

Lesson Plan Template
Understanding By Design Framework

Course	Humanities	Grade Level	8
Subject	Language Arts	Time Frame	1 (70-minute) period
Title	Intro to Short Stories Unit	Developed by	Pia, J. 2015.

Stage 1 – Desired Results

Content Standard(s):

General Outcome 1: *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*

1.1. Discover and explore (p. 11)

- Revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding

1.2 Clarify and extend (p. 15)

- Exchange ideas and opinions to clarify understanding and to broaden personal perspectives
- Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others

General Outcome 2: *Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media text.*

2.2. Respond to texts (p. 33-7)

- Explain connections between own interpretation and information in texts, and infer how texts will influence others
- Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others
- Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences

General Outcome 3: *Students will listen, speak, read, write, view and represent to manage ideas and information*

3.3 Organize, record and evaluate

- Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- Incorporate new information with prior knowledge and experiences to develop new understanding

Enduring Understandings/Big Ideas:

Students will understand that...

- All stories are constructed with the same essential stages of plot: exposition, rising action, climax, falling action and resolution
- Effective readers activate their prior knowledge and make predications about stories based on titles to get into the mindset of reading for understanding
- More than one type of conflict can exist in the same story—depends characters and their situations
- While all the plot elements are interrelated, there are specific moments in stories that distinguish them from each other

Essential Questions:

- A famous writer once wrote, “All stories are the same”. What is it that remains consistent for all stories, regardless of genre? If this is true, how do writers captivate audiences in ways that make their stories feel new and/or unique?
- What strategies help you read and understand texts?

Knowledge objectives (outcomes):

Students will know . . .

- The five stages of plot
- Types of internal and external conflict

Skill objectives (outcomes):

Students will be able to . . .

- Synthesize prior knowledge with new information and the ideas of others

Stage 2 – Assessment Evidence

Performance Task(s):

#1—Introduction to Short Stories Notes

Using the handout provided, students will complete their notes fill-in-the-blank style and write their own examples, where indicated, for different types of conflict and characters from texts that they are familiar with to demonstrate their understanding. Notes will be collected at the end of class to check teacher's pace of teaching and students' responses.

G – Goal

What should students accomplish by completing this task?

G: All students should have a personalized and completed set of notes from which they will use to reference for coursework throughout the rest of the unit. Students should also have a few ideas of what they might like to write about for the final summative task for this unit.

R – Role

What role (perspective) will your students be taking?

R: Students will take on the role of asking for clarification and recording new information.

A – Audience

Who is the relevant audience?

A: Students are writing for themselves to help them prepare for their first quiz and the final task.

S – Situation

The context or challenge provided to the student.

S: Students will be provided with an overview of what to expect for the unit and be challenged to begin brainstorming ideas for their digital short story project.

P – Product, Performance

What product/performance will the student create?

P: Students will complete their notes and hand it in at the end of class.

S – Standards & Criteria for Success

Create the rubric for the Performance Task

Attach rubric

Student Self-Assessments

- Visual reference via the Powerpoint or Prezi
- Examples offered and shared by peers

Other Evidence (assessments)

- Students notes

Plan for Diversity — Relevant UDL Guidelines

1. Provide options for perception

- 1.1 Offer ways of customizing the display of information: ensure that size of text, font selection, color and speed or timing of video is accessible in terms of communicating information to students
- 1.2 Offer alternatives for auditory information: provide visual diagrams and charts
- 1.3 Offer alternatives for visual information: use purple paper for handouts as per student's learning plan; provide auditory cues for key concepts and transitions in visual information

2. Provide options for language

- 2.4 Promote understanding across languages: embed visual, non-linguistic supports for vocabulary clarification (pictures, video)
- 2.5 Illustrate through multiple media: present key concepts in one form of symbolic representation (text) with an alternative form (images, video and diagrams)

3. Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas and relationships: highlight or emphasize key elements in text and graphics; use multiple examples and non-examples to emphasize critical information; highlight previously learned skills that can be used to solve unfamiliar problems
- 3.4 Maximize transfer and generalization: embed new ideas in familiar ideas and contexts (use of analogy, metaphor, music, film); prompt the use of mnemonic strategies and devices (visual imagery, ask students to paraphrase); offer opportunities over time to revisit key ideas and linkages between ideas

Stage 3 – Learning Plan

Learning Activities:

Stage of the Learning Cycle	What the Student does . . . (Include differentiated instruction)	What the Teacher does . . .	Time	Materials
Engage	<ul style="list-style-type: none"> Think about response and then share with a neighboring peer Share responses with class Begin creating and recording ideas on unit title page with essential question on it 	<ul style="list-style-type: none"> Ask students essential question: A famous writer once wrote, “All stories are the same”. What is it that remains consistent for all stories, regardless of genre? If this is true, how do writers captivate audiences in ways that make their stories feel new and/or unique? Give students 1 minute to reflect individually, then 3 minutes to discuss with a neighboring peer Call on students to share and facilitate discussion Model short stories unit title page concept map and instruct students to begin creating their own (question only). 	10 min	Whiteboard Dry erase markers Timer Handouts Internet connection Laptop Projector or Smartboard “Plot Device” video on YouTube: https://youtu.be/itMHVpXo2IU
	<ul style="list-style-type: none"> Put names and dates on handout Watch video Discuss at their tables Share responses with class 	<ul style="list-style-type: none"> Introduce unit and pick two students to distribute handout Show students video “Plot Device” Facilitate discussion post-viewing 	10 min.	
Explain	<ul style="list-style-type: none"> Complete notes fill-in-the-blank style and write their own examples where prompted Ask questions for clarification Paraphrase new concepts Offer examples Show thumbs up or number of fingers to indicate pace of note taking 	<ul style="list-style-type: none"> Segue into note-taking section Call on students to paraphrase & provide multiple examples for clarification Ask students to show thumbs up or number of fingers to indicate when to proceed in note-taking lecture 	15 min	Prezi or Powerpoint
Elaborate/Extend	<ul style="list-style-type: none"> Same as above 	<ul style="list-style-type: none"> Same as above 	5 min	Same as above
Explore	<ul style="list-style-type: none"> Hand in notes to designated note-collectors Begin brainstorming ideas individually or with a partner 	<ul style="list-style-type: none"> Collect notes Ask students to spend the rest of the time brainstorming 	10 min.	Lined paper in humanities binder to record ideas
Evaluate		<ul style="list-style-type: none"> Check students’ responses on notes 	Post-class	Students’ notes

Review (in reference to the design)
Strengths:
Areas needing improvement: