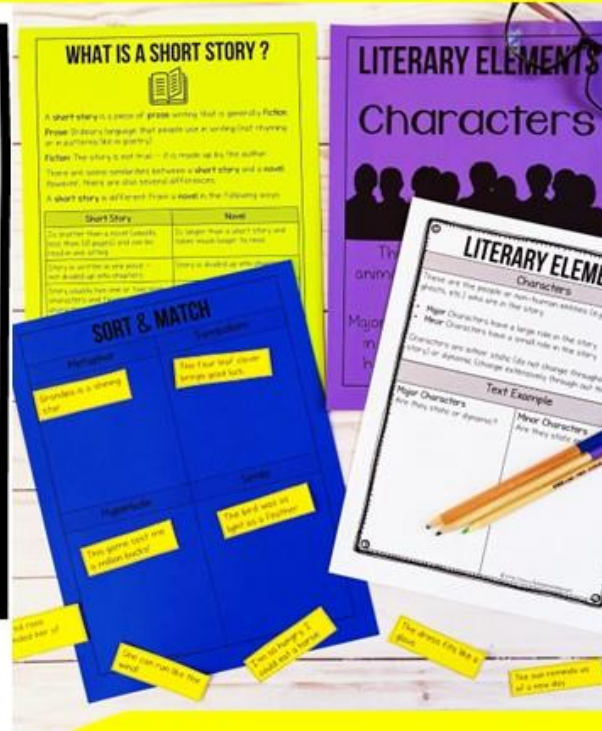


# 6<sup>TH</sup> GRADE SHORT STORY UNIT

## PDF & DIGITAL FORMATS

**Grade 6**

- ✓ Detailed Lessons
- ✓ Anchor Charts
- ✓ Student Choice
- ✓ Assessment Options
- ✓ Print & Digital



**168 PAGES**

2 Peas  
and a Dog

**2 Peas and a Dog**

Middle School Teaching Resources

## RESOURCE INCLUDES

- ✓ 12 Lessons
- ✓ Detailed Teacher Instructions
- ✓ Lessons, Assignments, Rubrics
- ✓ Answer Keys
- ✓ Student Choice & Differentiation
- ✓ Anchor Charts
- ✓ Comprehension Questions
- ✓ Scaffolded Graphic Organizers
- ✓ Standards & Points–Based Assessments
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats

# WHAT'S INSIDE?



## Short Story Unit Outline

1. Activating Prior Knowledge Graffiti Brainstorm
2. What is a short story?
3. Literary Elements Note
4. Literary Elements Practice Stations
5. Literary Elements Quiz
6. Literary Devices Note
7. Literary Devices Practice
8. Literary Devices Quiz
9. Short Story Group Work & Choice Board Project
10. Short Story Application Task (Test)
11. Write Your Own Short Story
12. Short Story Sharing Café

## 5 Short Stories Covered

- ✓ "The Wish" by Roald Dahl
- ✓ "The Hockey Sweater" by Roch Carrier
- ✓ "Eleven" by Sandra Cisneros
- ✓ "The Beau Catcher" by Frederick Laing
- ✓ "Names/Nombres" by Julia Alvarez



"What a fantastic resource! My students enjoyed the activities in this unit. I appreciated the thorough daily lesson plan. The stations can be easily converted into independent activities for students. My students completed this unit with a thorough understanding of the literary elements and devices covered and were even able to identify them in short stories they chose to read on their own." – Alice G.

# WHAT'S INSIDE?



## LESSON 1



### Activating Prior Knowledge

**Lesson Overview:** Students will activate their prior short story knowledge through a graffiti activity and class discussion.

#### Materials Needed:

- ☐ Chart paper and markers (Paper Version)
- ☐ Google Docs (Digital Version)
- ☐ Discussion Question Prompts
- ☐ Timer

## LESSON PLANS

#### Teacher Instructions:

1. Prepare the chart paper and markers for each group.
2. Have students stand in a circle.
3. Explain to the students how to participate in a graffiti discussion. Each student gets a marker. The group leader (I usually say the oldest/youngest is the leader) reads the question out loud. Then, everyone takes a space on the paper to record their thoughts about the question.
4. Provide each student with a marker.
5. Divide students up into equal groups of three.
6. Assign each group a chart paper to start their rotation. Set a 1 or 2 minute timer for each rotation. Allow students time to share their thoughts on paper. Once the timer goes off, rotate the students clockwise around the classroom to each new chart paper question.
7. At the end of the rotations, take time to read through each chart paper as a whole class.

## Plot Station

**Instructions:**  
Read the five sentences station. Place each sentence below.

Rising Action ☐

☐ Inciting Incident

## Setting Station



Where does the story take place?

What is the time period?

What does it look like? Add details.

Sketch a picture of the setting, using the descriptions in the paragraph to help you visualize the details.

