**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.1 Utopian & Dystopian Societies**

**The Lottery** by Shirley Jackson

**Day’s 4-5 continuation from last week.**

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| **Date: Mon & Tues, Nov. 3 & 4, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT: identify** while **reading** the details within the townspeople’s words and actions that **foreshadow** them throughout the story. | | |
| **Language Objective:** | **IWBAT: discuss** why the town’s lottery may not be as pleasant as it first seemed based on the new detail I observed while **reading.** | | |
| **Key Vocabulary:** | Foreshadowing, inference, imagine, irony, symbolism, theme, mood and setting | | |
| **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. | | |

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| **Do Now: (5)** | **Mon---**Go back to the first several paragraphs of “the Lottery” and find a quote that portrays the setting of this story. Use quality sentences to justify your answer.  **Tues---**Why do…”We the People of the United States” have the privilege to vote? Using your prior knowledge in explaining your answer. |
| **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, characters, symbolism, and irony to determine what each 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 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 17-50. (Mon) and 51-87. (Tues) * **T/W** guide student through worksheet questions pertaining to the paragraphs they read, discuss, listen with partners. * **S/W** begin to work with partners in answering the worksheet. * **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, and setting from the story. They will stop on question 22 from the first packet , and complete on Tuesday questions 1-7. * T/W work within small group during this time for critical readers. * **T/W** check for clarity by thumbs up/down and sideways**. (Monday)** * **T/W** check for understanding by asking students to use the shape of their fingers …**(Tuesday)**   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. |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **Key Ideas (Mon)**  Students list the key ideas from the lesson and why they were important.  **So What’s Up With...? (Tues)**  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. * Go over notes pertaining to figurative language and vocabulary words from last week for quiz tomorrow. |
| **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 6 (Quiz over Figurative Language & Vocabulary Words)**

**Recall information**

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| **Date: Wednesday, Nov. 5, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** review the test format by reading directions & pass the assessment with 80% accuracy by giving 100% effort. | | |
| **Language Objective:** | **IWBAT**: re-read your notes over figurative language & last week’s vocabulary during the test by double checking answers for accuracy. | | |
| **Key Vocabulary:** | Figurative language & words in green on word wall. | | |
| **Relevance:** | How do I know if I’m getting close to grade level in my reading? | | |
| **Resources/Material/Technology** | Laptops, assessment form, notes for previous lesson, Do Now | | |

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| **Do Now: (5)** | What do you do when you come upon a word that you do not know, and it’s difficult to figure out?  Name 2 to 3 approaches you’ve used. |
| **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 model how to use notes in order to master the assessment. * T/W review the format of the test, and read over the questions briefly in order for students to fully understand. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | * T/W Instruct students they have 2 minutes to get to the test and get prepared for mastery figurative language and vocabulary terms. * S/W open the test and take out their copies of last week’s figurative language and vocab terms with all the highlighting marks to help answer the questions. |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | * S/W pass the assessment with 80% accuracy by giving 100% effort. * S/W re-read and double check their answers for accuracy. * T/W check for clarity by thumbs up/down and sideways. * 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** | Any work not completed during class grouping, will be considered homework. |
| **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. |

**Day 7 & 8 (a work in progress after I revise this portion, I submit the results)**

In order for complete understanding of Irony…I plan on teaching this lesson for two days followed by two graphic organizers for checking for understanding on Friday.

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| **Date: Thurs. & Fri. Nov. 6 & 7, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** read & discuss the purpose of irony by identifying the three types in the Alanis Morissette’s song “Ironic”. | | |
| **Language Objective:** | **IWBAT**: identify irony in the song “ironic” by annotating/writing the three types while discussing & listening with partner. | | |
| **Key Vocabulary:** | Verbal, Dramatic, Situational, Irony | | |
| **Relevance:** | Why is it so important to understand irony outside of school? What’s the big idea? | | |
| **Resources/Material/Technology** | Copy of the types of irony, Alanis Morissette’s song, graphic organizers over irony, color-pencils, PowerSchool | | |

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| **Do Now: (5)** | **Thurs—**Define the vocabulary word perfunctory and use it in a quality 7Up + sentence.  **Fri---** Name 4 negative characters in the Lottery, and describe their attitudes as to why they were so negative. Also, remember to look up your current grades on Power School on the back on your 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 begin worksheets over “irony & characterization” in making sure they understanding what each is asking in the story. * **T/W** instruct students to work with a partner / group making sure that they’ve covered all three types of irony within their notes. Quizzing one another for comprehension of the task. * **S/W** begin working with partners answering the worksheets covering “irony & characterization for extra assistance in comprehending as they listen, discuss the song “Ironic” by Alanis Morissette. |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | * **T/W** begin by defining irony to the students using their Cornell Notes and a projector in displaying the Irony Definition Chart. * **T/W** instruct students to use red marker for verbal irony, blue for situational and green for dramatic irony to differentiate between types of irony. * **T/W** distribute copies of “Ironic” lyrics. Play song for students having them follow along. They should underline, highlight or otherwise mark instances of situational irony in song. * **S/W** discuss as a class, situational irony examples from the song and think/Pair/share * **T/W** check for understanding by asking students to use the shape of their fingers …   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 |
| **Independent Practice: (10)**   * **Check for Understanding** * **Student activities** * **Technology** | * **S/W** work within their groups beginning to create a two-paragraph essay that summarizes “the Lottery” and discusses the use of situational irony in their summary. * **T/W** work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **Thursday: 3-2-1**  This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.  **3-**Write three things they learned.  **2-**Write two things they found interesting.  **1-**Write one question they still have about the topic.  **Friday**  √ 4 Understanding  **Say Something**  After reading a section of a text or giving students information on a concept, stop and have students tell what they are thinking. I say to the students… “Say something you are thinking right now about the content”. They can tell a classmate sitting nearby or I’ll quickly call on 3-5 students to say something to the whole class using popsicle sticks for accruing random picks |
| **Homework**   * **Extra practice** * **Extensions** | **Vocabulary (Thurs)**  Irony **(Fri)**  symbolism  **Define what irony means**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Define what symbolism means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  | | --- | --- | | **Synonyms** | **Antonyms** | |  |  | |  |  | |  |  |   **Use irony /symbolism in a sentence:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **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. |