

The Monkey's Paw

Reading Short Stories
Length: 1 Week

1. Benchmark/Standard

- a. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- b. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- c. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

2. Behavioral/Objective

- a. It is important for the students to build knowledge about the structure of short stories and the elements of writing involved.
- b. The students will be able to complete a compare and contrast table with at least three examples used from The Monkey's Paw and The Simpsons version by the end of class. They will be able to use this skill in future lessons and in other classes.
- c. I will observe the students completing the compare and contrast tables using evidence from the two versions of the story. The lesson with the students answering two writing prompts "What is one wish you think people would make if they possessed the monkey's paw? Predict what consequences you would face?" and "Use 3 vocabulary words in a paragraph by writing a mini-story or script."

3. Anticipatory Set

- a. The students are already anticipating this type of lesson. They have expressed interest in reading this story.

4. Objective/Purpose

- a. *Teacher-talk through "I Can" statements:*
 - i. I can analyze the development of the theme or central idea of a text using characters, setting, and plot. (8.2)
 - ii. I can analyze how specific word choice, including analogies or connections to other texts, affects the meaning and tone. (8.4)
 - iii. I can compare and contrast the structure of two or more texts. (8.5)

5. Input

- a. *Task Analysis*
 - i. The learner needs specific vocabulary words, notes on venn diagrams, and knowledge about mood and suspense.

Effective Elements for Instruction

- ii. Class will begin summarizing the Monkey's Paw that was read yesterday. The students have already seen one version of the story as well. Then they will watch the Simpson's version of The Monkey's Paw. Afterwards, we will review how to complete a venn diagram and practice using the two versions. Next, the student will learn the new vocabulary words using Quizlet. The class will end with a writing prompt.

b. *Thinking Levels: Bloom's Taxonomy*

- i. The students will be able to define and identify the important vocabulary terms.
- ii. The students will be able to summarize the short stories using plot diagram and discuss important details.
- iii. The students will be able to discover the main theme or idea of the text.
- iv. The students will be able to categorize the details found in each version of the story.
- v. The students will be able to organize the details so that they can be arranged correctly in a table.
- vi. The students will be able to compare and contrast the two versions of the story using details from each source.

c. *Learning Styles and/or Accommodations*

- i. Students have opportunities to seek extra help with the teacher or with interventionists.
- ii. Multiple class periods are used so that the students have time to practice these skills.
- iii. There will be lectures, audio/visual usage, independent work, group work, class discussion, multiple practices, and activities. The rest of the week will be spent with a Reader's Theater.

d. *Methods and Materials*

- i. Lecture, video clips, online practice, worksheets.
- ii. Text, projector for the videos, writing utensil, worksheets.

6. Modeling

- a. I will model to the students on how to properly complete a plot diagram and compare and contrast table by using the projector.
- b. I will also walk around the classroom helping when needed.

7. Checking for Understanding

- a. What is the conflict of the story? What are the events leading up to the climax and what is the climax? What is the falling action? How is the story resolved? What are some similarities between the different versions? What are some differences?
- b. Review-watch video-summarize story-plot diagram-discuss-video-discuss-practice compare and contrast-exit slip-Reader's Theater.
- c. The students can respond by raising their hand during class discussion or converse in small groups. Also, they may write their thoughts on exit slip.

8. Guided Practice

Effective Elements for Instruction

- a. The students will be able to complete a compare and contrast table with at least three examples used from *The Monkey's Paw* and *The Simpsons* version by the end of class. They will be able to use this skill in future lessons and in other classes.
- b. I will demonstrate the criteria needed for a compare and contrast table.