**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.1 Utopian & Dystopian Societies**

**The Lottery** by Shirley Jackson

**Day 9 Review over terms**

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| **Date: Monday, November 10, 2014** | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** discuss & question partner in preparing for completely the graphic organizer over all terminology pertaining to the Lottery with 100% effort. |
| **Language Objective:** | **IWBAT:** identify terminology in “the Lottery” by annotating/writing the definitions and locating the example in the stories while discussing, listening and sharing with partner. |
| **Key Vocabulary:**  | Foreshadowing, irony, symbolism, theme, mood, setting, point of view, plot map, figurative language, flashback, suspense, conflict (internal/external) |
| **Relevance:** | How is it relevant to our society today? |
| **Resources/Material/Technology** |  Laptop, LEARN page, hard copy of “the Lottery”, graphic organizer over all terms. Do Now hard copy and posted on my LEARN page. |

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| **Do Now: (5)** | How is this story similar to movies you have watched or books you’ve read? Make a few connections (e.g. The Hunger Games). How does it compare to our seating plan? Feel free to be dramatic. |
| **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** review with partner questioning 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.
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| **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 terminology within the story and notes.
* **T/W** read terminology 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 annotations they made.
* **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.
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| **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, setting and additional terminology from the story and their notes.
* T/W work within small group during this time for critical readers.
* **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. |
| **Closure/Assessment: (5)*** **Congruent to the objective**
* **Explain homework**
 | **So What’s Up With...?**Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.  |
| **Homework*** **Extra practice**
* **Extensions**
 | Use this evening and tomorrow for re-reading “the Lottery” and going over all graphic organizer in preparation for test on Wednesday. Remind students that the more they know the information, the better they’ll score on the assessment. |
| **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.
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**Day 10 Multiple test over “The Lottery”**

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| **Date: Wednesday, Nov. 12, 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 all pertinent materials given throughout the learning of “the Lottery” and use them for assistant in performing at 100 %. |
| **Key Vocabulary:**  | All words on the Word Wall marked with a check mark. |
| **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.
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| **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.
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| **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 all graphic organizers & terms with all the highlighting marks to help answer the questions.
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| **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.
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| **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 predictwhere we are going) |
| **Homework*** **Extra practice**
* **Extensions**
 | 1. Any work not completed during class grouping, will be considered homework.
2. Also, students will continue to re-read “the Lottery” for total comprehension in order to pass Unit Assessment tomorrow that might continue into the following day.
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| **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.
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**Day 11 & 12**

In order for complete understanding of the story “the Lottery” and its terminology…I plan on re-teaching this lesson today in order for testing the Unit Assessment tomorrow. I incorporated both days onto one format.

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| **Date: Thurs. & Fri. Nov. 13 & 14, 2014** | **Course: ELA**  | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** identify the terminology given by taking Cornell Notes and recognizing how they are used in the specific text. |
| **Language Objective:** | **IWBAT**: choose a character from the Lottery, mark phrases and passages that describe this character by completing the classification chart over their character.  |
| **Key Vocabulary:**  | characterization, indirect characterization, direct characterization, protagonist, antagonist, static, dynamic, character appearance (behavior, emotions, intellect, and traits) |
| **Relevance:** | Thursday---What can we learn from this story? Friday---Do we have our own form of "lottery" as in the story? |
| **Resources/Material/Technology** |  Graphic Organizers, copies of the test, laptops, Do now |

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| **Do Now: (5)** | **Thurs—**Explain the falling action of the story “the Lottery” and be explicit in your justification. Use quality sentences and correct punctuation.**Fri---** Infer the emotions that the Hutchinson family must have felt after the stoning of their beloved Tessie. Be specific. 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**
 | * + **T/W** Greet students at the door and select a student to do board “crosswalk” after attendance.
	+ **S/W** restates in kid-friendly language the objective and language objective.
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 |
| **Direct Instruction: (10)*** **Instructional Strategies**
* **Modeling**
* **Check for Understanding**
* **Preplanned questions**
* **Engagement strategies**
 | Thursday---* **T/W** instruct students to begin taking Cornell Notes over terminology on their graphic organizer with partner.
* **S/W** begin taking notes with partner.
* **T/W** refer back to objectives on what students will be doing today.
* **S/W** recite what the objective states as leader directs mid-stream.
* **S/W** provide textual evidence that shows their character’s traits, similarities and differences between the characters from another character in a different story from this unit. (See Chart below)

Characterization Comparison Chart

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| Character’s Name from Lottery | Character’s name from another story in the Unit. | Textual Evidence | Similarities | Differences |
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| **Guided Practice: (15)*** **Checking for Understanding**
* **Student activities**
* **Preplanned questions**
* **Technology**
* **Engagement Strategies**
 | **Friday---*** **T/W** instruct student’s to use their notes, the text(s), and referring to the text for multiple choice segment.
* **T/W** provide students with a copy of the assessment for this module.
* **T/W** discuss key terms and vocabulary with the students that are important in passing this portion.
* **S/W** be expected to complete this portion in the entirety of the class period with 80% accuracy and 100% effort.
* **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**
 | **Thursday---*** **T/W** direct student’s tocompare and contrast their two characters.
* **T/W** instruct student’s towrite a response describing their characters’ similarities and differences.
* **T/W** ask student’s tospecifically include in their responses the following descriptions and explanations:
* **S/W** begin identifying the main characters’ responses or reactions to the environment in which they lived, their appearances and physical attributes, and the characters’ traits and qualities that they possessed.

**Friday---*** **T/W** Instruct students they have 2 minutes to get to the test and get prepared for mastery The Lottery Unit 2.1 assessment.
* **S/W** open the test and take out their copies of all graphic organizers & terms with all the highlighting marks to help answer the questions.
* **T/W** work both days within small group during this time for critical readers.
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| **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**
 | **Thursday---**Review the story---the Lottery, notes and anything else pertinent to the text.**Friday---**N/A |
| **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.
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