**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.1 Utopian & Dystopian Societies**

**The Lottery** by Shirley Jackson

**Day 1 Introduction**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Monday, October 27, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **SWBAT:** explain the meaning of the new words and use them in a quality 7 UP+ sentences. | | |
| **Language Objective:** | **SWBAT:** discuss what a lottery is within the class by sharing ideas and writing them on the whiteboard or chart paper. | | |
| **Key Vocabulary:** | Mood, setting, lottery, theme, culture, symbolism, annotate, analyze, characterization, gender role, literary | | |
| **Relevance:** | What do you think of when you hear the word “lottery”? | | |
| **Resources/Material/Technology** | Laptop, LEARN page, hard copy of “the Lottery”, vocab organizer, chart paper, Do Now hard copy and posted on my LEARN page. | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | Quick write for 2 to 3 minutes the following statement…  How does a warm, clear summer day make you feel? |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | 1. **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance. 2. **S/W** restates in kid-friendly language the objective and language objective. 3. **S/W** selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists. 4. **T/W** take attendance and collect any homework that was/or any assigned. 5. **T/W** debrief students’ questions pertaining to the “Do Now” if any? 6. **S/W** write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with elbow partner. |
| **Direct Instruction: (10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | * **T/W** instruct students to use the vocabulary organizer and do actually what the directions ask of them. (Will also be used throughout the week for homework to continue adding words each day). * **S/W** begin defining words and writes them in a quality sentence. * **T/W** guide students through a discussion of “what is a lottery”? * **S/W** work with a partner brainstorming ideas of topic assigned. * **T/W asks** volunteers to come to the board or chart paper and record their answers to the above question. * **T/W** will check for clarity by thumbs up/down and sideways**.** |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | * **T/W** guide students through the proper filling out the graphic organizer for vocabulary words. * **T/W** instruct students to use [www.dictionary.com](http://www.dictionary.com) in defining each vocabulary word. * **S/W** prepare to begin defining the selected vocabulary given by completing the graphic organizer. * **T/W** facilitate throughout the room checking for understanding by verbally asking what each word means and making sure students comprehend task asked. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | * **S/W** begin working independently on their vocabulary words using the graphic organizer. * **S/W** use the graphic organizer provide for on the teacher’s LEARN page & refer to example provided on the top. * **T/W** work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **Students discuss with teacher or write and hand to teacher on the way out the door.**   * What did we learn today? * So What?(relevancy, importance, usefulness) * Now What? (how does this fit into what we are   learning, does it affect our thinking, can we predict  where we are going) |
| **Homework**   * **Extra practice** * **Extensions** | **T/W** provide the following website in order to explain its symbolic association and hence its contribution to the work’s meaning.  <http://www.cudaclass.info/enc1102/ShortStory/NotesOnSymbolism.asp>  **S/W** review symbolic in order to understand lesson for tomorrow and add new vocabulary words to be reviewed tomorrow. |
| **Modifications/Accommodations**  **(Specific to Lesson)** | 1. **SPED** students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. 2. **Differential instructions** will be based on each IEP requirement and instructed accordingly. In other words, chunking information. |