## Conflict Station



#### Instructions:

1. Read the short story on the task card for this station.
2. When you are finished, identify which of the four types of conflict is represented in this story, and fill it in on the lines under the boxes.

\_\_\_\_\_ of the two elements that

## STATIONS ACTIVITIES

<div></div>	<div></div>
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**vs**



# WHAT'S INSIDE?



## THINKING QUESTIONS

After reading your short story, answer these questions.

### LITERARY ELEMENTS

#### Setting

The location, time period, and cultural context of where the story takes place.

Location – theatre, school, home, etc.

Time Period

Cultural Context

### “NAMES/NOMBRES” QUESTIONS

1. Why does Alvarez use the name “Julia”?

2. Why does she use the name “New York City”?

3. Why does she use the name “and a different name”?

4. What does the name “Julia” indicate about her?

5. What does the name “Julia” indicate about her ethnicity change in the

1960s?

6. Why was Julia embarrassed to say her full name to others?

7. Why did Julia feel embarrassed when her family showed up at public events?

8. What is the irony that is found at the end of this short story?

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## LITERARY ELEMENTS

# Theme



Theme is the author's message about the topic (cause many people believe...)

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## LITERARY ELEMENTS

# Plot

Climax

Incident

Resolution

The plot is the major events that take place during the story.

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# SHORT STORY ANALYSIS

# WHAT'S INSIDE?



## ANSWER KEY

Foreshadowing	Foreshadowing is when the author provides the reader with a hint about something that might happen later in the story.
Symbolism	1. What three settings does the narrator describe as the "three places they lived"? S: The author says they lived in the city, the country, and the skating rink.  2. How did the narrator feel about their children there? S: School was described as a place where they were always wanting to go.
Simile	
Metaphor	
Hyperbole	5. Name two reasons why the narrator loves his hockey sweater any more than anything else. S: It was too small, and it was something that others would think was weird.

## "THE HOCKEY SWEATER" ANSWERS

### ANSWER KEY

THEME	The central idea in a short story.
SETTING	The time and place that the story takes place.
CHARACTER	The main person or thing that the story is about.
	The struggle between two opposing forces.
	The event that sets the character on a journey.
	The highest point of tension or action in a storyline.
RESOLUTION	The end of the story, when the conflict has been resolved.
HYPERBOLE	Exaggeration to show emphasis in a story.
WORD CHOICE	Descriptive words to paint a picture in the reader's mind.
STRONG VERBS	Specific, descriptive verbs that describe an action in the story.
DIALOGUE	Conversation between two or more characters in a story.
COMPLEX SENTENCES	This is created by adding an incomplete thought to a complete thought. It can also be created by taking two simple sentences and joining them together.

## LITERARY DEVICES QUIZ

Student Name: \_\_\_\_\_  
Class: \_\_\_\_\_

### Word Bank

- ☐ Conflict
- ☐ Setting
- ☐ Theme
- ☐ Topic
- ☐ Plot

- ☐ Simile
- ☐ Metaphor
- ☐ Foreshadowing
- ☐ Synonym
- ☐ Hyperbole

## SHORT STORY ASSESSMENT



Criteria		Level 1	Level 2	Level 3	Level 4
Answers Contain:					
<input type="checkbox"/> Detailed responses (all parts of the question are answered)					
<input type="checkbox"/> Accurate proof from the text					
<input type="checkbox"/> Attention to spelling, grammar, punctuation					
<input type="checkbox"/> Specific examples to support opinions					
<input type="checkbox"/> Creative thinking					
with a hint about					
story that re					
comparison					
comparison w					
something, like					
Teacher Feedback:					
Quotes		/5			
Setting		/5			
Choices		/2			
Newsworthy					
Total					

## SHORT STORY QUESTIONS MARK

Answers Contain:

- ☐ Detailed responses (all parts of the question are answered)
- ☐ Accurate proof from the text
- ☐ Attention to spelling, grammar, punctuation
- ☐ Specific examples to support opinions
- ☐ Creative thinking


## ASSESSMENT OPTIONS

## POINTS & LEVELS RUBRICS

# LESSON 1 & 2




What is a plot diagram?

BRAINSTORM DISCUSSION 	
Write down your thoughts about each question below.	
Question	Your Thoughts
What is a plot diagram?	
What is a character?	
What is setting?	
What is conflict?	
What is theme?	

What is character?

ACTIVATING  
PRIOR  
KNOWLEDGE

BRAINSTORM DISCUSSION 	
Write down your thoughts about each question below.	
Question	Your Thoughts
What is a plot diagram?	

