**(3) TEACHER Overall Lesson Sequencing (lesson segments that connect and build toward Standards) English/Language Arts Sample (Unit One)**

Unit -Short Stories: Focusing on Narrative Structure- Q1, W1-2 (10 days/lessons) Using *The Lottery* by Shirley Jackson

**Lesson sequence (each lesson builds on one aspect of ‘the story’ and has an observable and measurable objective with an assessment that aligns)**

Day 1 – Purpose of today’s lesson –Getting to know you! What’s **Your Story?**

Day 2 – Purpose of today’s lesson – Class expectations! What’s **our Story?**

\*\*Day 3 – Purpose of today’s lesson – Review plot diagram and introducing **the story**!

Day 4 - Purpose of today’s lesson – Contextualizing the literature-author background and historical context; second reading of the story using Reciprocal Teaching strategy: story is chunked; Reader/summarizer, Story element identifier, Vocabulary detective, Character reporter

Day 5 - Purpose of today’s lesson— third reading of the story individually using close reading and annotation, answering guided questions

Day 6 - Purpose of today’s lesson—in groups complete the plot diagram for The Lottery; discuss-- Why did Jackson write this story?

Day 7 - Purpose of today’s lesson— extend the focus of narrative structure: informational articles, novels, poetry; review KWL and fill in ‘L’

Day 8 & 9: Purpose of today’s lesson – Review AXES writing prompt (Assertion, Example, Explanation, Significance) students write a rough draft first paragraph for summative assessment

Day 10: Purpose to today’s lesson – Summative assessment plot graph and essay.

**CSUSM Single Subject Daily Lesson Template-Basic**

**Author Name: Julie Rich**

**Unit and Day#: Unit one, Day 3:** Review plot diagram and Introducing the story!

**Lesson Title: What’s the Story?**

Resources: Bell works Writing prompt, 4 square Vocabulary foldables, Plot diagram for Cinderella, Chart paper for KWL, Ticket out the door prompt, Unit folders, Jigsaw cards for each table (1-6)

Students are seated in 5 table groups of 6 each; table captains p/u Unit folders for the table

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| **STANDARDS –for the Unit**Content, Common Core, & English Language Development | **OBJECTIVES for today’s lesson**Observable and Measurable |
| **STANDARDS FOR THE UNIT****CCSS: RL6-12 Grade 9-10.5 (page 49)** **Craft and Structure-Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots) and manipulate time (e.g. pacing, Flashbacks) create such effects as mystery, tension or surprise.****CA Content standards for ELA Grade 9** **3.0 Literary Response and Analysis** **3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).****CA ELD Standards: Grade 9; Part I: Interacting in Meaningful Ways- Expanding** **#1-Exchanging information/ideas to contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information and paraphrasing key ideas** | *1.*     CONTENT OBJECTIVE(S) for this lesson {What};After reviewing Plot Structure for story writing and vocabulary associated with plot structure (as well as seeing a model of a well-known story), students will be able to discuss how an author’s use of a universal Plot Diagram (story elements) ***to structure the text, order events within it, and use the development of time and sequence*** create the author’s desired outcome effects (mystery, suspense, surprise, etc.). *2.*     *LANGUAGE DEVELOPMENT OBJECTIVE(S) for this lesson {How}*After review and whole class activities, students (in groups) will be able to participate in a jigsaw vocabulary activity using the Frayer model (academic language) and **fill out** a vocabulary graphic organizer about the story elements used to structure the text, order events within it and use the development of time and sequence ***BY following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.***  |