**Days 2-5**

Because this story is over 7 pages long, I felt that I need to combine days in order to cover the essential elements that need to be covered. Tues/Wed, Th/Fri I broke the paragraphs up so that prediction, setting, mood, symbolism and foreshadowing are taught explicitly. I did not go into a lot of detail explaining each step throughout the lessons, but believe me I’m fully a where of what needs to be covered. In order to completely have the students get the gist of what this story is about, continuation into next week will be in order.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Tues & Wed, Oct. 28/29, 2014** | | **Course: ELA** | Teacher: Anderson |
| **Lesson Objective:** | **SWBAT:** use prior knowledge of elements of a short story by discussing the use of suspense and drama in textual evidence. | | |
| **Language Objective:** | **SWBAT**: acknowledge precise responses to theme, setting, mood & identifying symbolism while reading the short story. | | |
| **Key Vocabulary:** | Setting, mood, prediction, suspense, drama, textual evidence, symbolic, | | |
| **Relevance:** | How do you realize the importance that the setting contributes to the emotions in the text as you read a story? | | |
| **Resources/Material/Technology** | Laptop, LEARN page, hard copy of “the Lottery”, graphic organizer, over symbolism, Do Now hard copy and posted on my LEARN page. | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | **Tuesday…**Quick write to this question…  “What would you do if you won the lottery”? List the five most important things you would do with your winnings.  **Wednesday…**  “What are some of the differences between the lottery in the past and the lottery today? |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | 1. **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance. 2. **S/W** restates in kid-friendly language the objective and language objective. 3. **S/W** selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists. 4. **T/W** take attendance and collect any homework that was/or any assigned. 5. **T/W** debrief students’ questions pertaining to the “Do Now” if any? 6. **S/W** write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with elbow partner. |
| **Direct Instruction: ( 10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | * **T/W** instruct students to use the graphic organizer and do actually what the directions ask of them. * **S/W** begin answering the questions and predictions for the Lottery by having students select a piece of paper. Only one piece will be marked and the rest totally blank. At the end of this story and lesson, I will explain to them exactly the meaning. * **T/W** guide students through a discussion of “what is a lottery”? * **S/W** work with a partner brainstorming ideas of topic assigned. * **T/W** ask students to begin reading http://www.ccc.commnet.edu/writing/paragraph.gif1-9 by highlighting as they read the setting to determine story’s mood, and then answering 10 questions. Wed…read http://www.ccc.commnet.edu/writing/paragraph.gif10-47 (these are a lot of dialogue).annotating & question, facts, & reasons. * **S/W** begin working with partner flipping after each paragraph while answering the questions provided and annotate information to predict the setting and mood and determine what symbolism means throughout the story. * **T/W** check for clarity by thumbs up/down and sideways**. (Tuesday)** * **T/W** check for understanding by asking students to use the shape of their fingers …   **(Wednesday)**  This point is really clear    One thing that squares with things I already know is...  An idea that is still going around in my head is |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | * **T/W** guide students through the proper filling out the graphic organizer to be used as a tool. Also focusing in on analyzing symbolism within these first three paragraphs. * **T/W** read the first paragraph and models how to annotate the text. * **S/W** work with partner and focus on vocabulary, essential questions and generate their own questioning based on annotation from the first three paragraphs. * **T/W** facilitate throughout the room checking for understanding by verbally asking what each word means and making sure students comprehend task asked. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | * **S/W** begin working independently with partner focusing on task given by teacher. * **S/W** begin filling in graphic organizer pertaining to symbolism from the story. * **T/W** work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | Students explain the 5 W’s and How of the lesson. **(Tuesday)**   * Who * What * When * Where * Why * How   Students will explain understanding of lesson by completing a 3-2-1 (Friday) |
| **Homework**   * **Extra practice** * **Extensions** | **Vocabulary (Tues) Foreshadowing --- (Wed) Perfunctory**  Define what foreshadowing /perfunctory means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | Synonyms | Antonyms | |  |  | |  |  | |  |  |   Use **foreshadowing / perfunctory** in a sentence:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * **S/W** continue adding new vocabulary words for the next day’s review. |
| **Modifications/Accommodations**  **(Specific to Lesson)** | * **SPED** students will be arranged with preferential seating, allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments. * Differential instructions will be based on each **IEP requirement** and instructed accordingly. In other words, **chunking information.** |