<h3>WHAT IS A SHORT STORY ?</h3>  <p>A short story is a piece of prose writing that is generally fiction.</p> <p>Prose: Ordinary language that people use in writing (not rhyming or in patterns like in poetry).</p> <p>Fiction: The story is not true – it is made up by the author.</p> <p>There are some... However, there...</p> <p>A short story is...</p>	
---	--

<h3>WHAT IS A SHORT STORY?</h3>												
<table><tr><th>Short</th></tr><tr><td>Is shorter than a... less than 10 page... read in one sitting.</td></tr><tr><td>Story is written in one piece – not divided up into chapters.</td></tr><tr><td>Story usually has one or two main characters and fewer other characters in the story.</td></tr><tr><td>Story usually has a single setting throughout the story (time, geographical location).</td></tr><tr><td>Story is usually told from one point of view.</td></tr></table>	Short	Is shorter than a... less than 10 page... read in one sitting.	Story is written in one piece – not divided up into chapters.	Story usually has one or two main characters and fewer other characters in the story.	Story usually has a single setting throughout the story (time, geographical location).	Story is usually told from one point of view.	<table><tr><td>Story is divided up into chapters.</td></tr><tr><td>Story can include many different characters who are introduced throughout the story.</td></tr><tr><td>Story will often include several settings, can jump to a variety of time periods and geographical locations.</td></tr><tr><td>Story can include several points of view.</td></tr></table>	Story is divided up into chapters.	Story can include many different characters who are introduced throughout the story.	Story will often include several settings, can jump to a variety of time periods and geographical locations.	Story can include several points of view.	
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# LESSON 3 & 4

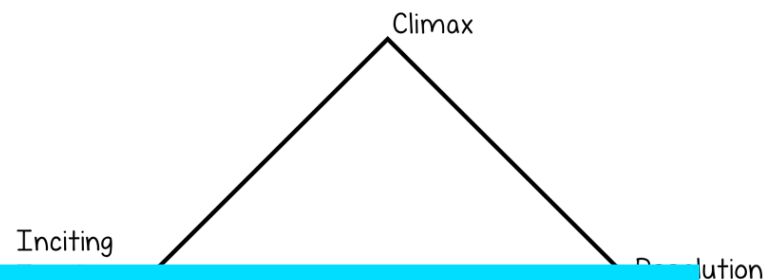


## LITERARY ELEMENTS NOTE

Plot	
Character	
Setting	

## LITERARY ELEMENTS

### Plot



**LITERARY  
ELEMENTS  
NOTE**

## Setting Station

Where does the story take place?

What is the time?

## Plot Station



### Station Instructions

- Read the following sentences.
  - On your activity sheet, write the correct order number in front of each sentence in order to show the correct order of events.
- RIISING ACTION**
- When Jessica realized there were no binders left, she forgot to bring them to school.
  - Luke quickly brought her binders, but she realized she had left them at home, as the first day of school was just a week away.
  - The day before school started, there was a power outage in the city.
  - Jessica called her friend Luke in a panic, but he assured her that he had found several binders on a shelf in his dad's office.
  - When she opened her letter, she discovered it was from her teacher, telling her grade six students that they were required to bring three new binders to school on the first day.



# LESSON 5 & 6



SHORT STORY QUIZ

/6

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Word Bank

☐ Conflict

☐ Setting

☐ Theme

☐ Topic

☐ Plot

☐ Simile

☐ Metaphor

## LESSON 5

### Short Story Quiz

#### Lesson Overview:

Students will demonstrate an understanding of the elements in a short story by identifying them in this brief quiz.

#### Materials Needed:

- Class set of the short story quiz

#### Teacher Instructions:

- Hand out the quiz.
- Set a timer for 10 minutes.
- Collect the quizzes to mark.

## LITERARY ELEMENTS QUIZ

## ANSWER KEY

Foreshadowing

Foreshadowing is when the author provides the reader with a hint about something that might happen later in the story.

## LITERARY DEVICES NOTE

There are many different literary devices that authors use to enhance the reader's experience. This lesson focuses on five types only.

### Foreshadowing

Foreshadowing is when the author provides the reader with a hint about something that might happen later in the story.

### Symbolism

A symbol is a concrete item or action from the story that represents another idea (e.g. heart represents love, the sun represents a new day).

### Simile

A simile is a comparison of two items using comparison words: so, like, as, than (e.g. The wallpaper was as bright as the sun.)

### Metaphor

A metaphor is a comparison of two items without using comparison words (e.g. Her mood was a dark and stormy night.)

### Hyperbole

Hyperbole is using exaggeration to emphasize something, like a description or a feeling (e.g. I am so hungry, I could eat a horse.)



# LESSON 7 & 8



## SORT & MATCH

1. Cut out each sentence.
2. Read each sentence.
3. Sort each sentence into the literary element category on the next page.
4. After your teacher checks your work, glue the examples on to the graphic organizer.

The grandmother  
has a heart of gold.

