**Lesson Topic:** Writing Flash Fiction

**Grade level:** 11/12

**Length of lesson:** 90 minutes

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| **Stage 1 – Desired Results** |
| **Content Standard(s)**Reading Anchor: **2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Writing Anchor:**3.** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| **Understanding (s)/goals**Students will understand that flash fiction takes the conventions of storytelling/short stories and spins them by starting in the middle of a scenario, and condensing their writing to reach an ending faster.Students will understand that flash fiction contains a complete story (beginning, middle, end) and it may be any genre, and it commonly has a twist at the end.Students will understand that evaluating the complex inner workings of a scenario requires effective technique and precise word choice.  | **Essential Question(s)*** What is flash (micro) fiction?
* In what ways are flash fiction stories and a traditional short story similar? How are they different?
* What are the aspects/requirements for successfully writing a story (especially flash fiction)?
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| **Student objectives (outcomes):**Students will be able to read and understand a flash fiction story, how to successfully write flash fiction, and identify the differences between flash and traditional short stories. |
| **Stage 2 – Assessment Evidence** |
| **Performance Task(s):** | **Other Evidence:**Journal Entry – Flash Fiction storyClass Participation  |
| **Stage 3 – Learning Plan** |
| **Learning Materials:**Stories: “Tickits” by Milenski and **“**The Stones” SheltonWriting Prompt pictures (printed handouts)Short Story vs. Flash Fiction graphic organizer (printed handouts)**Learning Activities:**\*\*Handout graphic organizer\*\**Instruct* students that it will help them on their writing assignment to fill out the organizer as we progress through class.[write on board] One column that says “Short Story” and ask class what they know about short stories (aspects, definition, important & literary terms, etc.) [5 minutes]\*\*Handout “Tickits” by Milenski\*\***Read** first flash fiction story aloud – *Tell* students this is a flash fiction story and to be looking for similarities or differences as we read.*Tell* students that you will be pausing during reading to point out things you notice to model reading and pose questions. [10 minutes]**Discuss** the story. [write on board] Another column that says “Flash Fiction” and ask class what they noticed about flash fiction that was similar to a short story, as well as what was different. -Remind students to be filling out graphic organizer. [10 minutes]**Read** second flash fiction story aloud *Tell* students to look for differences between this story and the previous story as we read. *Tell* students that you will be pausing as they read to point out specific things as well or to ask questions. [10 minutes] **Discuss** story and see if the class noticed any other aspects to add to the columns on the board. (may do some of this during reading)-Remind students to be filling out graphic organizer. * Look at dialogue use in both stories [or lack there of]
* Key phrases
* Word usage

[5 minutes]**Mini Lesson:** “How to write Flash Fiction”* Reiterate definition: fiction that is extremely brief, typically only a few hundred words or fewer in its entirety.
* Flash’s Four Elements: setting, characters, conflict, resolution
* What flash fiction is not: simplistic, a fragment, or easy
* Look for smaller ideas in larger ones
* Let dialogue do the work and cut down overly descriptive sentences (example)
* Play with the readers prior, common knowledge
* Don’t forget about mystery and humor!

[10 minutes]\*\*Hand out writing prompt pictures\*\***Explain** writing activity – In between 55 and 100 words, tell the story of the picture you were given. Do your best to incorporate the aspects of writing flash fiction that we just went over. There is one catch: *students have to use at least 7 out of the 14 word list words* written on the board (students may need to look them up).* 14 Words taken from list “180 words commonly used on standardized tests”: altruistic, broach, corpulence, duplicity, emulate, felicity, garish, hoary, incorrigible, insipid, meander, raze, surly, and unwieldly.

-Remember to tell students to write their names and photograph number on the top of that paper because they will be handing their story in at the end of class. -Be circulating the room at this time to see what students are working on and helping students that get stuck.-After about 10 minutes of silent writing time, encourage students to use dialogue and description (people, places, feelings) as much as possible during their writing. [write on adjacent white board][30-40 minutes]**Ask** students to share their stories aloud or exchange within their table groups. -Have a story that you wrote prepared to share with class as well. [last 10-15 minutes of class]Excess time at the end of class will be used for silent reading in preparation for their reading assignment on Friday.Collect stories the students wrote as they leave class. |