
Unit 5: (Short Stories)

Unit Overview: This focus of this unit is to provide for the teacher a model of research-based strategies that will enable the English language learner to study and comprehend the genres of vignettes and short stories.

Objectives: The objectives of the unit are for students to understand how an author selects a certain style of writing, acquire new vocabulary, and gain a deeper insight of characters, and gain new reading comprehension strategies.

Skills attained: Students obtained an understanding of a different writing styles by the authors, acquired vocabulary, understood the feelings and actions of the characters, and learned new reading comprehension strategies.

Topics:

Understanding the author's style of writing

Character study

Short Stories

Vocabulary: Please use the following research based model for teaching vocabulary.

1. Choose the words that are most important to understanding the text. Choose no more than 10 for the ELL. Choose the vocabulary words by the level of students in your room. Example: If most of your students are on Level 1 on the Language Proficiency Chart, then the words will be different than if your students are on Level 3 of the Language Proficiency Chart. Make the vocabulary comprehensible to them through visuals, charts, or graphics.
2. Will the student have prior knowledge about this word? If you feel they do not, then you must make preparations to build that prior knowledge. Have visuals, concrete materials, books, or other materials ready to build that prior knowledge.
3. Will the word appear frequently in this story and others? Make sure that the word will appear frequently in all other areas of school.

Unit 5: (Short Stories) Daily Lesson Plans

4. What strategies can I use to bring the word into the lives of the students? Think of what you can do in your classroom to make the word connect to the students' lives. Will they use it in everyday conversation? Is it connected to their language? Will they see it in books at their reading level?
5. How can I make learning the word enjoyable but productive? Learning words can be fun. Here are some examples: Construct an artifact, draw an illustration, write a free verse poem, design a vocabulary encyclopedia.

Lesson 1-5: Day 1 Understanding the History of the Author

Objective(s): The students will understand the history of the author and the relationship of the author to other authors of the same genre.

Skills attained: Students understand a new style of writing, relationship of author to literature, compare/contrast genre authors.

Motivation: Teacher will introduce the unit by reading a selection from a short story. The teacher will ask the students if they can hear the voice of the person or people in the selection. Discuss this with the students and reread parts of the selection that have the strongest voice. Remember the voice is the personality of the person and you can visualize the person as you read the selection.

Homework: Activity 5:1

Vocabulary: memoir, collective stories, voice, culture, articulate,. Use the vocabulary model in the Unit Overview.

Materials List: Copy of short story selected for each student regardless of literacy level.

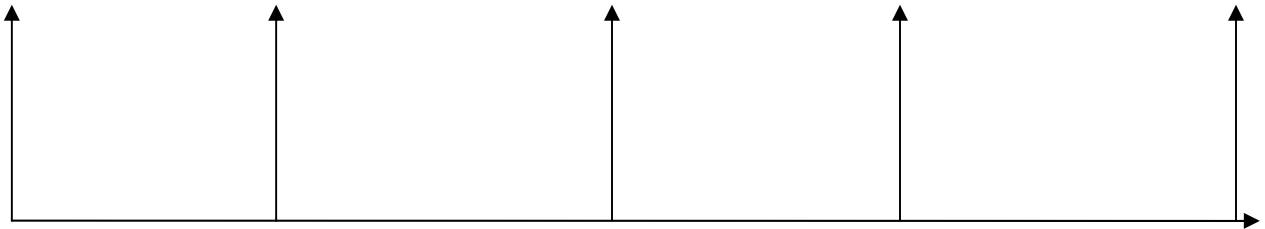
For modeling purposes, a selection entitled, "To Build a Fire, by Jack London published by Jamestown, 1983 will be used. Other books with similar writing style include: Raymond's Run by Toni Cade Bambara, A Sound of Thunder, by Ray Bradbury, and Naftali the Storyteller and His Horse, Sus by Isaac Bashevis Singer.

Unit 5: (Short Stories) Daily Lesson Plans

Methods: Class and group discussion, graphics

Content Background: The short story is written simply for the sake of telling a story. It is a short story because it tells about a single situation or single experience, there is one plot line, takes place over a short period of time and there are only one or two main characters. When one is finished reading a short story, the feeling is that the reader has experienced part of a person's life. Discussion of the short story should include setting up the story, developing the characters, building toward a climax, winding things down and the author's main purpose which, is to share an idea by telling of an experience.

Suggested teaching strategies: The teacher will guide the students through developing a graphic based on the author's personal information. The personal information of the author can be gained through research on the internet or through books found in the school library. Elementary students need experience with research so allow time for them to gain the experience of research. Please have the students draw their own graphic but they can use the example below if they need a pattern to get started.



Application: Understanding the function of a timeline will help students find their own voice as well as organize the events or life of another person, a skill that will be carried over to all areas.

Assessment: Teacher Observation and development of the timeline that is appropriate for the language level of the student.