



Learning Plan: ELEMENTARY & SECONDARY

Student Teacher	Julieta Quinteros Amat		Co-operating Teacher(s)	Meghan Hughes	
Date	Sep 18, 2023	Start/End Time	4 separate classes (over two days)	Room	C211

Title of lesson	Super Short Stories	Grade level	Secondary 1 (grade 7)
Subject	English Language Arts (ELA)	Topic	Short Stories
Relevance	The students have been working with short stories for several weeks, in putting together all the information they've learned, as well as with the other short story pieces they've written, they are going to use it to make successful short stories in an extremely small amount of space.		
Materials/Resources Required	<p>Examples of extra short stories will be provided, they have all other short stories covered in class, they were given pencils and highlighters at the start of the year and extra will be available if needed. They also have copybooks where they will be writing their own short stories later, and if they forget can use lined paper provided in class</p> <ul style="list-style-type: none"> students will also be able to look back the worksheets used when reviewing all the elements of a short story to help them with what the terms mean they were also provided handouts of punctuation and will have access to that to assist in their own stories they create 		
QEP Subject Area Competencies	<p>Uses language/talk to communicate and learn</p> <ul style="list-style-type: none"> The students will be interacting with the teacher during making class examples and with each other when creating their own short stories, as they can choose to work in pairs (for the regular classes) <p>Reads and listens to written, spoken, and media texts</p> <ul style="list-style-type: none"> Students will have read a normal length short story and will be reading the other examples given throughout the class period for super short stories <p>Produces texts for personal and social purposes</p> <ul style="list-style-type: none"> They will be creating their own super short stories 		
Learning Objectives	By the end of this lesson, students will be able to use the elements of plot (which has already been covered) to create their own super short stories		
Essential Question(s)	How can a whole story be told in such a small amount of space?		

Lesson Timing	<p>Introduction (hook):</p> <p>Day 1</p> <ul style="list-style-type: none"> We have been going over several short stories in class over the past couple of weeks and they will now be shown examples of Extremely short stories (only a few words or couple of sentences) <ul style="list-style-type: none"> examples will be projected on the board as well as on a handout With the 10 word examples → students will be identifying what story each of them is, and we will discuss what information was given that we were able to figure that out <ul style="list-style-type: none"> as we go through the examples, we will be identifying how so much information is presented in such a small amount of space, 	<p>Student will know:</p> <ul style="list-style-type: none"> All the elements of a story on a plot diagram <ul style="list-style-type: none"> exposition, rising action, climax, falling action, conclusion
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	<p>identifying the exposition, climax and resolution for the shorter ones when possible</p> <ul style="list-style-type: none"> • With the two sentence examples, we will break down the story to identify the character, setting, and plot -- emphasizing the importance of all three in a short story and reviewing the concepts • For the 5 sentence examples, they are going to highlight the exposition, climax, and resolution <ul style="list-style-type: none"> o for the regular classes we will be highlighting these parts together, again keeping it on the board so the students can see which parts of the story we are referring to and what part they should highlight 	
	<p>Development (Learning activities – step by step sequential procedure):</p> <ul style="list-style-type: none"> • Reviewing the plot diagram and elements of a story <ul style="list-style-type: none"> - We have read several stories in class and will use the most recent one, “The Open Window” to first identify the character and setting; we will then chart the story on the plot diagram using only exposition, climax, and resolution to really break down the story into most basic parts - in breaking the story down a story they’re already familiar with, they can focus on how to make it into a super short story (which we will do together as a class) <ul style="list-style-type: none"> ▪ the entire example will be done up on the board and students will write it down to keep in their copybooks or binders 	<p>Students will understand:</p> <ul style="list-style-type: none"> • The difference between a normal short story and a super short story • How to create their own story with the correct elements incorporated • How to identify the parts of a story to place on the diagram
	<p>Day 2</p> <ul style="list-style-type: none"> • We will review the elements which every story must have: character, setting, plot, recalling the information from the past few weeks • then we will go over how we turned “The Open Window” into a super short story, having the students take out their examples from the previous day and having them up on the board as well for each class • I will then explain their activity for the rest of the class time: <ul style="list-style-type: none"> o Students will create their own super short stories <ul style="list-style-type: none"> ■ they will have the option to create one-three stories with only up to five sentences OR five stories with ten words or less 	<p>Students will do:</p> <ul style="list-style-type: none"> • Integration between their knowledge and how to explain in to others • Properly create a super short story that has the three required elements from the plot diagram <ul style="list-style-type: none"> o (if chosen) work together to create a story and equally incorporate ideas <p>Cross Curricular Competencies:</p> <ul style="list-style-type: none"> • Communicates with both the teacher and their peers to demonstrate their



	<ul style="list-style-type: none"> ■ the students in the regular classes will have the choice to do this activity alone or with a partner 	<p>knowledge and abilities to work together in a creative setting</p> <ul style="list-style-type: none"> ● Using the information of short stories involving character, setting, and plot that they were recently tested on to create a new creative work ● Adopts effective work methods to create the required amount of stories either by themselves or in partners, achieving their potential for creativity while also successfully cooperating with other students <p>Broad Areas of Learning:</p> <ul style="list-style-type: none"> ● Media Literacy <ul style="list-style-type: none"> - In both reading and understanding literary terms previously reviewed and now implementing them to create a new product <p>Universal Design for Learning/ Differentiation:</p> <ul style="list-style-type: none"> ● All information will be presented on the board as well as on their pieces ● Students who require either a reader or scribe with IEP accommodations will be provided as such ● All information will be repeated several times with different wording to ensure best student understanding and retention
	<p>Closure (transition):</p> <ul style="list-style-type: none"> ● Students will be finishing up the short story unit in the next week or so, and be reminded of another story that will be done later in the week and what materials are expected of them to always have 	<p>FORMATIVE - Assessment FOR learning:</p> <ul style="list-style-type: none"> ● The review of plot diagram aspects and applying those to a story we have already read together will allow for an understanding for the assignment and the rest of the unit <p>FORMATIVE - Assessment AS learning:</p> <ul style="list-style-type: none"> ● Students will have the opportunity to ask questions throughout and review any short story information covered to ensure they are able to do their best work <p>SUMMATIVE - Assessment OF learning:</p> <ul style="list-style-type: none"> ● The short stories they create will allow for assessment of their



		comprehension of plot and how well they can incorporate previous knowledge into a new product
Equity, Diversity & Inclusion (EDI) Considerations: <ul style="list-style-type: none"> Any previously established requirements for students to better succeed will be met and accommodated When giving examples, will be sure to include a variety of cultures and ideologies to give several options and representations 		
Further considerations: <ul style="list-style-type: none"> While offering different summative assignment opportunities, as well as different types of participation, there may still be a few students who these do not cater to <ul style="list-style-type: none"> At the discretion of the teacher and their knowledge of the student there may be different opportunities presented if necessary The information projected on the slide will be on the handout for students in case they have trouble seeing the requirements from a distance or will get distracted consistently looking up to the board Extra pencils and paper will be provided for students who may not have it or run out 		

Reflection:
TBC
Professional Competencies:
<ul style="list-style-type: none"> Competency 2 – Master the language of instruction <ul style="list-style-type: none"> I am going to be aware of my pacing when explaining parts of the lesson and instructing the students, as well as repeating several times when necessary I also plan on trying to be aware of how I ask the students questions, as generally broad ones won't receive as much engagement Competency 3 – Plan teaching and learning situations <ul style="list-style-type: none"> After working with these students for a bit, I now have a better idea of how they may behave, and I've worked to plan the class and lesson in a way I hope will be engaging Competency 6 – Manage how the class operates <ul style="list-style-type: none"> There are differing levels of engagement depending on level and just class dynamics so I am going to work to make sure it is entertaining while also informative for all students Competency 8 – Support students' love of learning <ul style="list-style-type: none"> While they are still getting used to being in their first year of high school, they are going to be getting a lot of information that they might be able to use later if they find something they really enjoy so I am going to strive to get them on track to finding success in reading