

Day:	Friday (04/28)
Objective & Standard	<p>CCSS.ELA-Literacy.W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-Literacy.W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-Literacy.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Students will be able to identify how authors engage the reader by setting out a problem, use sensory language, and sequence events (prior to applying these to their own writing)</p>
Essential Question	What is freedom?
Do Now Lesson Launch	<ul style="list-style-type: none"> • (Students should have watched the Flipped Lesson video “Orient the Reader: Mood and Sequence” the night before) • Review the lesson’s discussion: 3 ways of identifying the sequence of events – students will use whiteboards to write the 3 ways down • Students will use whiteboards to identify the definition of connotation. Students will also define mood.
Investigation/Application Activities	<ul style="list-style-type: none"> • Chalk Talk: Students will, at their tables, write down on butcher paper what they think of/know of disabilities – expect to share out • Class discussion: How can a disability be limiting? How can it be freeing? • In groups, students will read through the short story “Poster Children” and summarize each paragraph/section • Students will then work through the steps to identify the sequence of events in the story • Students will next identify in their groups the words that stand out by circling them. They will next identify words that affect the mood by putting squares around them. • As a class, students will write words down on white boards and discuss.

	<ul style="list-style-type: none"> • Discuss the element of freedom that is seen in the story – how do the words in Caroline’s instructions affect that? (She suggests that everywhere feels like jail – how does the mood relate to this message?) • Students will brainstorm storylines that show freedom existing or being taken away as they prepare the content for their own short story <p><i>Will read “The Lottery” for homework and begin writing their own short story draft next class</i></p>
Assessment	<p>Chalk Talk</p> <p>White boards: Sequence of events, definition of connotation and mood</p> <p>White boards: Stand-out words</p> <p>Annotations</p> <p>Discussion</p> <p>Brainstorm</p>
Homework Extension	<p>Read “The Lottery”</p> <p>Answer “The Lottery” comprehension questions</p>
Resources	<p>YouTube Video/Lesson</p> <p>“Poster Children” Story</p> <p>Whiteboards</p> <p>“The Lottery” Story and comprehension questions</p>