**Lesson Plan: Elements of a Short Story - Multiliteracies**

**Overall Expectations from Curriculum (English):**

**Reading and Literature Studies**

**C1.1** read a variety of student- and teacher-selected contemporary texts from diverse First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources and historical texts, identifying specific purposes for reading

**C1.6** analyse texts, including increasingly complex or difficult texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining with increasing insight how various aspects of the texts contribute to the presentation or development of these elements

**Oral Communication**

**B3.1** orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience

**Learning Outcomes:**

**Cognitive: -** Infer and make connections to the story with content from previous lessons as a way to develop understanding.

Organise and demonstrate the skills and discoveries that occur throughout each activity in the lesson.

* Devise a story map with a group to depict the elements of a short story with a story provided by the teacher.

**Affective: -** Participate in the discussions with the class and in small groups in a variety of ways.

* Display an open mind to working with groups in creative and innovative ways
* Compare and contrast the differences in the story from the lesson and the story that will be used for the final cumulative assignment.

**Learning Goals:**

-By the end of this lesson, I will be able to read a variety of texts, including a story book and an Indigenous short story, in order to determine the plot elements of a story.

-By the end of this lesson, I will begin analysing an Indigenous short story in the context of its plot elements. I will begin to analyse the short story while considering a topic from this unit.

-By the end of this lesson, I will begin to use speaking strategies for an oral interview in order to showcase the plot elements of an Indigenous short story.

(Ministry of Education, 2019)

**Success Criteria:**

-I can read a variety of texts, including a story book and an Indigenous short story, in order to determine the plot elements of a story.

-I can analyse a short story in the context of its plot elements. I will begin to analyse the short story while considering a topic from this unit.

-By the end of this lesson, I will begin to use speaking strategies for an oral interview in order to showcase the plot elements of an Indigenous short story.

(Ministry of Education, 2019)

**Resources needed:**

* Video read-aloud of “A Promise is a Promise” by Robert Munsch and Michael Kusugak (Wagner, 2021): <https://www.youtube.com/watch?v=SPLVhD99CrU>
* Video with the screenshots of each image from the story (Can, 2021): <https://www.youtube.com/watch?v=Po0o2KAhwFI>
* “The Amazing Sense of Shake” short story (Dimaline, n.d.): <https://moodlehub.ca/pluginfile.php/1420/mod_book/chapter/1033/amazing_shake.pdf>
* Multiliteracies podcast video:
* Plot Elements Diagram (used to establish the plot elements in the lesson) (Powell, n.d.): <https://quizizz.com/admin/quiz/60674dca6dcf7c001b6d0a4c/8th-grade-plot-elements-review>
* Assignment Outline & Rubric (please see pp. 4-7)

**Introduction: (20 minutes)**

-Students will follow along with the [read aloud video](https://www.youtube.com/watch?v=SPLVhD99CrU) (Wagner, 2021) of the storybook, “A Promise is a Promise” by Robert Munsch and Michael Kusugak.

-Once the story is finished, the teacher will use the [video with the screenshots](https://www.youtube.com/watch?v=Po0o2KAhwFI) (Can, 2021) to go through each image of the story without talking and have students choose on their own which parts of story represent the following:

* Exposition
* Rising Action
* Climax
* Falling Action
* Resolution

**Main Lesson: (30 minutes)**

**Multiliteracy Video: 10 minutes**

-The teacher will introduce that the multiliteracies podcast video will show an interview with the main character, Allashua, at each plot element of the story.

* Students will watch the multiliteracies podcast video: (LINK)

**Discussion: 15 minutes**

Students will discuss their findings through prompts from the teacher:

* How did the images play a role in the development of the story?
* What did Allashua’s responses from the interview tell you about the choices you made to identify each plot element of the story?
* How can you determine what a character is saying throughout a story if the story is not in first person? Is there more than one answer to how the character may be feeling? 

**Think-Pair-Share: 5 minutes**

-Students will compare the plot elements from the storybook that they established when watching the [video with the screenshots](https://www.youtube.com/watch?v=Po0o2KAhwFI) (Can, 2021) with a classmate sitting near them.

-This image (Powell, n.d.) is a guideline for students for definition of the plot elements of a short story that has been used throughout the portion of the unit. Teachers are encouraged to print off a poster version for the classroom.

 **Conclusion: (20 minutes)**

-The teacher will introduce the culminating/summative assignment for the plot elements of the story unit that they will complete with [“The Amazing Sense of Shake”](https://moodlehub.ca/pluginfile.php/1420/mod_book/chapter/1033/amazing_shake.pdf) story by Cherie Dimaline (n.d.).

-This period will be used for students to ask questions about the culminating/summative assignment and find a group to work with for it. After the teacher explains the assignment, if students are ready to begin working before their cool down activity, they will be encouraged to begin reading the short story with their group. The culminating/summative assignment will be due at the end of the unit (given that this lesson is the last lesson before their short story unit ends).

* The Assignment Outline and Rubric can be found below.

**Assignment Outline:**

-Students will create an interview of a chosen character from the short story, [“The Amazing Sense of Shake”](https://moodlehub.ca/pluginfile.php/1420/mod_book/chapter/1033/amazing_shake.pdf) by Cherie Dimaline (n.d.) to showcase the plot elements of a short story, along with a topic chosen from the short story unit. Some topics include: Literary Devices, Innocence vs. Reality, Elements of a Short Story (character, setting, plot etc.). If the students feel stuck, they can go back to the previous lesson to use tools that they have learned (with teacher assistance).

