



## Teacher's Guide: "The Story of an Hour" (Grade 8)



This teacher's guide offers an overview of "The Story of an Hour" unit for eighth grade, as well as a detailed daily guide of materials, activities, lesson objectives, tips for preparation, and the Common Core English Language Arts standards included in each lesson. Also included are optional extension activities and related strategies for English language learners (ELLs).

Detailed information about the unit's authors, components, research base, and ideas for differentiation, as well as a complete list of key standards for the unit, can be found in the [Introduction: "The Story of an Hour"](#) document.

### Teacher Planning

In preparation for each lesson, teachers are advised to take the following steps:

- Read through the Common Core State Standards included in the lesson. Think about the students in your class and the support they will need to meet these standards.
- Review the detailed lesson plan in the Teacher's Guide to ensure that all materials (PowerPoints, [Student Charts](#), and other resources) have been secured and prepared.
- Read through each portion of the lesson and familiarize yourself with the corresponding materials. Again, think about your students and plan how you will group them for collaborative work.
- Group students for partner/small group work, taking reading and English language proficiency levels into consideration. Ideally in each pair or group, at least one student will be able to read Grade 8 level text.



## Overview: Daily Activities

The lesson components described above are organized into five 45-60 minute lessons. The following table summarizes the activities by lesson. Detailed instructions for each lesson’s activities are available below.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> <li>Lesson Objectives</li> <li>Role of Women in the 19<sup>th</sup>-century</li> <li>First Interactive Reading</li> <li>Character Sketch</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Objectives</li> <li>Who Was Kate Chopin?</li> <li>First Interactive Reading (cont.)</li> <li>Character Sketch</li> <li>Mini-Lesson: Irony</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Objectives</li> <li>Mini-Lesson: Analogy</li> <li>Glossary</li> <li>Second Interactive Reading</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Objectives</li> <li>Summary Lesson</li> <li>Formative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Objectives</li> <li>Writing an Argument</li> </ul>
<b>Extension Activities</b>				
<ul style="list-style-type: none"> <li>Character Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Word Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Summaries</li> </ul>	<ul style="list-style-type: none"> <li>Irony</li> </ul>	

## Teacher Notes

Teacher notes for leading discussion are included in bold throughout the Teacher’s Guide and the PowerPoint notes. **Teachers are not expected to read the notes directly;** rather, the notes serve as a model for teachers in how to scaffold complex text and vocabulary instruction for middle school ELLs.

## Interactive Reading Activities

The background readings and story text are included in both the PowerPoint files and the student charts. Suggestions for how to use scaffold and differentiate these activities are included in the *Introduction* document.



## Vocabulary

Key words have also been highlighted throughout the lessons. For glossed vocabulary, read the bold words and definitions and ask students what they mean in the context of the passage.

## Using the PowerPoints

The PowerPoint files are a central component to the lesson. They are available in both a PowerPoint and PDF format. In addition, the answers for all student questions displayed in the PowerPoint will automatically fill in the blanks by clicking on the blank or by pushing the “down” (↓) or “right” (→) arrows on your keyboard to advance the presentation.



## Lesson #1: “The Story of an Hour”

### Common Core Objectives

Students will:

- Read and comprehend literature at the high end of grades 6–8 text complexity band (RL 8.10)
- Engage effectively in a range of collaborative discussions (SL 8.1)
- Adapt speech to a variety of contexts and tasks (SL 8.6)

### Teacher Materials

- [Lesson 1: Teacher’s Guide](#)
- Lesson 1 ([PPT](#) / [PDF](#))

### Student Materials

- [Lesson 1: Student Charts](#)

### Preview the Lesson

#### Activity 1A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students; teacher leads students in a brief discussion.

**Materials:** Lesson 1 PPT and Teacher’s Guide; Student Chart 1A

- Display Slide #1 introducing “The Story of an Hour.” Explain to students that you will be reading this story by Kate Chopin, and that they might find it challenging.
- Have students turn to a partner and discuss why it might be challenging. Call on some students to share their answers. (*Anticipated response: the setting and dress of the woman are from another time, so students might guess that the language in the book might be different also*).
- Display Slide #2 with the lesson objectives.
- Have students turn to the content and language objectives (Student Chart 1A).
- Read or have a student read the objectives aloud, one at a time.



