Names-Nombres Short Story Lesson PDF & Digital Formats 2 Peas and a Dog Middle School Teaching Resources

RESOURCE INCLUDES

☐ Detailed Teacher Lesson Plans

☐ Individual PDFs &

Google Slides formats

☐ Student Choice

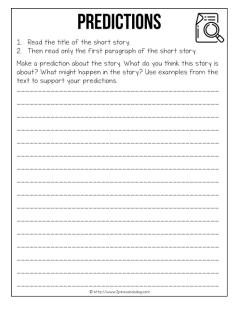
☐ Short Story Analysis

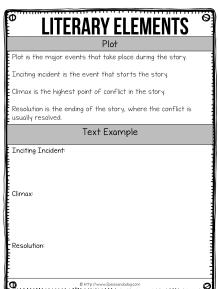
Booklet (predictions, comprehension questions and

literary elements)

Assessment Options

EXAMPLE PAGES





	(TEND YO	JR LEARN	ING				
READING RUBRIC							
Level 1	Level 2	Level 3	Level 4				
Predictions do not relate to the short story.	Predictions are simple and vague.	Predictions provide relevant support from the short story.	Predictions offer insightful responses with detailed suppor from the short story.				
Level 1	WRITIN	G RUBRIC Level 3	Level 4				
Level 1 Writing is incoherent and does not flow.		Level 3	Level 4 Writing is uses a variety of techniques to increase reader engagement.				
Writing is incoherent and	Level 2 Writing is somewhat	Level 3 Writing is concise	Writing is uses a variety of techniques to increase reader				

PREDICTIONS

- 1. Read the title of the short story.
- 2. Then read only the first paragraph of the short story.

Make a prediction about the story. What do you think this story is about? What might happen in the story? Use examples from the text to support your predictions.

LITERARY ELEMENTS



Plot

Plot is the major events that take place during the story.

Inciting incident is the event that starts the story.

Climax is the highest point of conflict in the state

Resolution is the ending of the story were the conflict. It usually resolved.

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Inciting Incitont:

Cli

Resolution:





EXTEND YOUR LEARNING

READING RUBRIC

Level 1	Level 2	Level 3	έ∧r †
Predictions do not relate to the short story.	Predictions are simple and vague.	Predictions ae relegant port m sh sta	Pre ns fer thi the sh pry.

PINL & BRIS

ev 1	lel 2	Level 3	Level 4
incoh at and does no Now.	iting somewhat coherent.	Writing is concise and coherent.	Writing is uses a variety of techniques to increase reader engagement.
Form is not appropriate for the assignment.	Form is working towards being appropriate for the assignment	Form is appropriate for the assignment	Form is appropriate for the assignment.
Conventions are misused and do not meet grade level expectations.	Conventions need to be reviewed.	Conventions are used properly as per grade level expectations.	Conventions are used properly as per grade level expectations.

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