

Unit Title: Overcoming Fears: Plot and Summarizing

Grade Level: 7

Subject Area: English Language Arts: Summarizing

Duration/Length/Number of class periods: ~20

Description: Students write a summary of a fictional text (using a rubric to break down a large project into a smaller set of steps and skills)

Established Goals (National, State, Local):

ELA 7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

What Enduring Understandings are desired?

(an EU= lasting value. Retained after details have been forgotten. Heart of discipline. Doing the subject. Engaging. Why it matters. Students will understand/realize...)

- Actions have consequences that build upon each other.
- Just one action or moment can affect the surrounding people and events.
- Summarizing is a key skill in communication.
- Summarizing is a lifelong skill with multiple applications.
- Summarizing should take into consideration the purpose and audience.

What Essential Questions will be considered?

(an EQ = no right answer, level 3, discussion, How/Why/To What Extent...)

- How are characters, conflict and setting related?
- To what extent does conflict drive a story forward?
- Why is it important to consider an audience when communicating?
- How do I distinguish between key events and unnecessary details?
- How do I write a complete and objective summary of a fictional text?

- How do I break a large project into smaller steps and tasks?
- How do I use a rubric to break down a task and check my work?

Students will know / be able to:

- I can briefly explain the key events from a story.
- I can accurately identify parts of plot.
- I can include an appropriate amount of detail for my audience.
- I can use a rubric to create a checklist.
- I can break down a large task into smaller steps.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo r m a t i v e	S u m m a t i v e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno log y Use d	Teac her Tec hno logy Use d	ISTE Stan dard s
Pre Assessment: Unit 1 Vocabulary and Identification 1. Google Form	x				x	x	
Day1. Cycle of Consequences (Cause and Effect & Relevance). Mix and Match below: 1. Game of Life 2. Video: cause and effect (marble music machines) 3. Video: real life consequences 4. Oregon Trail			x				1.c
2. The Escape and Excitement 1. Track Conflict and Excitement 2. Graph Conflict/excitement as a class (opportunity to use excel) 3. Graph and Plot Diagram of "The Escape"				x		x	3.d
3-4. Parts of a Plot Stations (Class devices required) 1. Whole class: notes 2. Edpuzzle Pixar identification practice 3. FairyTale Plot Sort 4. Flipgrid that contrasts two plot concepts OR create a GoogleSlide that contrasts two plot concepts				x	x	x	6.a
5-6 Plot Diagram of "White Duck" Article of the Week 1. Read "White Duck" 2. Students complete plot diagram 3. Teach provides feedback 4. Cover common misconceptions/ Students revise White Duck article	x						
7-10 Story Devices/Read Rikki Tikki Tavi 1. Youtube clips of story devices 2. Build Background knowledge 3. Comprehension questions as story is read 4. Onepager: C&C two short stories. Use unit vocabulary. Use story devices.				x		x	2.d

11-12 Fan Fiction of RTT (Class Devices required) Project: How do setting/plot/characters affect a story?/What if X changed...) <ul style="list-style-type: none"> • Create a collaborative presentation to...Demonstrate knowledge of original story. • Justify who/what was a key setting, plot or character. • Explain how plot would be affected, if one factor was changed <ol style="list-style-type: none"> 1. Popplet 2. GoogleSlides 3. GoogleClassroom 4. Poster/Post-its 		x			x	x	2.d, 1.a, 6.a
13 Why Consider Audience? / (Task Scenario Builder: GRASPS pg 30-31) <ol style="list-style-type: none"> 1. Give students a goal, role, situation, and performance... then change their audience over and over. This is to create frustration and make them realize that audience matters. 			x				2.b
14 Short Story (Duffy's Jacket?)							
15-17 Considering Your Audience (Task Scenario Builder: G.R.A.S.P.S pg 30-31)(Class devices required) <ol style="list-style-type: none"> 1. Create a GoogleDrawing for your scenario (given a different audience, summarize the story) 2. What process should we use to create our own rubric criteria? 				x	x		
18 Practice Using Prepared Summary (Whole/Independent)	x					x	
19-20 Unit 1 Test (plot, story devices, summary)		x					
19-20 Independent Reading Project: Summary of a fictional novel		x			x	x	4.b

Materials, tools and resources: Short stories, Google Classroom, Flipgrid, EdPuzzle, Class set of devices
Unit Plan Author: Nicole Wagner, Owatonna Middle School.
Additional credit given to: OMS English Department, Interactive Reading Notebook adapted from Lovin Lit on TeachersPayTeachers.