## Building Background Knowledge

### Activity 1B: The Role of Women in 19<sup>th</sup> Century America

**Overview:** Teacher leads an interactive shared reading about the role of women in Kate Chopin’s time.

**Materials:** Lesson 1 PPT and Teacher’s Guide (cont.); Student Chart 1B

- Display Slide #3 to introduce the shared reading of “The Role of Women in 19<sup>th</sup>-Century America.”
- Explain that the story you are going to read, called “The Story of an Hour”, takes place in the late 19<sup>th</sup> century, or the late 1800s.
- Have students turn to “The Role of Women in 19<sup>th</sup>-Century America” (Student Chart 1B).
- Read the guiding question on Slide #4.
- Have the students read the first section of the reading on Slide #5 and answer the questions in their chart.
- Ask students to share their responses to the questions with the whole class.
- Display and explain the correct responses on Slide #6. Students should revise their responses in their Student Charts as needed.
- Repeat for Slides #7-11.

## Interactive Reading

*Note: This scaffolded reading exercise will improve the comprehension of English language learners. To further differentiate instruction, work on the questions with a small group of the most limited English proficient students while more proficient students work together in pairs.*

### Activity 1C: Interactive Reading

**Overview:** Teacher posts guiding questions for the reading; teacher leads students in a first interactive reading of “The Story of an Hour: Part 1” which focuses on comprehension questions.

**Materials:** Lesson 1 PPT and Teacher’s Guide (cont.); Student Chart 1C

- Have students turn to Student Chart 1C and display Slide #12 to introduce the story.



- Display Slide #13 with the guiding question and the first paragraph of the text.
- Read the guiding question.
- Have the students work in pairs to read the text and answer the questions (Student Chart 1C).
- Read the glossed word(s) and definition(s) and ask students what they mean in the context of the passage.
- Ask one or two pairs to share their responses to the questions with the whole class.
- Display and explain the correct responses to the questions on Slide #14. Students should revise their responses in their Student Charts as needed.
- Repeat for Slides #15-42.

## Activity 1D: Partnered Character Sketch, Part 1

**Overview:** Teacher guides students in filling out a graphic organizer that helps students describe the characters' relationships to each other.

**Materials:** Lesson 1 PPT and Teacher's Guide (cont.); Student Chart 1D

- Display Slide #43 with the character relationship chart.
- Have students turn to Student Chart 1D.
- Explain to students that the four characters in the story (Mrs. Mallard, Mr. Mallard, Mr. Richards, and Josephine) are all related to each other in some way. The chart shows these relationships (sister, husband, friend).
- Have students work in partners to fill names into the chart to show these relationships.
- Ask one or two pairs to share their responses with the whole class. Have them explain why they filled out the chart as they did.
- Display and explain the correct responses. Students should make corrections in their Student Charts if necessary.



## Lesson #2: “The Story of an Hour”

### Common Core Objectives

Students will:

- Cite the textual evidence that supports an analysis of what the text says (RL 8.1)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL 8.3)
- Read and comprehend literature at the high end of grades 6–8 text complexity band (RL 8.10)
- Engage effectively in a range of collaborative discussions (SL 8.1)
- Adapt speech to a variety of contexts and tasks (SL 8.6)
- Interpret verbal irony in context (L 8.5a)

### Teacher Materials

- [Lesson 2: Teacher’s Guide](#)
- Lesson 2 ([PPT](#) / [PDF](#))

### Student Materials

- [Lesson 2: Student Charts](#)

### Preview the Lesson

#### Activity 2A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students.

**Materials:** Lesson 2 PPT and Teacher’s Guide; Student Chart 2A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives (Student Chart 2A).
- Read or have a student read the objectives aloud, one at a time.



## Building Background Knowledge

### Activity 2B: Who was Kate Chopin?

**Overview:** Teacher leads an interactive shared reading about Kate Chopin.

**Materials:** Lesson 2 PPT and Teacher’s Guide (cont.); Student Chart 2B

- Display Slide #2 for the shared reading of “Who was Kate Chopin?”
- Explain that the author of the story you are reading is Kate Chopin.
- Have students turn to “Who was Kate Chopin?” (Student Chart 2B).
- Read the guiding question on Slide #3.
- Have the students work in pairs to read the first excerpt from the text on Slide #4 and answer the questions in their chart (Student Chart 2B).
- Ask one or two pairs to share their responses to the questions with the whole class.
- Display and explain the correct responses on Slide #5. Students should revise their responses in their Student Charts as needed.
- Repeat for Slides #6 - 12.

