

Student Handout: Unit 3 Lesson 4



Going Places

Suggested time: 60 Minutes

What's important in this lesson:

The purpose of this lesson is to give you an opportunity to see that a story's setting can significantly influence the decisions that characters make -- in the same way that your environment can greatly influence you and your decisions.

Complete these steps:

1. Read "Scanning and Skimming to Preview a Text", which your teacher will provide.
2. Actively read the short story provided by your teacher by making predictions and visualizing images for each section, or chunk. Pause after each section of the story, write a prediction in the margin and see "in your mind's eye" what you're reading. You could even sketch what you "see".
3. Complete the "Short Story Organizer" Handout 1.
4. Using the "Short Story Organizer" as a foundation, write a rough draft of summary paragraph, using the paragraph starter provided. Hand this draft in with your good copy.
5. Complete a final draft of your paragraph, using the "Checklist for a Summary Paragraph" Handout 2 to assess satisfactory completeness. Hand both of these in to your teacher.
6. If your teacher directs you to, participate in role-play of characters writing graffiti on different issues related to the short story.
7. Complete the reflection questions on Unit 3, Lesson 4 in your Writer's Notebook and hand them in to your teacher.

Hand-in the following to your teacher:

1. Answers to reflection questions on Unit 3, Lesson 4 in your Writer's Notebook.
2. The final draft of your Summary Paragraph with rough draft and "Checklist for a Summary Paragraph" Handout 2.

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Questions for the teacher:

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Short Story Organizer

The short story _____ is told from the 1st or 2nd person point of view. I
(circle one)

know this because _____

Write point form answers the short story questions.

Characters (1) Who is the main character? What distinguishes his or her personality as unique?	Setting (2) When and where does the story take place? What are the circumstances?
Problem/Emotional Reaction (3) What started the story or created the problem? (4) What has been the characters emotional reaction?	Decision/Goal/Consequences (5) What has the main character decided to do? Did the character set a goal? If so, what was it? (6) How did the character try to accomplish his/her goals? (7) What are the consequences now, and what will be the future consequences?

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On a separate sheet of paper, use your point form answers to the questions to write a summary. Your summary should begin with:

In the short story _____ by
_____ the main character,
_____, distinguishes him/herself as an
individual who . . .

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Checklist for a Summary Paragraph

Name: _____

Reading

I have...

- shown an understanding of the short story
- taken the whole story into account
- answered all story organizer questions completely

Planning

I have...

- planned my summary using the story organizer to make rough notes

Writing

I have...

- written my summary in complete sentences
- omitted nonessential information and unnecessary words
- organized my ideas clearly to help my reader follow and understand my summary
- used transitions to link my ideas
- not included opinion statements
- written an effective paragraph
- created a beginning, middle, and end that flow using connecting words and linking sentences

Revising and Editing

I have...

- used the stages of the writing process to revise my work
- asked a peer to read my summary to see if writing was clear
- checked my grammar, spelling, and punctuation
- created a summary that will appeal to my audience and meet my purpose