

Unit of Study: Approaches to Teaching Literature:
There's a Name for This Feeling: Stories/Hay un nombre para lo que siento: Cuentos
By Diane Gonzales Bertrand (Piñata Books, 2014) ISBN 978-1-55885-784-1

This unit could take place in the middle of the first semester of school. The first six weeks are often used to give students tools to analyze literature. This collection of short stories lends itself to a few mini lessons on theme, figurative language, structure and the author's mood/tone. It can also be used to prepare the students to write creatively. Through the ideas presented in the collection, and the accompanying lessons, students will see the value of their words and how to "spice up" their writing, all while learning how to get their point across quickly and concisely. The additional bonus is this book and lessons will benefit ELL students. The stories are presented first in English and then in Spanish. Also, there is plenty of Spanish vocabulary sprinkled throughout the English version. Latinx students are more likely to relate to these stories and therefore feel more comfortable writing about their own lives. Each story takes about one day to read and analyze; the mini lesson accompanying each story will take another day. This will allow the entire fifty minutes of a lesson to delve deeply into a story, and then the fifty minutes of the next day to work towards what lesson that short story specifically could help teach. The ultimate goal is for students to have short stories to practice their tools in analyzing literature learned in the previous six weeks, and to also learn the true power behind figurative language and how this device can help them in their writing.

Unit Plan

There's a Name For This Feeling: Stories/Hay un nombre para lo que siento: Cuentos

By Diane Gonzales Bertrand (Piñata Books, 2014) ISBN 978-1-55885-784-1

Subject: ELA

3 Week Unit plan over Short Stories

Grade Level: 8th Grade

Day:	TEK:	Plan:
Day 1 (Week 1):	<ul style="list-style-type: none">• §110.24.(b)(5)(B) Generate questions about the text before, during, and after reading to deepen understanding and gain information.• §110.24.(b)(5)(C) make and correct or confirm predictions using text features, characteristics of genre, and structures.	<ul style="list-style-type: none">• Students will enter the classroom and write in their journals responding to the prompt, “What do you know about short stories?”• Give students their copy of <i>There's a Name for This Feeling</i> and have them make predictions/ask questions about the book based on the cover.• Establish that this is a collection of short stories, written from various perspectives, and introduce information about the author to give background information.• Before students leave for the day, they'll write in their journals to the prompt, “Do you think the author's background affects her writing?”
Day 2	<ul style="list-style-type: none">• §110.24.(b)(5)(B) Generate questions about text before, during, and after reading to deepen understanding and gain information.• §110.24.(b)(6)(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<ul style="list-style-type: none">• Students will begin class by responding to the writing prompt, “Is it possible to feel two emotions at once?”• The class will then read the story “There's a Name for This Feeling.”• Before the students leave, they will write, responding to the prompt, “If you were Lucy's best friend, what advice would you offer Lucy to help her cope with Rodrigo's rejection?”
Day 3	<ul style="list-style-type: none">• §110.24.(b)(5)(E) make connections to personal experiences, ideas in other texts, and society.	<ul style="list-style-type: none">• The students will begin class by responding to the prompt, “Have you ever had to deal with rejection? How did you respond? If not, how do you think you would respond?”

	<ul style="list-style-type: none"> • §110.24.(b)(6)(G) discuss and write about the explicit or implicit meanings of text • §110.24.(b)(7)(A) analyze how themes are developed through the interaction of characters and events. 	<ul style="list-style-type: none"> • The students will then use the short story, “There’s a Name for This Feeling,” to have a class discussion about the various themes that are present in this story, such as Self vs. Others, Self vs. Self, Self vs. Society, and how these themes are present at multiple points in the story. • Before the students leave for the day, they’ll respond to the prompt “Have you ever felt two emotions at once? If not, describe how Lucy manages to experience that duality of emotions.”
Day 4	<ul style="list-style-type: none"> • §110.24.(b)(5)(D) create mental images to deepen understanding • §110.24.(b)(5)(E) make connections to personal experiences, ideas in other texts, and society 	<ul style="list-style-type: none"> • Students will come into class and respond to the prompt, “Have you ever spent money on something you ended up not liking? If not, what is something you wish to spend money on that you think is worthwhile?” • Students will then read the short story “Raymond’s Fireworks.” • Before leaving class, students will respond to the prompt, “In the two stories read thus far, how do Lucy and Lorenzo differ?”
Day 5	<ul style="list-style-type: none"> • §110.24.(b)(5)(D) create mental images to deepen understanding • §110.24.(b)(5)(E) make connections to personal experiences, ideas in other texts, and society 	<ul style="list-style-type: none"> • Students will begin class by responding to the prompt, “Have you ever used fireworks?” • Students will then read the story “Trajectory.” • After reading the short story, students will finish class by responding to the prompt, “Should stories always have a happy ending? Why or why not?”
Day 6 (Week 2)	<ul style="list-style-type: none"> • §110.24.(b)(9)(E) identify and analyze the use of literary devices, including multiple points of view and irony. • §110.24.(b)(9)(F) analyze how the author’s use of language contributes to the mood, voice, and tone • §110.24.(b)(5)(G) evaluate details read to determine key ideas 	<ul style="list-style-type: none"> • Students will come into class and respond to the prompt, “Write about a time that you saw as a good time, that someone else experienced as a bad time.” To explain this prompt, give an example like, “I had a great time on a roller coaster, but my friend threw up afterwards.” • The students will then fill out a graphic organizer noting the similarities and differences between the two stories. • The students will analyze how the author presents the same event, New Years Eve, in two different lights. “How does the author’s tone, mood, and vocabulary choice influence how the story is read?”