## Interactive Reading

### Activity 2C: Interactive Reading

**Overview:** Teacher posts guiding questions for the reading; teacher leads students in the continued interactive reading of “The Story of an Hour: Part 2.”

**Materials:** Lesson 2 PPT and Teacher’s Guide (cont.); Student Chart 2C

- Display Slide # 13 to introduce the second part of the reading.
- Ask students for a volunteer (or volunteers) to summarize the reading from the day before. Make sure they cover the following points:
  - A friend told Mrs. Mallard that her husband was dead
  - Mrs. Mallard burst into tears immediately
  - Mrs. Mallard ran up to her room, locked the door, and sank into a chair
  - Mrs. Mallard looked out the window and suddenly felt a new feeling: she felt free





- Have students turn to Student Chart 2C.
- Display Slide #14 with the guiding question and the first paragraph of the text.
- Read the guiding question.
- Have the students work in pairs to read the text and answer the questions (Student Chart 2C).
- Read the glossed word(s) and definition(s) and ask students what they mean in the context of the passage.
- Ask one or two pairs to share their responses to the questions with the whole class.
- Display and explain the correct responses to the guiding questions on Slide #15. Students should revise their responses in their Student Charts as needed.
- Repeat for Slides #16-39.

## Activity 2D: Partnered Character Sketch, Part 2

**Overview:** Teacher guides students in filling out a graphic organizer that helps students describe the characters.

**Materials:** Lesson 2 PPT and Teacher’s Guide (cont.); Student Chart 2D

- Display Slide #40 with the character description chart.
- Have students turn to Student Chart 2D.
- Have students work with a partner to fill in the two columns with words from the text that describe Mr. and Mrs. Mallard. They will need to go back to the first part of the text to find the description of Mrs. Mallard.
- Ask one or two pairs to share their responses with the whole class.
- Display the correct responses. Students should make corrections in their Student Charts if necessary.

## Concepts in Literature

### Activity 2E: Mini-Lesson on Irony

**Overview:** Teacher explains the concept of irony using a cartoon.

**Materials:** PowerPoint: Lesson 2; Student Chart 2E

- Display Slide #41 with the mini-lesson on irony. Explain that irony is the difference between what someone would expect to happen and what actually does happen.



- Display Slide #42 with the irony cartoon:
  - **Teacher prompts: Who can tell me what is happening in this picture?** [*Anticipated response: the man is running into the water to be safe from the bees, but the water is full of jellyfish. He will get stung either way.*]
  - **When the man ran to the water, what was he expecting?** [*Anticipated response: to be safe*]
  - **Turn to your partner and talk about why this image is ironic.** [Call on one or two partners to share their responses. *Anticipated response: he was expecting to be safe, but he will not actually be safe*]
- Have students turn to Student Chart 2E.
- Display Slide #43 with the picture of the tombstone:
  - **At the end of *The Story of an Hour*, the main character, Mrs. Mallard, dies suddenly when she finds out that her husband is really alive. Is this an example of irony? Why or why not?**
- Have students work with a partner to discuss whether or not “The Story of an Hour” has an ironic ending. They should write one to two examples from the text that support their position in their Student Chart.
- Ask one or two pairs to share their responses with the whole class.



## Lesson #3: “The Story of an Hour”

### Common Core Objectives

Students will:

- Cite the textual evidence that supports an analysis of what the text says (RL 8.1)
- Determine a theme or central idea of a text and analyze its development over the course of the text (RL 8.2)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL 8.3)
- Determine the meaning of words and phrases as they are used in a text (RL 8.4)
- Analyze the impact of analogies on meaning and tone (RL 8.4)
- Adapt speech to a variety of contexts and tasks (SL 8.6)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L 8.6)

### Teacher Materials

- [Lesson 3: Teacher’s Guide](#)
- Lesson 3 ([PPT](#) / [PDF](#))

### Student Materials

- [Lesson 3: Student Charts](#)  
(includes glossary)

## Preview the Lesson

### Activity 3A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students.

**Materials:** Lesson 3 PPT and Teacher’s Guide; Student Chart 3A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives.
- Read or have a student read the objectives aloud, one at a time.



