

Subject/Grade: 7/8 ELA		Lesson Title: Predictions and Creative Writing	Teacher(s):
Memphis Peters			
Stage 1: Identify Desired Results			
Outcome(s)/Indicator(s):			
CR8.1			
View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).			
(b) Demonstrate comprehension of a variety of visual, oral, print, and multimedia (including digital) texts by: understanding the ideas: Clearly, completely, and accurately summarize and explain the ideas and implicit and explicit messages (including setting, main characters, conflicts, events) in texts; cite details that support the main ideas; make logical inferences; interpret obvious themes or author's message logically.			
CR7.1			
View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).			
(b) Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: understanding the ideas: Construct and justify interpretation of text; accurately restate and paraphrase main ideas; interpret the purpose and theme; identify evidence that supports the interpretation; generate and respond to comprehension tasks or questions providing details and support from the text; compare new information with previous knowledge and beliefs; describe setting, characters, main events, conflict, and how they are related; state and support beliefs about characters' motivations and feelings; use information and ideas from a variety of sources (including newspapers, websites, electronic media, anthologies, magazines) to complete tasks.			
Key Understandings: ('I Can' statements)		Essential Questions:	
I can understand how stories tell a message.		What is the main message that the author is trying to tell through their story/writing?	
I can make predictions before reading something.		How can stories reflect the real world and our personal experiences?	
I can use my own ideas to continue an existing story.			
Prerequisite Learning:			
Do a quick vocab review with some of the more complicated/advanced words that show up in the text so students know beforehand what they are actually reading.			

Instructional Strategies:

- Think-pair-share
- Quick write predictions

Stage 2: Determine Evidence for Assessing Learning

- Students write down a prediction on their sticky note (hand in with bigger creative writing piece)
- Students participate in the questions and pick yes or no in the corners activity
- Students hand in creative writing piece where they continued the story at the end of class and have written at least one paragraph (8-10 sentences) with details

Stage 3: Build Learning Plan**Set (Engagement):****Length of Time:** 10-15 minutes

Before reading: give students each a sticky note and one minute to write down their predictions based only on the title.

Go over how to be an active reader - have them underline words they do not understand, highlight important details - things that would influence the mc's final decision, question marks on places they are confused (write these instructions on the board)

Read the story as a whole class - students will each have their own copy of the short story and should follow along as we read

After reading: everybody stands up, those who think the main character said yes and went to the party move to the left corner of the classroom, those who think she said no go to the right corner, ask each side why they said yes or no.

Development:**Time:** 20 minutes

From the two groups (yes or no) put students in pairs and have them continue the short story - write their own version of what they think would happen next (can be hand written or typed), should be at least one paragraph long!

Learning Closure:**Time:** 10-15 minutes

Combine pairs into groups of 4 (one pair who said yes and one pair who said no) and have them share their stories with each other. (5 minutes).

Do another corners question: left is yes she went to the party and right is no she did not go to the party. Did anybody change their mind while

Materials/Resources:

- Copies of the short story for each student (print out) (pdf attached in email)
- Loose leaf or notebook paper or laptops
- Pencils
- Sticky notes

Possible Adaptations/ Differentiation:

- List of vocab words on the board (or a handout sheet) with definitions that students may not know beforehand that will come up in the story (flotsam and jetsam, antithesis, stagnant, furtive, diffuser, gratuitously, impending, aroma, faux).

<p>writing their own continuation or after hearing another groups story? Why did you change your mind or why didn't you change your mind? (5 minutes).</p> <p>Additional Information:</p> <p>Vocab Definitions in the context of the short story</p> <p>Flotsam and jetsam: debris, junk</p> <p>Antithesis: opposite</p> <p>Stagnant: still, not moving, motionless</p> <p>Furtive: secretive, sneaky</p> <p>Diffuser: mediator, helper</p> <p>Gratuitously: spontaneously, eagerly</p> <p>Impending: upcoming</p> <p>Aroma: smell, scent</p> <p>Faux and Phony: not real, fake</p>	<p>Management Strategies:</p> <ul style="list-style-type: none"> - Circulate and sit down with groups who are struggling - Students have a chance to stand up and move around during the set and the closure - Teacher chooses students partners - To do lists on the board: how to be an active reader/listener/wh at to do while reading, vocab list with defs/synonyms, "I Can" statements <p>Safety Considerations:</p> <ul style="list-style-type: none"> - When moving to the corners of the classroom students should be aware of each others personal spaces
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WRITE ON BOARD

"I Can" Statements

I can understand how stories tell a message.

I can make predictions before reading something.

I can use my own ideas to continue an existing story.

Vocab

Flotsam and jetsam: debris, junk

Antithesis: opposite

Stagnant: still, unmoving

Furtive: secretive, sneaky

Diffuser: mediator, helper

Gratuitously: spontaneously, eagerly

Impending: upcoming, happening soon

Aroma: smell, scent

Faux and Phony: fake, not real

What To Do While Reading/Listening

- Follow along
- Underline or circle words you don't know
- Highlight important details or moments
- Put question marks at parts that are confusing