

**LLED 360: Classroom Discourses and Teaching English
Language Learners – Secondary**

INTEGRATING THE TEACHING OF CONTENT AND LANGUAGE

Subject: English Language / Composition 12 (new curriculum)	Grade: 12	Date: 10/17/2016	Duration: 60 minutes
Lesson Overview <i>(What this lesson is about)</i>	Using “The Lottery” (Shirley Jackson) to reflect on the importance of tradition. To what degree does tradition serve or work against tradition?		
Class Profile <i>Construct a hypothetical class profile, in which you specify how many students are in your class, their learning challenges, and their levels of English proficiency</i>	30 students total in the classroom. 15 are ELL students (50%). <ul style="list-style-type: none"> - 5 are from Hong Kong - 3 from Korea - 2 from India - 1 from Germany - 4 from France 		
Big Idea(s) <i>(Select one or two big ideas from the new BC curriculum):</i> https://curriculum.gov.bc.ca/curriculum	People understand text differently depending on their worldviews and perspectives Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.		
Curricular Competencies <i>(What the students will do)</i> <i>(Select appropriate curricular competencies from the new BC curriculum):</i> https://curriculum.gov.bc.ca/curriculum	<u>Comprehend and connect (reading, listening, viewing)</u> Access information for diverse purposes (express & reflect) and from a variety of sources and evaluate its relevance, accuracy, and reliability Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts Construct meaningful personal connections between self, text, and world Respond to text in personal, creative, and critical ways Evaluate how literary elements, techniques, and devices		

	<p>enhance and shape meaning and impact</p> <p><u>Create and communicate (writing, speaking, representing)</u></p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p>Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</p>
<p>Content Objectives <i>(What the students will know)</i></p>	<p>Writer's craft:</p> <ul style="list-style-type: none"> - voices, styles, perspectives <ul style="list-style-type: none"> o voice, POV - authentic audience for real-world purposes <ul style="list-style-type: none"> o local/global community <p>Writing style:</p> <ul style="list-style-type: none"> - literary technique & devices – figurative language, foreshadowing
<p>Language Objectives <i>(What new language the students will learn)</i></p>	<p>Vocabulary – tradition, lottery, interminably, petulantly, paraphernalia, perfunctory, defiantly, harry, precede, lapse</p> <p>Literary devices – foreshadowing</p>

Materials and Equipment Needed for this Lesson

- Computer + power cords + HDMI cord
- Whiteboard + markers
- Hunger Games visual
- The Lottery – 35 copies
- Handout – vocabulary/terms + brief intro of The Lottery (setting, characters, literary devices)

	Lesson Stages	Learning Activities	Time Allotted
1.	<p>Warm-up</p> <p><i>Get students' attention, connect to previous knowledge and explain why the topic is important to learn.</i></p>	<p>Settling Down into groups & Attendance</p> <p>Brainstorm</p> <ul style="list-style-type: none"> - In 10 groups of 3– Choose to answer one of the questions <ul style="list-style-type: none"> o What are tradition? o What are your opinions/thoughts about tradition? 	<p>4-5 minutes</p> <p>2-3 minutes</p>

		<ul style="list-style-type: none"> ○ What are your own cultural traditions? - Share with the rest of the class with their answers - Hunger Games (3-4 minutes) <ul style="list-style-type: none"> ○ What were some of Katniss' encounters and roles within tradition? 	<p>2-3 minutes</p> <p>3-4 minutes</p> <p>Total: 11-15 min.</p>
2.	<p>Presentation</p> <p><i>Teach the new content and language.</i></p>	<p>Pre-reading</p> <ul style="list-style-type: none"> - Divide terms within the same groups (1 for each group) <ul style="list-style-type: none"> ○ Have them define the term within their groups ○ Go through the terms as a class - Brief introduction to setting and characters in "The Lottery" <ul style="list-style-type: none"> ○ Time frame and typical behavior of families and town <p>Reading</p> <ul style="list-style-type: none"> - Read The Lottery out loud together with the class (pages 1-4) <ul style="list-style-type: none"> ○ Set the tone and mood for the short story - Have 2 readers finish reading the rest of the story out loud <ul style="list-style-type: none"> ○ Reader 1 – pages 5-6 ○ Reader 2 – pages 7-8 	<p>4-5 minutes</p> <p>4-5 minutes</p> <p>15-20 minutes</p> <p>Total: 23-30 min.</p>
3.	<p>Practice and Production</p> <p><i>Practice, reinforcement, and extension of the new content and language.</i></p>	<p>Writing Prompt</p> <ul style="list-style-type: none"> - Contextual constraint: What are signs or symbols that show that one of your cultural traditions are about to take place? - Formal constraint: <ul style="list-style-type: none"> ○ Detail + Description (min. 1 foreshadow event) ○ Narrative style - Time constraint: 10 minutes <p><i>Give them time in class to do this activity. Must finish this in class. Cannot be taken home.</i></p>	<p>10 minutes only</p> <p>Total: 10 min.</p>
4.	<p>Closure</p>	<p>Allow time for student who haven't finished writing to finish.</p> <p>Final remarks, homework reminders.</p>	<p>2-3 minutes</p> <p>1-2 minutes</p> <p>Total: 3-5 min.</p>

<p>Adaptations for English Language Learners</p>	<ul style="list-style-type: none"> - Putting ELL students in groups with fluent speakers - Put definitions on a PowerPoint so that ELL students have a visual instead of relying on just an audial definition - Give out a handout (to all students) detailing the settings and introduction to “The Lottery” - If you know the students are uncomfortable with reading out loud (especially longer passages), pick fluent speakers to read instead - Put the writing prompt instructions on PowerPoint - Give more time for the writing prompt if needed
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<p>Assessment/Evaluation of Students’ Learning</p>	<ul style="list-style-type: none"> - Able to identify traditions within their own lives & events that lead up to tradition - Attempt to write in a narrative form - Attempt to use foreshadow but writing about events leading up to tradition
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<p>Reflection</p> <p><i>Reflect on your process of developing this lesson plan. Explain how your lesson plan relates to some of the theoretical concepts acquired in this course so far.</i></p>	<p>Difficult:</p> <ul style="list-style-type: none"> - Appropriate assessments & evaluation criteria - Finding ways for the short story to be relevant to students and finding pop culture connections
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