## Concepts in Literature

### Activity 3B: Mini-Lesson on Analogy

**Overview:** Teacher explains the concept of analogy; students explore the three main analogies in the story and their impact on the story's meaning and tone.

**Materials:** Lesson 3 PPT and Teacher's Guide (cont.); Student Chart 3B

- Display Slide #2 introducing the lesson on analogy and explaining what analogy is.
  - **Teacher prompt: Analogy is when you describe something by showing how it is like something else. Kate Chopin uses analogy in “The Story of an Hour” to describe how Mrs. Mallard acts. Let’s look at these examples of analogy.**
- Have students turn to Student Chart 3B.
- Show them the three examples of analogy in the story on Slides #3-6.
- For each analogy, guide one or two volunteers in acting out the meaning of the analogy.
- Using the Teacher Slides, discuss with students how each analogy has an impact on the story's meaning and tone.
  - Slide #3:

**In this part, it says she sat with her head back on the chair. She didn't move except every once in a while she cries a little. It says she is like a child that fell asleep crying, but it still cries a little in its sleep.**

**Who can show me what this would look like?** (Guide one or two students in acting this out – asleep and occasionally sobbing.)

**When it says she is like a crying child, what does that tell you about her?**
  - Slide #4:

**Now the feeling of freedom is coming to her, but she's not sure what it is yet. She is beginning to recognize it, or to know what it is, but she can't stop it. It says she was striving, or trying, to beat it back, or stop it with her will, or her mind. But her mind is as powerless to stop the feeling as her hands would be.**



**It says that her hands are white and slender, or thin. If she has thin, white hands, do you think the author wants you to think that her hands are very strong?**

- Slide #5:

**This is near the end of the story, when she comes down the stairs with Josephine. It says she has triumph in her eyes, which means it looks like she won something. And it says she carried herself unwittingly, or without knowing it, like a goddess of Victory.**

**Here is a picture of the Greek goddess of victory. The goddess of victory was part of the Greek religion. She helped people win wars.**

**Who can show me what it would look like to walk like the goddess of Victory?** (Guide one or two students in acting this out – walking very triumphantly.)

**When it says that she walked like the goddess of Victory, what does that tell you about her?** [*Anticipated responses: she is strong, she has won*]

- Have students work with a partner to write a definition of analogy in their own words and come up with their own analogy (Student Chart 3B). If there is time, they can read their analogy and have another pair of students act it out.

## Key Vocabulary

### Activity 3C: Introduce the Glossary of Words

**Overview:** Students use their glossaries to fill in new words.

**Materials:** Lesson 3 PPT and Teacher’s Guide (cont.); Student Chart 3C

- Display Slide #6.
- Have students turn to Student Chart 3C. Tell them that they will learn several new words from this lesson.
- Explain the glossary and tell students that they will be writing an English definition for each new word they learn. At the end of the day or as homework, they will write a sentence that uses the new words they have learned. They can look in a dictionary, ask a peer, or ask the teacher for help if they are having difficulty understanding the meanings of the new words.

*Note: The glossary can be used at the end of lessons either as a reinforcement activity or homework, depending on lesson timing and the needs of the students.*



## Interactive Reading

### Activity 3D: Interactive Reading

**Overview:** Teacher posts guiding questions for the reading; teacher leads students in a second interactive reading of the complete story which focuses on grade-level questions and embeds vocabulary instruction.

**Materials:** Lesson 3 PPT and Teacher’s Guide (cont.); Student Chart 3D

- Display Slide #7 to introduce the second interactive reading of the story.
- Display Slide #8 to present vocabulary slides that are included throughout the second interactive read.
  - Read through the slide with students; consider having a student read the definition in English and Spanish.
  - Allow students to talk with each other during the Partner Talks.
  - Have students fill out definitions in their glossaries (Student Chart 3C) for each new word.
- Display Slide #9 with the guiding questions and the first paragraph of text.
- Have students turn to Student Chart 3D.
- Read the question aloud or have the students read it.
- Read the text aloud as the students follow along (Student Chart 3D).
- For each question, have students turn to a partner and talk about their answers.
- Ask one or two pairs to share their responses with the whole class.
- Display the correct responses on Slide #10. Students should write their responses in their Student Charts.
- Repeat for Slides #11-58.