These groceries  
weigh a ton!

The red rose  
reminded her of  
love.

This game cost me  
a million bucks!

The sun reminds us  
of a new day.

The dress fits like a  
glove.

His eyes were ice.

## LESSON 7



### Literary Devices Practice

#### Lesson Overview:

Students will learn about literary devices by working on the practice activity.

#### Materials Needed:

- Class set of the Literary Devices practice activity

#### Teacher Instructions:

1. Hand out the sort and match examples and the graphic organizer.
2. Students need to cut out each example.
3. Then they sort the examples into the correct column on the graphic organizer page.

## LITERARY DEVICES PRACTICE

## LITERARY DEVICES ANSWERS

Foreshadowing

Symbolism

Simile

## LESSON 8



### Literary Devices Quiz

#### Lesson Overview:

Students will demonstrate their understanding of literary devices.

#### Materials Needed:

- Class set of

#### Teacher Instructions:

1. Hand out the
  2. Set a 10 min
  3. Once student
- for assessment

## LITERARY DEVICES QUIZ

# LESSON 9 & 10



## LITERARY ELEMENTS


Characters

These are the people or non-human entities (e.g. animals, ghosts, etc.) who are in the story.

- Major Characters have a large role in the story.
- Minor Characters have a small role in the story.

Characters are either static (do not change) or dynamic (change over the course of the story).

## SHORT STORY TASK LIST



As you complete each task, check it off the list below.

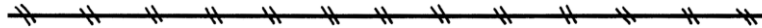
Task Order	Independent or Group Work	Task	Due Date
1	Independent	<input type="checkbox"/> Read the short story. <input type="checkbox"/> Answer the short story comprehension questions specific to your short story.	
2	Group Discussion & Individual Responses	<input type="checkbox"/> Answer the thinking questions. Each student must write their own answers. <input type="checkbox"/> Complete the...	

## SHORT STORY GROUP WORK & CHOICE BOARD

## LITERARY ELEMENTS APPLICATION TEST

Setting	
What is the setting of the story?	

## SHORT STORY TEST INSTRUCTIONS



Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Instructions:

1. Read the short story two times.
2. The first time, read the short story to get an understanding of the plot.
3. Then, during your second read, annotate the short story for the different required literary elements and devices.
4. Complete the provided graphic organizer.
5. Hand in your test when finished.

## SHORT STORY



Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Instructions:

1. Read the short story two times.
2. The first time, read the short story to get an understanding of the plot.
3. Then, during your second read, annotate the short story for the different required literary elements and devices.
4. Complete the provided graphic organizer.
5. Hand in your test when finished.

MARK /10

# LESSON 11 & 12



## ELEMENTS OF STYLE



There are many different elements of style that an author can use to enhance the reader's experience. This word choice, hyperbole, strong verbs, dialogue.

**Word Choice**  
When reading or writing short stories, that give the reader a clear picture in words, it will help your writing have a

Telling a story by writing is very different standing in front of someone and telling expressions and our hand gestures to

When we are writing, we have to work our emotions differently

**Example**  
▪ He worked

**Hyperbole**  
Hyperbole humor life to reader

**Example**  
▪ After that long hike, she was so tired

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## STORY BRAINSTORMING



General  
Story  
Overview

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--

Resolution
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WRITE YOUR  
OWN  
SHORT STORY

## SHORT STORY CAROUSEL

Teacher Instructions (preparation before the Short Story Carousel):

- Print out students' short stories. First, decide if you want to keep students' names on their stories or if you want them to be read and shared anonymously. Then decide if you want to hang them up on the walls around your classroom or lay them out on desks for students to flip through.
- If you choose to lay the stories out on desks, rearrange the desks to form a large circle before students come in (or have students do this at the beginning of class). Put one short story on each desk (or push the desks towards the middle, away from the walls, if you are hanging stories up on the walls).
- Either use the feedback sheet provided or have 3 sticky notes prepared for each student (or remind them before the activity to bring sticky notes). This will be explained later in the activity.

SHORT STORY  
SHARING CAFE

- Have students put everything away except for a pencil/pen.
- Tell students that in an art gallery, people walk to different works of art to look at, admire, read any captions, and even talk softly to their friends or family about the piece of art, before moving on to the next piece. Art critics do the same, except they publish their critiques in a newspaper or report. Students will be doing the same thing today, but instead of talking to each other (unless you allow that), they will be critiquing their classmates' short stories in a positive way.
- Explain that students will each get 3 sticky notes (or the feedback handout). They will give students 2 "glows" and 1 "grow" (also known as 2 stars and a wish). A "glow," or star, is something that the student did well in their short story, and a "grow," or wish, is something the student could improve in their short story.
- Students can put their glows and grows on any short story they want, but encourage them to put the 3 sticky notes on 3 separate stories.

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# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**