**2014-2015 CHALLENGER DAILY LESSON PLAN**

**Unit 2.1 Utopian & Dystopian Societies**

***The Lottery*** by Shirley Jackson

**Day 12**

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| **Date: Monday, November 17, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWABT:** identify the terminology using 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:** | What can we learn from this story?  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)** | This story begins with a mood that is very different from the mood at the end of the story. How are these two moods different?  What specific words show this |
| **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.   + **S/W** selects vocabulary leaders to choose words familiar using their definitions/ unfamiliar words teacher assists.   + **T/W** take attendance and collect any homework that was/or any assigned.   + **T/W** debrief students’ questions pertaining to the “Do Now” if any?   + **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 continue using taking Cornell Notes over terminology on their graphic organizer with partner. * **S/W** continue using 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   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Character’s Name from Lottery** | **Character’s name from another story in the Unit.** | **Textual Evidence** | **Similarities** | **Differences** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |
| **Guided Practice: (15)**   * **Checking for Understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **S/W** continue working together completing the chart above using all resources provided by teacher and identifying key components on the board.  **T/W** facilitate throughout the room using the strategy below.  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** | * **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. * **T/W** work within small group during this time for critical readers. |
| **Closure/Assessment: (5)**  **Congruent to the objective**  **Explain homework** | **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. |
| **Homework**   * **Extra practice** * **Extensions** | Review the story---the Lottery, notes and anything else pertinent to the text. |
| **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 13-16**

Creating a Utopia / Dystopian Society

This portion of the lesson plans will be used throughout the course of the week with the exception of the daily Do Now’s. Possible objectives might change.

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| **Date: Tues. ~ Fri. Nov. 18-21, 2014** | | **Course: ELA** | **Teacher: Anderson** |
| **Lesson Objective:** | **IWBAT:** collaboratively design a utopian society that reflects shared values for our vision of a utopian society. | | |
| **Language Objective:** | **IWBAT:** within my group, create a utopian society vision using five categories referencing particular items/topics that is specific to my society by following the guided handouts. | | |
| **Relevance:** | What would your society include? | | |
| **Key Vocabulary:** | Utopian, society, categories, PowerPoint, Prezi, assemble | | |
| **Resources/Materials:** | Cornell notes, Do Now, worksheets over entire unit of Utopia/Dystopian, handout for project on Utopian society. | | |
| **Success Criteria:** | * Group proposal and/or Video * Self-Evaluation Journal Response * Evaluation Rubric for at least utopian presentation * FISH & PBIS | | |
| **Technology:** | Laptop/LEARN | | |

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| **Do Now: (5)** | **Tues--**Think back to a couple of weeks ago when I asked you to define the word symbolism. Write your definition of symbolism and give me three examples from the story “the Lottery” explaining your reasoning.  Definition of symbolism\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1.  2.  3.  **Wed--** Will the Lottery Die Out?  .......The story presents the possibility that the lottery is dying out. For example, a passage in the seventh paragraph indicates that the villagers have already permitted certain parts of the lottery ritual to lapse.  Later in the story Steve Adams tells Old Man Warner "that over in the north village they're talking of giving up the lottery." A moment later, Mrs. Adams says, "Some places have already quit lotteries."  What do you think about these comments/statements? Justify your feelings in complete quality sentences.  **Thurs--** Do you think it was right for the youth in this story to have been forced to participate in the event? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Fri--** How did this story, the Lottery, make you feel overall?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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** * **√ for understanding** * **Preplanned questions** * **Engagement strategies** | **T/W** direct instructions to students by explaining that everyone in our world would love to live in a utopian society, where money grows on trees, and the sun always shines. Because of the differences in society and societal beliefs, a utopian society is a very difficult dream to realize. But, what if you were asked to create the perfect society!  **T/W** explain that A utopia is defined as an ideal place or state or any visionary possessing a seemingly perfect political, social, and legal system.  **T/W** state to class…  \*\*\*Who wouldn’t want to live in a Utopia? It is a perfect place where there are no worries whatsoever. Your mission is to create the utopia of your dreams and convince me it’s the best place to live. Prove to me you understand the general notion behind a utopian society, as well as the five themes of geography by incorporating them into your “perfect world.”  **T/W** direct students…The project ideas are endless—PowerPoint, Photo Story, Moviemaker video, brochure, diorama/3-D visual, written paper, collage, poster or tri-fold board, or a combination, thereof.   * The choice is yours! * What do you want to do? * Whatever you decide, please make sure your visuals can be easily viewed by your audience.   **T/W** continues to explain to students… that your Utopia must include the following pieces of information. How you include each of them is up to you: **written description, diagram, model, video, etc**. Each item from each category must be obvious to whoever is looking at your project.  Category 1: **LOCATION** (What is the location of my utopia?)  Category 2: **PLACE** (what does my utopia look like?)  Category 3: **HUMAN/ENVIRONMENT INTERACTION** (How do the people of my utopia interact with their environment?)  Category 4: **MOVEMENT & ECONOMICS** (How do people, goods and information move in my utopia?)  Category 5: **REGION** (Define the physical and political regions of your utopia.)  Category 6: **OTHER IMPORTANT INFORMATION**  & Project Checklist  **S/W** assemble into small groups of three and assigns each member a specific title in order for the task to work. |
| **Guided Practice: (15)**   * **√ for understanding** * **Student activities** * **Preplanned questions** * **Technology** * **Engagement Strategies** | **T/W** guide student to tell me your idea, and I’ll tell you if it’s appropriate. In order to meet all the criteria of this assignment, you must include ALL of the contents listed in the categories provided. You can incorporate them into your project any way you want as long as you meet the requirements.  **T/W** continue explaining that two rubrics will be attached to this assignment. You will be assessed on the content and presentation of your project. Use the rubrics to help you do your very best and meet all the requirements. You will also want to hang on to the handout to keep track of the requirements you have completed and/or still need to complete. You will have class time to complete this (at least 30 minute per day); however, you will also have to work at home to tie up loose ends and collaborate with your group members.  **S/W** understand\*\*\*It is your responsibility to bring whatever materials you need to work on your project during class work time. If you do not bring what you need, you will have to work on your project outside of class alone. Remember…your group members will be relying on you.  **S/W** use hand signals to clarify understanding:  **T/W** ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process.  **√ 4 Understanding**  I understand \_\_\_\_\_\_\_\_and can explain it. **(thumbs up)**  I do not yet understand\_\_\_\_\_\_\_**(thumbs down)**  I’m not completely sure about \_\_\_\_\_\_\_\_ **(wave of the hand)** |
| **Independent Practice: (10)**   * **√ for understanding** * **Student activities** * **Technology** ---Students will follow step by step handout   provided | **Creating Your Own Utopia Tuesday ~ Friday**  Step 1: Discussion - What would your perfect world look like?  Step 2: Roles and planning  Step 3: Create a presentation (30 points – Projects grade)  **T/W** checks for understanding by having students use their traffic light signs. (**RED** stop and re-explain, **YELLOW** slow down just a bit, **GREEN** continue I got it.  **T/W work with each group making sure that each one explicitly understands what the task is that has been asked from the group.** |
| **Closure/Assessment: (5)**   * **Congruent to the objective** * **Explain homework** | **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. |
| **Homework**   * **Extra practice** * **Extensions** | Will continue to work on project at home according to the assigned role within the group members. All materials need to come back **each** day in order to meet the criteria’s presented. |
| **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. |