**ASSESSMENTS:** Quick write, KWL, jigsaw, Frayer model, graphic organizer, ticket out the door

**INSTRUCTIONAL AND LEARNING TASKS**

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| **INSTRUCTIONAL TASKS: Teacher Steps** | **LEARNING TASKS: Student Steps** |
| 1.**Anticipatory Set:** Writing Prompt Quick Write (Diagnostic assessment)Think about the following statement: “Winning the Lottery would be fantastic!” Do you agree or disagree? Why? Have at least 2 reasons. When instructed, share with an elbow partner (**partner discussions,)**  (5 min total). Students put writing in their Unit folder. (Connection: will be revisited on Day 2 as an anticipatory set)2. **Input:** Modeling and guided practice a. Teacher introduces **KWL chart** (second, more specific diagnostic assessment) with the heading: What makes a good story? Teacher states: think of a good story you remember. Why was it good? Why did you like it? Brainstorm K (What do we know?) and W (What do want to find out?) on chart paper, save ‘L’ (what have we learned?) (Connection: adding the ‘L”--will be completed later in the unit).b. Teacher asks who knows the story of Cinderella? (modeling with well-known story) Have students answer the teacher’s prompts: Who are the main characters? What happens at the beginning of the story? What are the ‘big events’? What happens after that? What is the ending? What are the **elements of ‘mystery’ and ‘surprise’ in this story based on the story structure, time and sequence?** c.Teacher asks what students remember about a ‘Plot Diagram?’ or story structure?’ Students respond. Teacher shares that there is a universal structure of a story, or plot, and the story elements are used in short stories, novels, movies, songs, and poetry – even some informational writing and that **the order of the text, the events within it and development of time and sequence help create the author’s desired outcome effects.**Teacher shares the Plot diagram for Cinderella – table discussion-What do you notice/remember about the plot diagram? (3 min). (Activating prior knowledge) Students make notes about the diagram, put in Unit folder. (Connection: notes will be used for the summative writing)d. Teacher introduces the Jigsaw Vocabulary activity and hands out cards (1-6) to tables and paper for foldables. Teacher explains about expert groups and returning to home groups to complete a Graphic Organizer.Teacher then demonstrates the Frayer Model foldable: the vocabulary word/s will be in the diamond and the 4 blocks will be: Definition, Where does this occur in the story? Why is it important? An example/picture; each student completes a foldable for their word/s which will go into the Unit folder **(structure, order of events, time and sequence – see Graphic Organizer)**Students will go to expert groups (10 mn) and use the textbook to define the following- Group 1 – Exposition, 2- Rising action, 3-Climax/big event/s 4-Falling Action, 5- Resolution, 6 – Narrative  Students return to home groups to complete GO (15 mn) – Table captains p/u and place in period basket (Formative assessment, check for understanding) NOTE: GO will be returned on Day 2 and placed in the Unit folder after teacher checks to find any misunderstandings, something that needs further discussion, etc. (Connection: GO will be used for the summative writing)e. Teacher now introduces the story and reads it aloud to the students first asking them to think about and notice **how the author tells the story: does she build mystery? Suspense? Tension?”** during the reading. Teacher tells students that they will have a final writing prompt as a ‘ticket out the door’ to be handed in as they leave. Prompt: “What is your first reaction to this story, and what things (events? Sequence?) in the story contributed to your reaction?” (formative assessment). Teacher collects at the door, checks quickly and will return for the Unit folder on Day 2. (Connection: writing response will be used for the summative writing) | 1. Students read the prompt and respond in writing as the bell rings. Students write for 3 minutes and then pair share for 2 minutes (**partner discussions),**; place writing in individual Unit folder.
2. a. After thinking about a good story they have read, students share ideas for KWL about elements of a good story -**Exchanging information/ideas to contribute to class**

b. Students think about the story, Cinderella, volunteer to answer teacher prompts **Exchanging information/ideas to contribute to class**c. Students share what they remember about Plot Diagrams/ story elements; **Exchanging information/ideas to contribute to class** Students look at the Plot Diagram for Cinderella and discuss ‘What do you notice about the **order of the text, the events within it and development of time and sequence? Do they create the desired effect?**Students make notes and place in their individual Unit folder.d. Students listen to jigsaw explanation, receive their jigsaw number and make a foldable Students transition to Expert groups and complete foldable model for their word together ***following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.***Students return to their home table and take turns sharing their word/s as the group fills out the GO ***following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.***Table Captains pick up the GO’s and place in the period baskete. Students listen to the teacher read the story-**listening for text order of events in the story and what they are thinking about the story as it progresses.**Students write a response to the prompt as a ticket out the door and as they are dismissed they hand it to the teacher at the door. |

**GRAPHIC ORGANIZER – PLOT DIAGRAM (UNIVERSAL STORY ELEMENTS)**

**Narrative structure: Structure of text, order of events, timing and sequence**

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| VOCABULARY WORD/S | DEFINITION**(vocabulary that defines narrative structure)**  | WHERE IN THE STORY DOES THIS HAPPEN? **(order of events)**  | WHY IS IT IMPORTANT?**(timing and sequence)** |  EXAMPLE |
| 1. EXPOSITION
 |  |  |  |  |
| 1. RISING ACTION
 |  |  |  |  |
| 1. CLIMAX/BIG EVENT(S)
 |  |  |  |  |
| 1. FALLING ACTION
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| 1. RESOLUTION
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| 1. NARRATIVE
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| DEFINITIONV0CABLARY WORD | WHERE DOES IT OCCUR IN THE STORY? |
| WHY IS IT IMPORTANT? | W EXAMPL EXAMPLE OR PICTURE  |