**LLED 367: Teaching Writing**

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| **Subject:** **English** | **Grade:** **9** | **Date:** **Oct 12th** | **Duration:** **80mins** |
| **Lesson Overview** | * Shirley Jackson’s Short Story- “The Lottery”, analysis and introduction. It will set up for the introduction of the new unit on the book “The Hunger Games”
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| **Class Profile** | * Total 30 Students
* 5/30 ELL
* 1/30 Children with learning disabilities (With an EA)
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| **Big Idea(s)***(Select one or two big ideas from the new BC curriculum):*<https://curriculum.gov.bc.ca/curriculum>  | * Texts are socially, culturally, and historically constructed.
* People understand text differently depending on their worldviews and perspectives.
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| **Curriculum Competencies***(What the students will do)* | * The students will read the story as a class, after they will do a short writing exercise based on their reading of the short story. They will be introduced to the new book and watch a short clip, which they will be given a KWL sheet to start and finish for homework.
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| **Content Objectives***(What the students will know)* | * How to use critical analysis
* Think of the historical context of the text
* Draw similarities to the novel if they are familiar with the story, if not they will be set up to draw comparisons between the stories.
* Question the word ‘fairness’ in the context of the ?
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| **Language Objectives***(The new language that students will learn that scaffolds content learning)* | * Older vernacular
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| **Materials and Equipment Needed for this Lesson**  |
| * Copies of the Short Story
* Fact and Opinion Sheet (<https://www.eduplace.com/graphicorganizer/pdf/factop> )
* KWL Sheet for the hunger Games (<http://www.teacherprintables.net/downloads/graphic_organizers/KWL_Chart.pdf> )
* Projector for the Movie Clip (Hunger Games Reaping Scene)

[**https://www.youtube.com/watch?v=e3PJ3Du\_zDc**](https://www.youtube.com/watch?v=e3PJ3Du_zDc) |

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|  | **Lesson Stages** |  **Learning Activities** | **Time Allotted** |
| 1. | **Warm-up**  | * Housekeeping : Attendance, Settling/organizing students in their seats
* Introduce new novel study: via analysis of the short story “The Lottery”, to set up for Hunger Games
 | 55 |
| 2. | **Presentation** | * Read the short story aloud as a class
* Review: Answer any questions about the content or vocabulary
 | 205 |
| 3. | **Practice and Production** | * Brainstorming: Bullet form (Initial thoughts, interesting moments) Use Fact and Opinion sheet
* Write a response to the reading, at least a page long single spaced (Constraints: Write in the first person, Answer the big question of ‘Why’ did they do this? Analyzing the term ‘Fairness’ and where it fits in the short story? What do you think was the context of the story? )

***Those who finish early can have a look at the hunger games book and start reading if they choose too, or just have a look at the cover, introduction or read the back to familiarize themselves with the book*** | 1025 |
| 4. | **Closure** | * Show clip from the first hunger games “The Reaping Scene”
* Hand out KWL sheet, which they will begin to work on, but if they can’t complete the first two sections they can finish for homework.
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| **Adaptations for English Language Learners**E.g., graphic organizers, word banks, vocabulary ex, sentence frames, adapted worksheet, learning strategies, etc.  | * Allow ELL’s to work amongst each other for brainstorming if they are struggling, or need assistance
* Utilize first language dictionaries
* If helpful they can write in first language and translate (being mindful of the time restraints, to complete the translation by the end of class), but if student is really struggling can take home and email a copy by the end of the night
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| **Assessment/ Evaluation of Student Learning** | * Formative: asking questions to check understanding, using worksheets to organize thoughts, KWL chart assigned for homework
* Summative: the response to the story
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| **Reflection** *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 chose this exercise to be a good lead into the bigger unit exercise
* To utilize a critical analysis method
* Brainstorming allows them to organize their thoughts
* KWL to assess their knowledge of the subject area
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