

LESSON PLAN

Subject: English	Grade: 9	Date: Oct 12/16	Duration: 60 minutes
Lesson Overview	First day starting Shirley Jackson’s short story “The Lottery”. The students will read half of the story in class, learn about setting, learn difficult vocabulary words, and do a prediction writing activity.		
Class Profile	The class has 30 students; 26 native speakers and 4 ELL		

Big Idea(s)	<ul style="list-style-type: none"> • Exploring the text will help students understand and make connections to their own perspectives, to others and to the world around them • People understand text differently depending on their worldviews and perspectives. • Questioning what students hear, read, and view contributes to their ability to be educated and engaged citizens • Language and story can be a source of creativity and joy
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Curriculum Competencies	<ul style="list-style-type: none"> • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Explain how literary elements, techniques, and devices enhance and shape meaning • Think critically, creatively, and reflectively to explore ideas within, between, and beyond the text
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Content Objectives	<ul style="list-style-type: none"> • Reading comprehension, critical thinking, and analysis • Learn about ‘setting’ and how it can establish the mood of the story • Use textual evidence and quotes in their writing assignments to support their predictions
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Language Objectives	<ul style="list-style-type: none"> • Vocabulary words – interminably, paraphernalia, profusely, boisterous, reprimand, jovial, perfunctory
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Materials and Equipment Needed for this Lesson

- Printed copies of “The Lottery” for each student
- Enough cue cards for each group
- Black box
- Pen, pencils, paper (students should have their own)
- Whiteboard marker, chalk, or projector (depending on classroom)

	Lesson Stages	Learning Activities	Time
1	Warm-up	<ul style="list-style-type: none"> • Place a black box at the front of the room • Students come in, find their seats, and attendance is taken. Homework assignments handed in 	5 minutes
2	Presentation	<ul style="list-style-type: none"> • Students will get into groups of 4-5 students • Teacher will pose the question to the class: “What would you do if you won the lottery?” In their groups students will first create a group name and write it on their cue card. Then discuss amongst each other what they would do if they win the lottery. With a few minutes to spare get each group to say some of their ideas with the whole class • Handouts of half the story of “The Lottery” are given out to each student. The teacher will read the first paragraph and highlight how the setting of the story establishes the mood. Then ask upon any students who want to read. Students are following the story on their paper while it is being read. Any difficult words will be put up on the board and defined. Students will write them down in their notes • When finished the story the teacher will go over the writing assignment. 	<p>10 minutes</p> <p>20 minutes</p> <p>5 minutes</p>
3	Practice and Production	<ul style="list-style-type: none"> • Students will be given the rest of class to write a prediction on what they think will happen in the rest of the story. 	15 minutes

		<ul style="list-style-type: none"> • Constraint: Must use textual evidence to support your prediction • Constraint: Use at least one quote from the story to support your prediction and use proper formatting of it in your writing • Bonus marks if students can incorporate any of the new vocabulary they just learned (cannot be from the quote) 	
4	Closure	<ul style="list-style-type: none"> • Collect writing assignment from students • Make sure a member from each group drops their group cue card into the black box before leaving • “We will find out who wins the lottery tomorrow!” 	5 minutes

Adaptations for English Language Learners	<ul style="list-style-type: none"> • While reading the story aloud the teacher will stop and go over any particularly difficult vocabulary • Possibly have the ELL students partner up with native speakers in the group activity • While students are doing the writing assignment, the teacher will walk around and help any students needing assistance, especially the ELL students
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Assessment/ Evaluation of Students’ Learning	<ul style="list-style-type: none"> • Writing assignment will be for marks but won’t count for much • Teacher will read each students prediction writing assignment to see if they followed the constraints • Teacher will write comments about things like grammar issues, vocabulary use, and sentence structure • Give praise for good ideas
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Reflection	<ul style="list-style-type: none">• I wanted to do a lesson plan on “The Lottery” because it has always been one of my favorite and most memorable stories from grade school. I have actually been thinking about it in terms of covering it over a few classes because it offers so many important ideas to cover like peer pressure, tradition, symbolism, foreshadowing etc.• I think that starting off the first class with only the first half of the story will make the students intrigued, especially with bringing an actual black box into class• The idea of highlighting what you would do if you won the lottery is always an exciting topic. It will surely be all positive answers, which will make it all the more interesting once students find out the actual ending of the story. I think it will also be interesting to see if students pick up on anything in reading the first half that makes them think that the lottery might not be good a thing.• Basically this first lesson is to grab students attention and get them excited for the week to come but also utilizing it to practice their writing skills
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