

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

**LESSON PLAN TEMPLATE FOR INTEGRATING THE TEACHING OF
CONTENT AND LANGUAGE**

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| Subject: English Language Arts | Grade: 9 | Date: | Duration: 65 mins |
| Lesson Overview | This lesson is designed to introduce students to the role of tradition, and to get them thinking about what some of their own traditions might be. Also, students will be encouraged to think about and question traditions by doing a close reading of Shirley Jackson’s “The Lottery,” and complete a writing activity about tradition. | | |
| Class Profile | -30 students -50% ELLs | | |

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| Big Idea(s) | <ul style="list-style-type: none"> - 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. |
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| Curriculum Competencies <i>(What the students will do)</i> | <ul style="list-style-type: none"> -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 -Exchange ideas and viewpoints to build shared understanding and extend thinking |
| Content <i>(What the students will know)</i> | <ul style="list-style-type: none"> -Writing form, narrative -Metacognitive strategy |
| Language Objectives <i>(What new language students will learn)</i> | <ul style="list-style-type: none"> -Define ‘diversity’, ‘tradition’, ‘culture’ -Students will develop narrative skills |

Materials and Equipment Needed for this Lesson

- Class list
- Laptop w/ attachments
- Projector
- PowerPoint presentation about "The Lottery"
- Youtube clip of "The Lottery"; show selected minutes
- Comic image of short story: <http://www.buildingalibrary.com/wp-content/uploads/2012/12/lottery1.jpg>
- 30 hard copies of the presentation slides
- 31 Copies of "The Lottery": https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf
- White board markers and eraser
- Pen and Paper

| | Lesson Stages | Learning Activities | Time Allotted |
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| 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>-Take attendance</p> <p>-In pairs:</p> <ul style="list-style-type: none"> • Define 'tradition'. • Make a list of as many traditions they can think of. <p>-Ask each group to read out 3 traditions and write on board. Once all groups have participated, ask if they have any that were not mentioned.</p> <p>-Explain concept of tradition and the role it plays in society. Use examples they provide and draw on personal experiences, while noting contrasts of some traditions depending on cultural contexts. Mention how learning about traditions helps us understand our peers and communities.</p> | <p>5 mins</p> <p>5 mins</p> <p>10 mins</p> <p>5 mins</p> |
| 2. | <p>Presentation</p> <p><i>Teach the new content and language.</i></p> | <p>-Introduce "The Lottery"</p> <ul style="list-style-type: none"> • Background info of Shirley Jackson. • Historical context of the short story. When, where, why. • Explain new vocabulary • Explain perspective (first, second, and third) and narrative writing <p>-Read the intro, first page of short story to second last paragraph</p> <ul style="list-style-type: none"> • Get students to volunteer to read a couple of the paragraphs <p>-Show comic</p> | <p>15 mins</p> <p>10 mins</p> |

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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>As this lesson plan is designed for Grade 9s, I was always conscious about whether or not the lesson would be too demanding for their level of competency. I tried to find a balance between using visuals and textual slides to present the idea of tradition to cater to the entire class, and more specifically to the ELL students. I also tried to draw on other sources, and found that the comic was short enough to summarize the story, but vague enough to not give the ending away. Group discussion provides perspective to tradition and allows for more learning opportunities for both ELL and non-ELL students.</p> <p>Teacher participation is a way for students to learn and observes. By writing the prompt in class with the students, the teacher provides modelling and scaffolding for students.</p> |
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Writing Prompt

Elle groan in pain, leaning into her seatbelt as the car jerks to a stop.

“We’re here! Get up!” her sister snaps, slapping her shoulder before hurriedly rushing out of the car and out arm’s reach. Shoulder throbbing and blurry eyed, Elle step out of the car and take in a long, deep breath. A familiar fishy smell greets her ever sensitive nose, and she fight to hold back her grimace because she knew her dad was watching. She can’t risk upsetting him with the season just around the corner. He can’t feel, under any circumstances, like he has already lost the fight. So, she sucks it up and shuffle down the ramp with my family.

Her dad unlocks the boat, and she and her sister scramble into the cabin and immediately claim their seats. Elle gets shoved against the wall and laughs in triumph. She got the better seat this year. They settle in as her dad fires up the engine and sets off towards the wharf.

The shops come into view as they chug along the water, and she can feel her excitement bubbling in her chest. Elle and her sister automatically jump up from their seats as they pull closer to the dock, and they each grab a rope. The boat sidles up next to the wooden planks, and she is overjoyed because she can finally see the red roof, the frozen yogurt shop. She knew today is going to be a good day, and her dad’s fishing season is going to be great. The smooth sail there confirms it.