

Important Concepts . . .

Preview Review



Language Arts

Grade 9

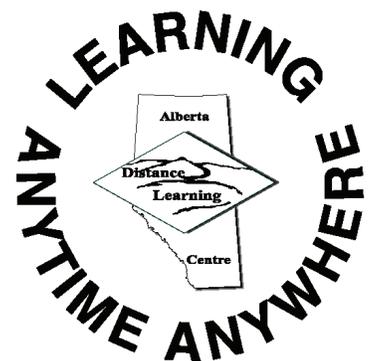
W3 - Lesson 5: Short Story Review

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1Paragraph Structure	Textbooks
W1 - Lesson 2 The Persuasive Paragraph	<i>ResourceLines 9 / 10</i>
W1 - Lesson 3The Business Letter	
W1 - Lesson 4 Business Letter Assignment	
W1 - Lesson 5Paragraphs and Business Letters	<i>SightLines 9</i>
W1 - Quiz	
W2 - Lesson 1 The Five-Paragraph Essay	
W2 - Lesson 2 The Body of the Essay	
W2 - Lesson 3 The Concluding Paragraph	
W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review	
W2 - Lesson 5 Five-Paragraph Essay Review	
W2 - Quiz	
W3 - Lesson 1The Short Story	
W3 - Lesson 2 More Story Elements/Planning Your Story	
W3 - Lesson 3Story Building	
W3 - Lesson 4Advanced Story Writing Techniques	
W3 - Lesson 5 Short Story Review	
W3 - Quiz	

Language Arts Grade 9
Version 5
Preview/Review W3 - Lesson 5

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Preview/Review Concepts for Grade Nine Language Arts



***W3 - Lesson 5:
Short Story Review***

OBJECTIVES

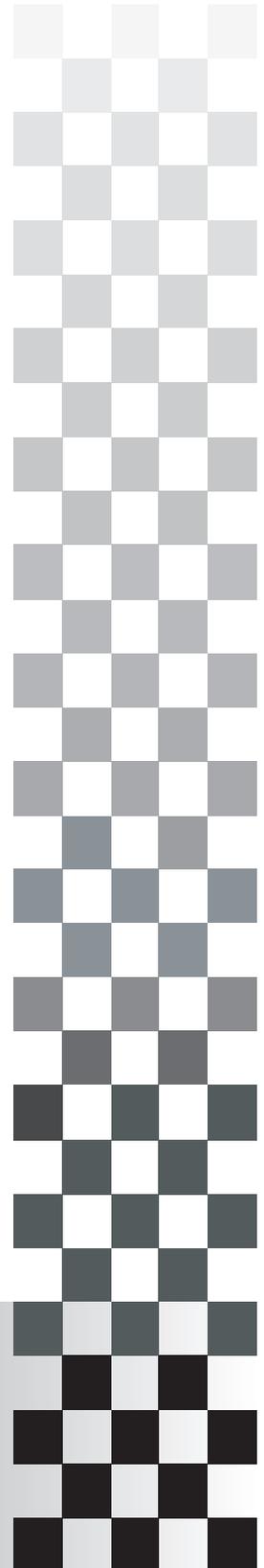
By the end of this lesson, you should

- have reviewed short story terms and elements
- have successfully completed a quiz to analyze a short story
- have shared your story or a portion of it with an audience
- have reflected on your experiences of reading and writing short stories, identifying strategies you might use for future reading and writing tasks

Overview

This lesson contains the following topics and activities:

- Short Story Review Acrostic
- Overview
- Swapping Stories
- Summary of W3 - Lesson 5
- News, Clues, and Reviews



Short Story Review Acrostic

Determine the answers to the following clues about short story terms and elements, putting the letters of your answers in the corresponding blanks. Then, use the letters from the numbered blanks to find the secret message.

