

Nikki Webber

Lesson Title: The Monkey's Paw

Lesson #:

Date: October 13, 2017

Subject: English Language Arts

Grades: 8

Rationale:

The traditional short ghost story is a quintessentially auditory text. This lesson will use "The Monkey's Paw" to examine the oratory nature of the ghostly short story, and will teach students to use textual evidence as a means of understanding inference and foreshadowing.

Curriculum Connections

Curriculum Competency:

Recognize how literary elements, techniques, and devices enhance and shape meaning.

Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Respond to text in personal, creative, and critical ways.

Use and experiment with oral storytelling processes.

Exchange ideas and viewpoints to build shared understanding and extend thinking.

Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.

Content:

Students will become familiar with the literary elements and devices of the ghostly short story (particularly finding evidence of inference and foreshadowing); students will experiment hands-on with the read-aloud nature of the ghost story genre (particularly with the tone, volume, inflection, pace, and gestures that are features of oral language); students will think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. As time permits, students will experiment with writing their own shorts texts that employ inference or foreshadowing.

Learning Intentions	Activity	Assessment
I can read closely to determine what the text says explicitly and through inference	Inference and foreshadowing class activity.	Circulate around pods, inference and foreshadowing worksheet to be handed in.
I can analyze the text and determine the theme(s) of the story	Reading comprehension worksheet and class discussion.	Circulate around groups and check responses to worksheets, group

		discussions. Students will hand in reading comprehension worksheet.
I can identify oratory elements of short fiction such as gestures, tone, pacing, and inflection.	Group reading of “The Monkey’s Paw”	Assess class participation during group read; diverse learners only need to read a few lines as comfort levels dictate. Students may practice in advance.
I can determine the meaning of words and phrases in the text	Vocabulary worksheet	Vocabulary to be overviewed in class, worksheet to be handed in for participation and assessment.

Prerequisite Concepts and Skill:

Accessing information through a dictionary or digital device

Reading brief sentences or paragraphs audibly.

Collaborate effectively in small groups.

Curate evidence in a given text.

Materials and Resources with References/Sources:

For Teacher	For Students
Teacher’s copy of “The Monkey’s Paw”	Dictionaries or mobile devices with dictionaries.
Teacher’s copy of vocabulary words.	Vocabulary worksheets
Spooky instrumental playlist on Spotify; speaker; battery operated ‘candles’ if available.	Student copies of “The Monkey’s Paw” with space for annotations.
Teacher’s copy of inference and foreshadowing worksheet; copy of reading comprehension worksheet.	Inference and foreshadowing worksheets; reading comprehension worksheet.

Differentiated Instruction (DI) (Accommodations):

Have students who have difficulties work alongside students who do not have difficulty with the activities.

Narrative will be shared in an oral format; students with reading or presentation difficulties may listen to the teacher or other students, and read aloud as their comfort level permits.

Have students who need a challenge use the internet to research and write about the history of 3 wishes folklore, or about the history of colonial 'othering'.

Organizational / Management Strategies:

Students will work in small pods (randomly selected, or pre-existing pod formations) to work through vocabulary sheets.

Students may briefly practice their auditory paragraph with a partner (paying attention to tone, gestures, inflection and pace suitable for a ghost story) before commencing group read.

Students are to raise their hand if they wish to audibly read the next paragraph in "The Monkey's Paw." Students will have at least two alternative selections ready to share if their paragraph is read by another student. The teacher will note student participation, and will keep close track of the time, taking over some parts of the reading if time constraints present.

Possible Aboriginal Connections/First Peoples Principles of Learning: None known of, although students may wish to research colonial fears of 'otherness' as an option for future research. Students may also research possible '3 wishes' connections to Indigenous folklore.