## Lesson #4: “The Story of an Hour”

### Common Core Objectives

Students will:

- Adapt speech to a variety of contexts and tasks (SL 8.6)
- Demonstrate command of the conventions of Standard English (L 8.2)
- Produce clear and coherent writing (W 8.4)

### Teacher Materials

- [Lesson 4: Teacher’s Guide](#)
- Lesson 4 ([PPT](#) / [PDF](#))
- Poster board and markers
- *I Want My Hat Back* by Jon Klassen (or other short children’s story)

### Student Materials

- [Lesson 4: Student Charts](#)

### Preview the Lesson

#### Activity 4A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students.

**Materials:** Lesson 4 PPT and Teacher’s Guide; Student Chart 4A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives (Student Chart 4A).
- Read or have a student read the objectives aloud, one at a time.

### Modeling

#### Activity 4B: Summary Lesson

**Overview:** Teacher models how to create a summary of a story using a children’s book.



**Materials:** Lesson 4 PPT and Teacher’s Guide (cont.); Student Chart 4B; *I Want My Hat Back* by Jon Klassen\*

- Display Slides #2-7 with *I Want My Hat Back*. Read through it, or have students take turns reading from the slides.
- Display Slide #8 with the Summary Organizer.
- Have students turn to Student Chart 4B. Demonstrate how to fill out the Summary Organizer as students fill out theirs.
- Lead a Guided Writing with the class to practice writing a summary of *I Want My Hat Back*.
  - Ask students to describe what happened in *I Want My Hat Back*. As they speak, write down exactly what they say on a poster board.
  - Ask students to read back what they have written. Make corrections together as a class.

*\*Note: Due to copyright restrictions, only the beginning text and illustrations of the book are featured in the Lesson 4 PowerPoint. To supplement those slides, teachers may wish to have a student read a hardcover copy of the book to the class; provide students with multiples copies of the book; or display the other pages on an overhead projector or interactive whiteboard. Alternatively, teachers may wish to use another short book or story to teach summarization.*

## Assess Students’ Knowledge

### Activity 4C: Formative Assessment

**Overview:** Students work individually to summarize the whole story.

**Materials:** Student Chart 4C

- Explain to students that they will now be working individually to summarize the whole text.
- Have students turn to Student Chart 4C.
- Have students fill out the “Somebody, Wanted, But, So, Then” chart for “The Story of an Hour” in Student Chart 4C.





## Lesson #5: “The Story of an Hour”

### Common Core Objectives

Students will:

- Demonstrate command of the conventions of Standard English (L 8.2)
- Write arguments to support claims with clear reasons and relevant evidence (W 8.1)
- Produce clear and coherent writing with some guidance and support from peers and adults (W 8.4)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W 8.5)

### Teacher Materials

- [Lesson 5: Teacher’s Guide](#)
- Lesson 5 ([PPT](#) / [PDF](#))

### Student Materials

- [Lesson 5: Student Charts](#)

### Preview the Lesson

#### Activity 5A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students.

**Materials:** Lesson 5 PPT and Teacher’s Guide; Student Chart 5A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives (Student Chart 5A).
- Read or have a student read the objectives aloud, one at a time.



## Writing Activity

### Activity 5B: Writing an Argument

**Overview:** Students develop an argument to support their claim of whether or not the ending of “The Story of an Hour” is ironic. Students work individually or in pairs.

**Materials:** Lesson 5 PPT and Teacher’s Guide; Student Chart 5B

- Display Slide #2 (optional).
- Have students turn back to Student Chart 2E, where they worked with a partner to discuss whether or not “The Story of an Hour” has an ironic ending.
- Have students turn to a partner and discuss the examples from the text that supported their claim.
- Have students turn to Student Chart 5B. They should work with a partner to fill in the graphic organizer. First, they will write their claim – tell students that it is ok to change their minds from last time. Next, they will write an example from the text that supports their claim and an explanation for why the example supports their claim.
- Have students work individually to fill in the argument frame, using text from their graphic organizer.



