

Unit Learning Cycle – E101/141 Short Stories

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Opener/Introduction to Unit

- Story elements pre-test
- Based on pre-test results, present brief PPT/notes on basic story elements as needed; intro to Pit Stop F [W] plot chart
- Brief PPT/notes on prediction, intro to Pit Stop C [W] making predictions
- Read “The Sniper” – make one class prediction (model)

Individual Work/Metacognition

- Complete Pit Stop C – make additional predictions as the class reads, then assess via self-evaluation (“Discovery” column) the accuracy and/or viability of prediction made
- Complete Pit Stop F – assess via self-evaluation how well they identified basic story elements

Study Group Conversational Learning

- In Study Groups, discuss accuracy of Pit Stop F (correctly identified rising action, climax, dénouement, resolution) – make corrections as needed
- In Study Groups, discuss Pit Stop C (are predictions viable/supported) – make corrections as needed

Open Work

- In Study Groups, students will choose from a list short stories to read together.
- In Study Groups, students will complete Pit Stop F and Pit Stop C for that story.

Individual Work/Metacognition

- Assess via self-evaluation how comfortable they are making predictions and identifying story elements
- Assess if their current Study Group is functional – make changes as needed

Whole Group Conversational Learning

- Brief PPT/notes on identifying main idea/details [W] Pit Stop G1
- Complete Pit Stop G1 for “The Sniper” as a model

Study Group Conversational Learning

- In Study Groups, complete Pit Stop G1 for the story the group read

Individual Work/Metacognition

- Assess via self-evaluation how comfortable they are making predictions and identifying story elements

Assessment

- Individually, students choose a short passage and complete Pit Stop G1

Remediation/Open Work Time

- Based on self-assessment, students prioritize which skill (Pit Stop) they need the most help with
- Three groups, each led by a teacher, will review the skill with another short passage
- Students complete another Pit Stop based on that short passage

This cycle will repeat (minus the introductory material) – Pit Stop G1 has four levels, and as students demonstrate proficiency in this skill, they will complete Pit Stop G2 and so forth during Individual Work/Metacognition and/or Conversational Learning. As students demonstrate proficiency in making predictions (Pit Stop C), they will move onto making inferences (Pit Stop J).