		<ul style="list-style-type: none"> Students will write in their journal before they leave, using the same story they wrote about earlier, but writing creatively from the other character's perspective in the story. Using the previous example, write from the perspective of the friend who didn't like rollercoasters and had a negative experience.
Day 7	<ul style="list-style-type: none"> §110.24.(b)(5)(C) make and correct or confirm predictions using text features, characteristics of genre, and structures §110.24.(b)(5)(E) make connections to personal experiences, ideas in other texts, and society §110.24.(b)(10) The students uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 	<ul style="list-style-type: none"> Students will begin class by describing the phrase "tongue tied," and write about a time they experienced it. Students will then read the story, "My Twisted Tongue." Ask students if they have any experience with this, and if so, to share their stories if they are comfortable. As an example, share the story that a friend's grandma can understand German perfectly, but she wasn't taught to speak it because she grew up in a time after WWII. Before students leave, they will write either about their experiences or write creatively about a student who might be experiencing the same struggles as the brother in the story.
Day 8	<ul style="list-style-type: none"> §110.24.(b)(6)(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 	<ul style="list-style-type: none"> The students will respond to the prompt, "Is nonverbal communication as strong as verbal communication? Why or why not?" Students will read "A Small Red Box" and "Agapito." Students will then respond to an exit prompt, "Write about what you have learned about figurative language. What do you like about it, what confuses you, what do you not like, etc.?"
Day 9	<ul style="list-style-type: none"> §110.24.(b)(9)(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes §110.24.(b)(9)(F) analyze how the author's use of language contributes to the mood, voice, and tone. §110.24.(b)(5)(G) evaluate details read to determine key ideas 	<ul style="list-style-type: none"> Students will respond to the prompt, "Can any object be used for personification?" Then ask, "Can a rock be happy? Can a bowl be sad?" Students will then re-read the stories for examples of figurative language and how it makes the story more interesting. Rather than saying, "She cried," the author says, "Her tears spilled in clumsy drops," as well as the use of alliteration and repetition of "crunchy chips" in "Agapito." Students will then write about how important figurative language is and start brainstorming

		<p>their own short story that they will write at the end of this unit. They will be asked to keep in mind the length of the stories read so far, how figurative language is utilized and how the author manages to introduce characters and plot quickly and effectively.</p>
Day 10 (Week 3)	<ul style="list-style-type: none"> • §110.24.(b)(1)(D) participate collaboratively in discussions • §110.24. (b)(5)(E) make connections to personal experiences, ideas in other texts, and society. 	<ul style="list-style-type: none"> • The students will begin by responding to the prompt, “Who would you be without your favorite memories?” • The students will then read the story “Brake and Shift.” • Afterwards, ask the students to participate in a class discussion about dementia, their experiences with it, how they’d react if it was their own family member, and how they would feel if they were losing their memory. • Lastly, ask students to pick one of these situations and write until the bell rings (if they have a relative experiencing dementia or they are someone experiencing dementia).
Day 11	<ul style="list-style-type: none"> • §110.24.(b)(5)(E) make connections to personal experiences, ideas in other texts, and society. • §110.24.(b)(6)(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 	<ul style="list-style-type: none"> • The students will begin class by looking back at their journal entries from the day before. Ask them to either create a new story based on yesterday’s writing or continue the story. • Next, the students will read the story “Crooked Stitches.” • After reading, the students will write in their journals about something that they share with their grandparents/parents/guardian that is unique to just them and how they would feel if they could no longer do this.
Day 12	<ul style="list-style-type: none"> • §110.24.(b)(9)(E) identify and analyze the use of literary devices, including multiple points of view and irony. • §110.24.(b)(9)(F) analyze how the author’s use of language contributes to the mood, voice, and tone • §110.24.(b)(5)(G) evaluate details read to determine key ideas 	<ul style="list-style-type: none"> • The students will respond to the prompt “Two of the stories, ‘Brake and Shift’ and ‘Crooked Stitches’ have very similar themes. Which story did you like more? Why?” • The students will then use graphic organizers to analyze similarities/differences between the two stories. • Next, moderate a class discussion about mood, tone, language, etc. used by the author.

Day 13	<ul style="list-style-type: none"> • §110.24.(b)(5)(B) generate questions about text before, during, and after reading to deepen understanding and gain information. • §110.24.(b)(6)(A) describe personal connections to a variety of sources • §110.24.(b)(7)(A) analyze how themes are developed through the interaction of characters and events. 	<ul style="list-style-type: none"> • Students will come into class and respond to the prompt, “What’s something you’ve always been curious about, but never been allowed to get close to?” For example, someone might know they don’t want to feel the pain of cactus, but they might be tempted to touch it just to experience how it feels. • Ask students if they know what a monologue is and why someone might write one. • Next, the class will read the story “Touch of Wax” in order to understand a monologue text.
Day 14	<ul style="list-style-type: none"> • §110.24.(b)(10)(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. • §110.24.(b)(10)(B) develop drafts into a focused, structured, and coherent piece of writing 	<ul style="list-style-type: none"> • When the students come into class, they will be asked to look through their journal entries from the past few days and to pick one of the warm ups that they believe they could write about to tell a story. They will use one of these or come up with a new one within the first few minutes of class. • The students will spend the rest of class writing. They will be encouraged to just see where their mind takes them as far as plot for the first few minutes. They will be given time later to add more structure to the story.
Day 15	<ul style="list-style-type: none"> • §110.24.(b)(10)(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety. • §110.24.(b)(10)(D) edit drafts using standard English conventions 	<ul style="list-style-type: none"> • The students will immediately begin working on their stories. • The students will be instructed specifically to spend the majority of the class revising the structure and grammar, beefing up their figurative language to make the story more intriguing or revising for clarity. • Drafts are due at the end of class. This draft will be the students’ form of Summative Assessment. Students will be graded based on grammar, effort, and use of figurative language.

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