

Table of Contents

Title of Activity	Page	Common Core Standards
Prereading activities: <ul style="list-style-type: none"> • Fun prereading writing Idea • vocabulary preview 		The first activity will initiate excitement about reading the story and tie in a writing assignment too. The vocabulary preview provides words in context so that students can determine meanings. CCSSRL4
Close Reading of the First Paragraph		With this activity, students are required to complete a close reading of the first paragraph. This handout asks questions to guide students in understanding what they are reading. CCSS7RL1,3
Readers' Theater instructions and script		Students build fluency through reading out loud, and readers' theater is a great way to do this in the middle school classroom. Instructions are given on two ways to do the readers' theater. Also, the entire story is provided in "script form" for the read aloud.
Foreshadowing and Irony		This handout requires students to look back in the story to determine and analyze the literary elements of foreshadowing and irony. CCSS7RL1,3
Imagery		This handout helps students analyze how the author creates imagery. With this activity, students will find a passage; then, using the information provided on the handout, they will explain how imagery has been created by the author. CCSS7RL1
Grammar		Students will learn or review a capitalization rule using text from the story.
Theme		The handout on theme can be used to teach what theme is and how a theme statement can be developed. Students are required to find the stated theme in this story, analyze how the theme affects the main characters, and explain how this theme is true for life in general. CCSS7RL-1,2
Performance Task 1		Students will work together in groups to rewrite the readers' theater script in their own words. They can modernize the script by using modern day terms and a modern day setting. This will allow a discussion on how the setting shapes the plot. Once students are done writing scripts, groups can take turns acting them out for the class. CCSS7RL-3, CCSS7RL-7
Performance Task 2		Students will complete a text dependent analysis essay. A prewriting organizer, sample organizer, and sample essays are included. CCSSW-1,2,4
Tableau		This activity requires students to work in groups to develop a creative tableau and then perform it for the class. A rubric is provided. CCSSW Anchor Standard 4

After Twenty Years

Lesson Plan

- Begin with an essential question such as “What makes a person a true friend?” Hold a class discussion allowing students to question each other’s comments.
- If time, complete the fun prereading activity and the vocabulary page. The vocabulary page can be done later if not before reading.
- Give out the story and have students read the first paragraph and then stop. Explain that you are going to require them to do a “close read”. In order to do a close read, the reader must read slowly, stopping to think about what he/she is reading and picture things that are happening. A close read requires questioning inside the reader’s head. Next, give them the close read hand out to accompany the first paragraph. Require students to **reread** the paragraph and answer these questions and then stop. Once everyone is finished, go over the questions, modeling your own thought processes as you go. Tell students that these questions are the ones that should be going on in their heads along with other questions. Explain that they won’t always have a set of questions to help them. Instead, as good readers, they must learn to question what they are reading themselves.
- Instruct students to read the rest of the story on their own silently. Tell them that they should complete a close read, just like they did of the first paragraph. Tell them to underline words or sentences they do not understand, and take notes in the margins of what they do understand.
- Once students are done, have them write one or two sentences explaining what happened in the end of the story. Take these up. This will give you an indication of which students “got it” and which ones did not.
- Put students in small groups and allow them to assign parts and read the story readers’ theater style. This should help them to understand it better. The script is provided.
- Next, you will want to hold a discussion of what really happened. You could tell students that there is a surprise ending, something to figure out, and put them in groups to discuss it. Or, hold a class discussion. Be sure to return to the text as you explain how everything unfolds.
- Complete the activities on foreshadowing, imagery, and situational imagery, theme as needed, or assign these pages as homework or as classwork for partners.
- Once everyone understands what happened in the end, that Jimmy was actually the cop in the beginning, return to the essential question, what makes someone a true friend? Hold a discussion allowing students to guide it as they discuss whether they think Jimmy was or was not a true friend.
- After this discussion, introduce one of the performance tasks. The first task is to be completed in groups. Working together, students will rewrite a script of the story putting it in their own words and/or modernizing it. The second performance task option is an individual assignment. Students will write a text dependent analysis essay. Students may need guidance in how to support their opinion with evidence from the text. Also, in our class, we allow students to write a four paragraph essay instead of a five paragraph essay for this prompt. Prewriting pages are provided in this packet as well as a sample prewriting page and sample essays.

Click here to [purchase and download this After Twenty Years teaching unit](#) now! This resource is ready to print and go with everything done for you. You can use it immediately and for years to come!