Lesson Activities:

Teacher Activities	Student Activities	Pacing
Introduction (hook/ motivate/lesson overview)	Students engage in a class discussion about what they would wish for.	
Spooky background music playing as students enter.		
If you could make three wishes that were guaranteed to come true, what would you wish for? (You can't ask for more wishes!)		5
Tell students they will be investigating using textual evidence to understand foreshadowing and inference in the ghost story "The Monkey's Paw". Class will also be learning about		2-5

the oratory quality of short ghost stories.		
<p>Body (Lesson flow, Management)</p> <p>Teacher hands out vocabulary sheets of 8-9 terms to small pods. Each pod is assigned three vocabulary terms.</p> <p>Hand out short story.</p> <p>Explain to class that ghost stories are at their best when shared out loud. Practice scary voice. Invite students to prepare a section of text to read out loud in scary voice.</p> <p>The teacher will pass out a sheet of reading comprehension questions for “The Monkey’s Paw”, which the students may fill out or annotate during the group read.</p> <p>Teacher to take over reading sections if time constraints present.</p> <p>The teacher will take note of participation, and will model inflection, tone, and oratory quality of the ghost story.</p> <p>BRAIN BREAK</p>	<p>Students work in small groups to define 2-3 pre-assigned vocabulary terms, using dictionaries or mobile devices. Students will define the terms, and use them correctly in a sentence.</p> <p>Students will share their vocabulary terms with the rest of the class, who will then have the opportunity to fill out the remainder of their sheet.</p> <p>Students quietly review text and select a small section to read out loud. Students have a moment to practice difficult words with a partner, and to practice the ‘scary voice’. Each student prepares a short paragraph of text to read aloud (diverse learners may select a line or two if they wish).</p> <p>Students will raise hands to take turns modeling the oratory ghost story, paying attention to inflection, pacing, tone, gestures. While not speaking, students may be active listeners, and may annotate their copies of the story with questions, reflections, or underlining difficult words or concepts.</p> <p>Students may take turns reading paragraphs of “The Monkey’s Paw” as they feel comfortable, by using a show of hands.</p> <p>BRAIN BREAK</p>	<p>6 minutes</p> <p>6 minutes</p> <p>5 minutes explanation and practice</p> <p>15-20 minutes</p> <p>2-5 minutes</p> <p>8 minutes</p>

<p>Explain and circulate.</p> <p>The teacher will call the class to attention, and engage the class in discussion regarding reading comprehension of “The Monkey’s Paw.”</p> <p>BRAIN BREAK</p> <p>The teacher will hand out a pre-made worksheet detailing foreshadowing and inference in “The Monkey’s Paw”.</p> <p>The teacher will call the class to attention. Demonstrate using textual evidence to support foreshadowing and inference.</p> <p>Teacher will circulate.</p>	<p>Working in their pod, students will discuss the story, using reading comprehension questions as a guide. Practicing reciprocal learning and collaborating with the pod, students will fill out the comprehension sheet to the best of their ability.</p> <p>Students may use this opportunity to add to their comprehension sheet; it is an assignment that students can turn in the next day. Students will participate in the discussion.</p> <p>BRAIN BREAK</p> <p>Following an example of foreshadowing and inference in the text, students will work as a pod to find other instances of foreshadowing and inference at work in the text.</p> <p>The class will reconvene as a larger group, and discuss instances of foreshadowing and inference, using evidence to support interpretation. This will give diverse learners a chance for the class to fill out the worksheet as a group.</p>	<p>10 minutes</p> <p>2-5 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p>
<p>Closure (connections within lesson or between lessons,</p>	<p>Using their understanding of inference and foreshadowing, students will finish the</p>	

sharing successes, summaries)	<p>remainder of class by writing a creative paragraph or very short story in which something is inferred or foreshadowed. Students may collaborate ideas with a partner, or in their pod. Students should be prepared to share their work in their pods at the start of the next day's class.</p> <p>Alternatively, students may write a ghostly (or oratory-driven) short story which correctly utilizes at least four of the day's vocabulary words.</p>	Up to 10 minutes as time permits
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