



Extension Activities: Teacher’s Guide and Notes



This teacher’s guide offers an overview of “The Story of an Hour”: Extension Activities. It includes 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).

Lesson Overview

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> • 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	Student Materials
<ul style="list-style-type: none"> • Extension Activities: Teacher’s Guide and Notes • Context Clues Mini-lesson (PPT / PDF) • Irony Mini-lesson (PPT / PDF) 	<ul style="list-style-type: none"> • 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 (see below); 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.



Teacher Notes: Context Clues Mini-lesson

Slide #1

- 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.

Slide #2

- Model the first 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.”
- Have students work with a partner to circle the context clue in the next sentence.
- Ask one or two pairs to share their response with the whole class.
- Display the correct response. Students should make corrections in their Student Charts as necessary.

Slide #3

- Have students work with a partner to circle the context clue in the next sentence.
- Ask one or two pairs to share their response with the whole class.
- Display the correct response. Students should make corrections in their Student Charts as necessary.

Slide #4

- Have students work with a partner to circle the context clues in the next sentences.
- Have pairs talk about what they think the words mean.
- 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 as necessary.

Slide #5

- Have students work with a partner to circle the context clue in the final sentence.
- Have pairs talk about what they think the word means.
- Ask one or two pairs to share their response with the whole class.
- Display the correct response. Students should make corrections in their Student Charts as necessary.