- 1. The main character in a story

____ _ _ _ _ _ _ _ _ _
14

- 2. The point of highest conflict or suspense in a story

____ _ _ _ _ _

- 3. The time, place, and milieu of a story

____ _ _ _ _ _ _ _
5

- 4. A realistic character with both positive and negative qualities is a(n) _____ character.

____ _ _ _ _ _

- 5. A figure of speech that uses exaggeration

____ _ _ _ _ _ _ _ _ _
9 6

- 6. A literary device in which the story reverts to an earlier point in time

____ _ _ _ _ _ _ _ _ _
10

- 7. The central idea or message of a story

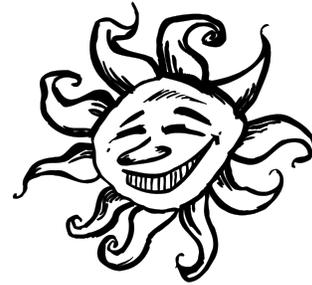
____ _ _ _ _ _ _
21

- 8. Person vs. Person is a type of

____ _ _ _ _ _ _ _ _ _
7

9. The feeling an author creates in a story's readers is known as the _____ of a story.

_____ 18



10. A word that refers to the characters' speech

_____ 8

11. A technique by which an author gives a hint about what is going to happen in a story

_____ 1

12. A figure of speech that makes a direct comparison, such as, "The wind roared in my ears".

_____ 2

13. Figurative language that uses words that sounds like what they describe, such as "trickle".

_____ 3

14. A figure of speech in which something non-human is given human characteristics, as in, "The sun smiled down on us".

_____ 4 16

15. A figure of speech in which something stands for something else, like the storm in "The Time of The Wolves".

_____ 19

16. The outcome of a story

_____ 13

17. A character that changes is a(n) _____ character.

11

18. A narrative point of view in which one of the characters is telling the story, using *I, me, we*.

12

19. When something unexpected happens in a story, such as an ending with a “twist”, this is a type of

20

20. The character or force against which the main character struggles is the

15

21. The _____ tells the story.

22. A strong verb that means “walked briskly and with determination”

17



The secret message is

1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 !

Swapping Stories

One main purpose of writing is to share ideas with others.

In partners or in small groups, share your stories. Depending on time, you might either take turns reading your stories aloud, or you might exchange and read one another's stories silently. As you listen to, or read your partner's story, identify something that you feel your partner did particularly well. Be sure to tell him or her about it.

If time is very short, choose one element in your story to share with your partner or group, such as one especially good figure of speech you created.

If you are not in a classroom situation, share your story with a friend or with someone in your household.

Summary of W3 - Lesson 5

You have been reading, writing, and analyzing short stories. Perhaps, this has helped to give you a greater appreciation of this literary form. Perhaps some of you may have been inspired to continue creating your own short stories.



News, Clues, and Reviews

You did not learn new ideas in this lesson. Instead, think about what you have learned about reading and writing stories. Think about how you might apply this experience to future reading and writing tasks.



The story I enjoyed most in this unit was

because

Something new I learned about reading or analyzing short stories is

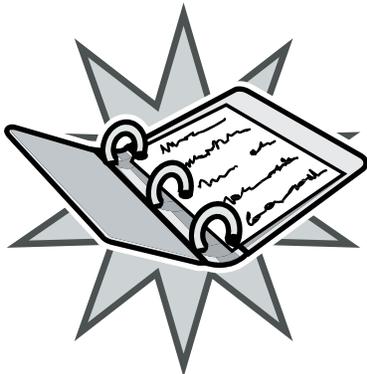
One of the biggest challenges I faced in writing my story was

I overcame that challenge by (or I did not overcome that challenge, but next time I will try to overcome it by)

Something that went really well for me when I was writing this story was

I discovered that some things I need to watch for when I am editing and proofreading my writing are

The most interesting or most important thing I learned about short stories was



You will now write a quiz on what you have learned in this unit. The quiz contains a short story to read, followed by multiple-choice questions and long-answer questions.