## Extension Activities: “The Story of an Hour”

### Common Core Objectives

Students will:

- Determine the meaning unknown and multiple-meaning words or phrases based on grade 8 reading and content by using context (L 8.4a)
- Demonstrate understanding of figurative language and interpret figures of speech (e.g. verbal irony, puns) in context. (L 8.5)
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL 8.5)

### Teacher Materials

- [Extension Activities: Teacher’s Guide and Notes](#)
- Context Clues Mini-lesson ([PPT](#) / [PDF](#))
- Irony Mini-lesson ([PPT](#) / [PDF](#))

### Student Materials

- [Extension Activities: Student Charts](#)

### Extension A: Character Comparison

**Objective:** Students will compare and contrast characters from two different stories.

**Materials:** Student Charts; stories and/or movies listed in Student Chart A1 for students to borrow

- Have students turn to Student Chart A1. As a class, list Mrs. Mallard’s physical traits and personality traits in the organizer.
- Have students turn to Student Chart A2. Explain that for homework, they should watch one of the movies or read one of the stories listed. They should pay careful attention to how the main character is the same or different from Mrs. Mallard.
- Explain to students that they will use the organizer in Student Chart A2 to list the traits of the story or movie’s main character.



- They will then use the Venn diagram in Student Chart A2 to write how the two characters are the same (intersection of circles) or different (Mrs. Mallard in the circle on the left, other character in the circle on the right). They should write the name of the other character on the line above the right-hand circle.
- For extra credit, students can summarize their comparison in Student Chart A3.

*Note: This activity aligns with Writing Standard 7.9: “Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).” Because many ELLs enter school without having had the benefit of meeting the standards of earlier grades, this activity gives them the opportunity to reprise earlier standards as part of their work at home.*

## Extension B: Word Learning Strategies

**Overview:** Teacher introduces the strategy of context to understand unknown words in a text; students practice using context to define words from the text.

**Objective:** Students will use context as a clue to the meaning of a word.

**Materials:** Context Clues PPT and Teacher Notes; Student Chart B

- Display Slide #1 from the Context Clues PowerPoint. Ask students if anyone knows what a context clue is. If no one knows, or if their answer is incomplete, explain that sometimes you can determine the meaning of a new word by looking for clues in the surrounding text like a detective. These clues are called context clues.
- Have students turn to Student Chart B.
- Display Slide #2 with the first model sentence. Explain that you are looking for clues to the underlined word’s meaning – in this case “tell the patient” is the clue for “reveal.”
- Then have students work with a partner to circle the context clues in the next sentence.
- For the final sentences, have students turn to a partner and talk about what they think the words mean.
- Optional: Students can look the words up in a dictionary to verify their meanings.



- Ask one or two pairs to share their responses with the whole class. Display the correct response on Slides #3-5. Students should write their responses in their Student Charts.

## Extension C: Summaries

**Overview:** Students work in groups to create summaries and tableaux of individual sections of the text; students present their summaries and tableaux to the whole class.

**Objective:** Students will integrate multimedia and visual displays into presentations.

**Materials:** Student Chart C; digital camera(s); printer

*Note: Group students so that there is at least one English proficient student in each group. This lesson should occur after the summary activity from Lesson #4 (Activity 4B).*

- Explain to students that they will be working in groups to summarize individual portions of the text.
- Have students turn to Student Chart C.
- Divide students into five groups and assign a section of text to each group.
- Explain to students that they will read their section, discuss what it says as a group, then fill out the “Somebody, Wanted, But, So, Then” chart in Student Chart C. Then they will create a tableau and have their picture taken.
- Take a picture of each group’s tableau. Print out enough copies of the picture to give to each student in the group.
- Have each group present their summary and picture to the whole class.

## Extension D: Irony

**Overview:** Teacher explains the concept of irony using the song “Ironic” by Alanis Morissette to provide examples.

**Objective:** Students will interpret verbal irony in context.

**Materials:** Irony PPT; Recording of the song “Ironic”; Student Chart D

- Display Slide #1 with the full lesson on irony. Ask a student to explain what irony is.



- **Who can remind me what irony is?** [*Anticipated response: Irony is the difference between what someone would expect to happen and what actually does happen.*]
- **Now we are going to listen to a song about irony. The song is called “Ironic,” by Alanis Morissette. Some examples in the song are ironic, and some aren’t. Try to read along the lyrics as you listen to the song.**
- Play the song. Scroll through the slides as the song plays to show the lyrics.
- Have students turn to Student Chart D.
- Follow the PowerPoint notes to explain the lyrics. Have students follow along and fill out their chart as you go through it.