**Day 4 & 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Thurs & Fri, Oct. 30/31, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **SWBAT:** identify details within the townspeople’s words and actions that foreshadow them. | | |
| **Language Objective:** | **SWBAT:** determine why the town’s lottery may not be as pleasant as it first seemed based on the new detail presented. | | |
| **Key Vocabulary:** | Soberly, foreshadowing, irony, characterization, | | |
| **Relevance:** | How do you realize the importance that the setting contributes to the emotions in the text as you read a story? | | |
| **Resources/Material/Technology** | Laptop, LEARN page, hard copy of “the Lottery”, graphic organizer, over symbolism, Do Now hard copy and posted on my LEARN page. | | |

|  |  |
| --- | --- |
| **Do Now: (5)** | **Thursday…**  What does the symbolic meaning of the black box, black dot, and the stones within the story?  **Friday…**  Today you’re going to repeat what we did last week. I want each one of you to check your grades on **Power School**. Record them all onto the back of this Do Now. |
| **Anticipatory Set: (10)**   * **BCC** * **congruent to objective** * **provide relevance** * **activate prior knowledge** | 1. **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance. 2. **S/W** restates in kid-friendly language the objective and language objective. 3. **S/W** selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists. 4. **T/W** take attendance and collect any homework that was/or any assigned. 5. **T/W** debrief students’ questions pertaining to the “Do Now” if any? 6. **S/W** write on their Do Now sheets presented as a copy or electronically and record findings on “Do Now” sheet and share / discuss with elbow partner. |
| **Direct Instruction: ( 10)**   * **Instructional Strategies** * **Modeling** * **Check for Understanding** * **Preplanned questions** * **Engagement strategies** | * **T/W** instruct students to use the graphic organizer and do actually what the directions ask of them. * **S/W** begin moving along by answering the questions on the graphic organizers. * **T/W** ask students to continue reading paragraphs by highlighting as they read the setting to determine story’s mood, and then answering graphic organizers to gathering evidence based claims. * **S/W** continue working with partner flipping after each paragraph while answering the questions provided and annotate information for the setting, mood, theme and to determine what symbolism means throughout the story. * **T/W**  checkfor understanding by asking for thumbs up/down or sideways throughout the completion of their graphic organizers. * **S/W** continue working diligently with partners showing total fluency. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | * **T/W** guide students through the proper filling out the graphic organizer to be used as a tool. Also focusing in on analyzing symbolism within these first three paragraphs. * **T/W** read another paragraph and models how students should be annotating the text. * **S/W** work with partner and focus on vocabulary, essential questions and generate their own questioning based on annotation from http://www.ccc.commnet.edu/writing/paragraph.gif’s 48-67. (Thurs) and 68-79. (Fri) * **T/W** instruct students to begin worksheets over “irony & characterization” in making sure they understanding what each is asking in the story. * **S/W** begin working with partners answering the worksheets covering “irony & characterization for extra assistance in comprehending as they read “the Lottery”. * **T/W** facilitate throughout the room checking for understanding by verbally asking what each word means and making sure students comprehend task asked. * **T/W** use Flag it strategy to help them remember information that is important to them as teacher checks for understanding. They will “flag” it on a sticky note on their laptops. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | * **S/W** begin working independently with partner focusing on task given by teacher. * **S/W** begin filling in graphic organizer pertaining to symbolism/ textual evidence & mood from the story. * T/W work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **Key Ideas (Thurs)**  Students list the key ideas from the lesson and why they were important.  **So What’s Up With...? (Fri)**  Students raise questions about something they either were unsure about or need clarification. Can be done orally or written. |
| **Homework**   * **Extra practice** * **Extensions** | |  |  |  |  | | --- | --- | --- | --- | | **Symbol (object/Tangible)** | **Definition of Symbol** | **Textual Evidence (Paragraph Numbers & Summary)** | **Explanation or Meaning of Symbol** | | Black Box |  |  |  | | Black Dot |  |  |  | | Stones |  |  |  |  * Students will complete graphic organizer at home by filling in the designated areas pertaining to the story thus far. * Also, continue to add vocabulary words to their graphic organizer containing words throughout the week. Will be turned in on Friday along with the Do Now. |
| **Modifications**  **Accommodations**  **(Specific to Lesson)** | * **SPED** students will be arranged with preferential seating.   allowed more time to complete assignments, & grading scale criteria to be modified according to assignments and/or assessments.   * Differential instructions will be based on each **IEP requirement** and instructed accordingly. In other words, **chunking information.** |