-The teacher will instruct students that they are to interview a character at each plot element to showcase the plot elements of a story (as was shown in the teacher multiliteracies video podcast example). The students can choose their format for the interview: video, performance, or audio podcast.

Students will present the following:

* Interviews should be 4-6 minutes.
* Students can work in groups of 2-4 of their choice (different roles: interviewer, interviewee/character of choice, narrator, videographer/editor, script writer)
	+ Each student involved is required to write their process thoughts (a few sentences) added to the overall process within the paper that will be provided upon the presentation.
* A video/audio podcast/performance of the interview with the character of their choice about their thoughts in the story, the plot elements of the story and their experience.
* A 2-4 page double-spaced paper to depict the script and design process of the interview:

*Design process:*

* Why did you choose to do a video/performance/audio podcast?
* How did the process begin? Explain where you started to where you ended. Talk about everyone’s roles and the assigning of tasks, etc.
* Explain the link between the unit topic (mentioned in your interview) and the story
* Anything else you feel the teacher should know about your process
* A copy of the video/performance/audio podcast in a link (note: earlier in the semester, students would have been taught how to make a file into a shareable link, using the school board’s learning management system) . If presenting live, students must give consent for the teacher to record during the performance for marking processes.
* Each student must submit a self-evaluation and peer-evaluation using the rubric. For self-evaluation and peer-evaluation, students will complete the checklist in the category columns and will use this to inform the effectiveness in a level (like the process the teacher uses in evaluation).

**Rubric (for self-evaluation, peer-evaluation, and teacher-evaluation)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Level 1**(50-59%) | **Level 2**(60-69%) | **Level 3**(70-79%) | **Level 4**(80-100%) |
| Knowledge and Understanding: ☐The interview includes all five plot elements. ☐The interview questions and responses for each plot element show understanding of it.☐The sequence of plot elements in the interview are included in the correct order. ☐A topic from this unit (ex. literary devices, innocence vs. reality, elements of a short story, character, setting, plot etc.). Only a mention of a topic is required; the mention of the topic will only be assessed for correct usage (knowledge) as demonstrated in the interview (understanding). | The interview demonstrates limited knowledge and understanding of the five plot elements and a topic from the unit. | The interview demonstrates some knowledge and understanding of the five plot elements and a topic from the unit. | The interview demonstrates considerable knowledge and understanding of the five plot elements and a topic from the unit. | The interview demonstrates thorough knowledge and understanding of the five plot elements and a topic from the unit. |
| Thinking: ☐The paper includes the script and detailed responses to the questions about the design process. ☐The responses to the design process questions show that the students reflected on their reasoning for choosing their interview format (metacognition) and could describe the creative process of making the interview (creative process). | The paper shows critical and creative thinking processes with limited effectiveness. | The paper shows critical and creative thinking processes with some effectiveness. | The paper shows critical and creative thinking processes with considerable effectiveness. | The paper shows critical and creative thinking processes with a high degree of effectiveness. |
| Communication: ☐The interview clearly shows the involvement of each student’s role in the assignment (everyone’s roles should be identified in the paper so that each role’s contributions are clear, even if they are not a part of the visual production of the interview). ☐The paper is presented in an organized structure.☐The paper identifies different task(s) that all group members were assigned.☐The interview is 4-6 minutes and is presented creatively.☐“I was engaged in my role throughout the creation of the interview. My role was important and needed in the creation of the interview”. (Consider self-evaluation and peer-evaluation). | The interview and the paper express and organize ideas and information with limited effectiveness | The interview and the paper express and organize ideas and information with some effectiveness | The interview and the paper express and organize ideas and information with considerable effectiveness | The interview and the paper express and organize ideas and information with a high degree of effectiveness |
| Application: ☐The interview questions and responses appropriately connect to the corresponding plot element.☐The topic from the unit is mentioned clearly in the interview and links to the story appropriately. ☐The paper explains the link between the topic from the unit and the story. | The interview and the paper transfer knowledge and skills to the context of the story with limited effectiveness. | The interview and the paper transfer knowledge and skills to the context of the story with some effectiveness. | The interview and the paper transfer knowledge and skills to the context of the story with considerable effectiveness. | The interview and the paper transfer knowledge and skills to the context of the story with a high degree of effectiveness. |

(Ministry of Education, 2010)

**Cool Down: (5 minutes)**

**Exit Ticket:** Who is in your group? How are you feeling about this final assignment? Take a moment to reflect, this will only be shared with you and the teacher.

**Accommodations:**

* Closed Captions on all videos used.
* IEP Writing: Dysgraphia (or IEP for Fine Motor Skills Problems), may type instead of write, or use speech-to-text programs
	+ Some IEPS will be based on the individual needs of the student & accommodations will be made in the present moment when needed.
* Students with ADHD/ADD while in groups, these students will be paired with other students that will encourage them to stay on task. As well as allow these students to display their understanding to be demonstrated in different ways.
* Students in need of accommodation for a physical, verbal, or audible disability will use the help of the student-teacher/educational assistant to help them interpret their ideas to the lesson, as well as, initiate a positive attitude towards the topic of the lesson. If there is no EA or student-teacher available, the teacher will give the student a task that is suitable to their strengths to work on during the group work activity, instead of having them work individually.
* Students who are English as a Second Language Learners (ESL) or English Language Learners (ELL) will get to work with a student who is strong in reading and writing and they will be able to participate. If there is a student who also speaks their first language, they will be able to participate together in the activity in order to include the student(s). Students who are ESL or ELL will be able to contribute to forms of action and movement to display their ideas as a way of translating their understanding throughout the lesson.