this unit’s web site; this lesson must also take place in a computer lab or in another environment, which allows the students access to the internet. The students will also need print outs of slides 8, 10, 11, & 12, the web article from slide 2, and a copy of “The Birthmark” by Nathaniel Hawthorne.

**Summary:**

Part of this lesson will be presented as a direct instruction lesson, then turn into a more interactive lesson where every student will have a chance to interact with the Smart Board. They will be introduced to the elements of short stories and will engage in pre reading activities for each short story we will read during the unit.

**I. Focus and Review:** [10 minutes]

This lesson is the start of a new unit, so review will include returning the previous unit’s exam and going over any questions the students had trouble with and any they may have.

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

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| 1. Students will be able to actively search the internet to find information on authors and works of literature as well as site their sources in MLA format.  2. Students will demonstrate their ability to work with a Smart Board. | 1. Students will take part in pre reading activities that include finding information on this unit’s readings and their authors. They will individually gather information through the internet and their textbooks, and they will site their sources in MLA format.  2. All students will either do a portion of a Smart Board activity or write on the Smart Board; all students will participate in a Smart Board poll about the short stories we will be reading in this unit. |

**State the objective:**

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

**Assessment:**

Assessment 1 and 2 will take place during the Smart Board lesson.

**III. Teacher Input/IV. Guided Practice:**

Teacher Input and Guided Practice will be mixed together using the Smart Board slides. Follow the directions for each slide as indicated below.

Slide 1: For the instructor’s use, the pullout tabs to the right describe the objectives and the core standards for this lesson. Here the instructor will explain the next unit is on short stories. Ask the students to recall any short stories they have read in the past. Did they like them or not? This unit will be exploring what makes a good short story, and all throughout the next two weeks, students will be developing their own short story.

Slide 2: This slide is linked to a web article about the history of short stories. The students have a copy of this article for them to quickly skim individually. Have the students share anything they may have found interesting about the article, and then use the article to review MLA citation format.

Slide 3: Along the left side of the book are the five short story elements we will be focusing on throughout the unit. Clicking each will allow for the words to appear. The instructor will very quickly introduce the elements, making it know we will go into each in depth over the next two weeks.

Plot- The events that occur in the story.

Setting- When and where the story is taking place.

Conflict- The problems that arise in the story.

Characters- Who the story is about.

Point of view- How or who tells the story.

Slide 4: Ask for five volunteers, (make sure that no student returns to the Smart Board until every students has gone up once, there will be an opportunity for every student to interact with the Smart Board) and have each volunteer drag one of the elements to its description. Once they have all been placed, press the “Check” button and discuss any they may have gotten wrong.

Slide 5: Explain to the students that reading should be an active pastime; especially with short stories, since there are so many details jam packed into so few words.

Before reading (pop balloon), students should examine the story’s title to see what it might be about and develop background knowledge. If there is a word in the title that you are unfamiliar with, then look it up. Or, if you know all the words, thing about the different things that word means. If a story is called “The Lesson,” think about the different types of lessons there are to try and imagine what the story may be about. Before you read a short story you should also know your reason for reading it. Yes, you have to read this because your teacher told you to read them, but you should develop more purpose than that. Maybe you want to develop your knowledge about a place, or learn a skill, but creating a reason for reading will help motivate you to read in the first place. You may even enjoy yourself. Lastly, before reading you should orient yourself. Have an idea of how long the story is, if it has pictures or activities throughout. Flipping through the pages with let you know what you should expect, and how long you will need because, unlike a novel, a short story is intended to be read in one sitting.

During reading (pop balloon), always consider the elements of short stories. Know who the characters are, and the order events take place. While reading, make predictions; how do you think the character will respond to the conflict? Since it is short, you’ll know soon enough if you were right or wrong. And throughout reading, remember your purpose; if you are not fulfilling it, you may need to reevaluate.

After reading (pop balloon), make sure you understand what happened in the story and what it was about. Once you feel you understand, analyze the story. Did you like it? Why or why not? Think about the parts that stuck in your mind the most and why. Do you relate to the story or learn anything from the story? These are often questions we ask ourselves when first analyzing a story. Another way is to return to the title. Examine how the title fits with the story, there may be meanings that you had not considered before you read.

Slide 6: Ask for three more volunteers. Each will answer a question about reading activities. The Smart Board activity will present the question and the student will have to unscramble letters to spell out the answer. There is one question for each of the three students on this slide. If a student is having trouble coming up with the answer, they may ask the rest of the class to shout it out for them to spell.

Slide 7: Tapping on the yellow bubble with reveal the titles of the stories we will be reading throughout the unit.

Slide 8: Here the students will think about what each story will be about just by looking at the title. Students will be provided a handout of this slide for them to write their personal predictions. Choose one student for each of the stories to write and share their ideas on the board. Ask them to not write on the board about a story they have already read.

Slide 9: Once predictions have been made on all the stories based on their titles, all the students will quickly come to the board to vote on the story each is most excited to read. They are to predict which story they are going to like the best. Once every student has voted, record the results on the side of the regular white board, so they are still visible after changing slides.

Slide 10: Prompt students to now do some research on each story. Have them find each stories author and when it was written. They are to cite where they found the information in MLA format on their sheet. Once again, have one student for each story write their results on the board.

Slide 11: The students are to now research what other forms some of the stories have been transformed into. Let them know that if they are having trouble finding information on any of the stories, Wikipedia has a section devoted to adaptations for many of the stories. Not all the stories have any adaptations, so you can move on to the next slide once students have provided information on “The Most Dangerous Game,” “The Gift of the Magi,” “To Build a Fire,” and “There Will Come Soft Rains.”

Slide 12: Ask the students if they want to change or add to their predictions they previously made about the short stories. Give them a minute to write them down.

Slide 13: This slide includes a link to the overview page on this unit’s Weebly. On this page is a short description, a teaser of sorts, for each story. Read each for the students (or have volunteers if time permits).

***V.* Closure:**

Slide 14: The students have found some information on each of this unit’s stories and have done some before reading activities. Now that they have an idea about what they should expect from each story, have them vote again on what story sounds most interesting to them. Remind the students of the voting results before and compare to the new numbers.

Collect the students’ papers to check their MLA format, and keep them, along with the voting results, for the class to look back to throughout the unit.

***VI.* Independent Practice:** [homework]

The students are to read Hawthorne’s “The Birthmark” and write down at least five predictions they made during reading.

These will be checked to see if the student did them, but not collected for a grade.

**STANDARDS:**

* 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.RIT.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.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
* 9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
* 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.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
* 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.
* HS.SI.1.1 Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).
* HS.SI.1.3 Evaluate content for relevance to the assigned task.
* HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
* HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).
* HS.SE.1.2 Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

**Plans for Individual Differences:**

By not requiring students to use specified sources to gather information, they are free to find a personalized approach to gathering information, but for those who struggle without boundaries, the teacher can guide them to reliable sources.