

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Short Story: **The Lottery** (Day 5)

Workshop 3 Lesson 9

STANDARDS

CCSS.RL.6-8.1, 2, 5, 10; SL.6-8.1; L.6-8.6; CA ELD: Part I.A.1, 6.a, b

HEADS UP

Word Count: 3,377 | Lexile Measure: 1080L | Qualitative Measure: M2

The villagers are all assembled and the lottery is just beginning. Get students thinking about plot events as they use text evidence to reflect on why the lottery takes place.

Materials

ReaL Book pp. 142–143

[Academic Interaction Card](#)

Academic Vocabulary

quit (v): to stop doing something

gravely (adv): behaving in a somber or dignified way

OBJECTIVES

Primary Goals

- **Literacy Goal:** Analyze what is clearly stated in the text and infer what is not clearly stated.
- **Language Goal:** Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives.

Additional Goals

- **Literacy Goal:** Determine the key idea of a text, citing evidence.
- **Language Goal:** Apply high-utility academic words in example sentences including relevant content and correct grammar.

MEETING INDIVIDUAL NEEDS

- Standard Classroom English: Plural Noun Formation

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- Support: [Make Inferences](#)
- Extend: [Draw Conclusions](#)
- Language: [Collaborative Discussion Prompt](#)

[Get Resources](#)

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

Display the Do Now.

 (official) During a football game, the **official's** role is to _____.

(e.g., keep score; follow the rules of the game)

Share Responses

Have students share their responses.

 Why is the official's role so important at a sporting event?

 At a sporting event, the official's role is important because _____.

(e.g., he or she ensures that the game is played accurately and fairly)

SHARE TODAY'S GOALS

Primary Goals

 Literacy Goal: Analyze what the text clearly says and make inferences about what the text does not clearly say.

 Language Goal: Share opinions when talking about topics, texts, and issues.

Additional Goals

 Literacy Goal: Identify important events in a text and cite evidence.

 Language Goal: Use academic words when speaking and writing.

BUILD VOCABULARY AND KNOWLEDGE

Teach Vocabulary: *quit* and *gravely*

Teach the Academic Word *quit* using the [Vocabulary](#) routine.

Pronounce the word, modeling correct pronunciation. Then tell students the part of speech and have them say the word twice.

- Provide a brief example to help students develop a mental image of the word.

People who want to get more exercise might quit taking the bus to school and ride a bike instead.

- Display and read aloud the meaning of *quit*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example.

Cue students to orally complete your sentence. *So when someone decides to ride a bike, he or she will quit taking the bus.*


- Pose the example question and model one or two responses while pointing out the grammar target.

My examples use quotes because I am writing the exact words someone would say. Your examples should include a quote too.

- Structure partner discussion of example sentences.

Direct students to read their sentences and then say them with expression. Have students restate their partner's ideas using a frame from the [Academic Interaction Card](#).

- Deepen understanding by providing additional examples as time permits.

 **quit: What is something you would like to quit doing?**

 **One thing I would like to quit doing is _____.**

(e.g., arguing with my brother; eating unhealthy foods; oversleeping on school days)

Teach the Academic Word *gravely* using the [Vocabulary](#) routine and the following specifics.

- Provide a brief example to help students develop a mental image of the word.

I might speak gravely about an earthquake or a car accident because they are serious events.

- Display and read aloud the meaning of *gravely*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example.

If I am telling a friend about an earthquake or another serious event, I would speak gravely and probably would not smile or make a joke.


- Pose the example question and model one or two responses while pointing out the grammar target.

My examples are adjectives because I am describing a type of news I am gravely concerned about. Your examples should also include an adjective.

- Structure partner discussion of example sentences.

Direct students to read their sentences and then say them with expression. Have students restate their partner's ideas using a frame from the [Academic Interaction Card](#).

- Deepen understanding by providing an additional example.

 **gravely:** What kind of expression do you have on your face when you speak *gravely* about something?

 When I speak **gravely** about something, I usually have a _____ on my face.

(e.g., frown; serious expression)

Teach additional academic words as time permits: *snort* and *stoutly*.

 **snort** (verb)

 **meaning:** make a sudden sound through the nose, especially to express disapproval

 **example:** “I’ll clean my room when I’m ready,” the teenager *snorted*.

 **stoutly** (adverb)

 **meaning:** in a determined way

 **example:** She *stoutly* declared, “I am not afraid of anything!”

Establish Context

Remind students about prior reading.

We left off with Mr. Summers sorting out who is drawing for each family and reminding the villagers of the rules for the lottery. He just called the first few men up to draw for their families. Let’s keep reading to find out what happens.

CLOSE READING

1st Read | Key Idea

Read aloud the Key Idea question.

Let’s read the text together to find out what Old Man Warner thinks about giving up the lottery.

Read aloud the text using **Modeled Fluent Reading** to scaffold fluent reading.

- During reading, clarify the meanings of the words *pack* and *petulantly*.

After reading, use **Think (Write)-Pair-Share** to have students respond to the Key Idea item using the response frame. **CENTRAL IDEA AND DETAILS**

If students need additional support, model thinking to clarify understanding.

Most of the paragraphs on these pages are about different families coming to the black box to draw, or choose, slips of paper. Also, some of the villagers are talking about towns that are phasing out or have given up their lotteries.

BUILD FLUENCY AND COMPREHENSION**2nd Read | Make Inferences**

Read the Make Inferences question aloud.

Remember that when we make inferences as we read, we have to use clues from the story to figure out something that the author doesn't tell us directly. In order to answer this question, I'll need to reread the part where Mr. Adams and Old Man Warner discuss the lottery and ask myself: What does the author want me to know about the lottery that she isn't telling me directly in the story?

Let's reread to think deeply about their exchange.

- Reread paragraphs 32–35 using [Oral Cloze 1](#).
- Think aloud to model how to make inferences.

When I reread these four paragraphs, I see that the author included a short conversation between Mr. Adams and Old Man Warner in which Mr. Adams says that people in another village are talking about giving up the lottery. This seems to really upset Old Man Warner who calls the other villagers a “pack of crazy fools.” So now I have to ask myself: What else could this mean? I think the fact that Mr. Adams brought this up means that some people, maybe even Mr. Adams, want to get rid of the lottery.

Anticipate Challenges Struggling readers often have difficulty processing the events and developments in a text. Asking them to make inferences is an even more difficult task. Help them understand that the meaning comes from thinking about the text, rather than just what the words say. Guide them with questioning to think beyond the literal meaning of the text. *What does Old Man Warner think will happen if the village quits the lottery? He says, “Used to be a saying about ‘Lottery in June, corn be heavy soon.’ First thing you know, we'd all be eating stewed chickweed and acorns.” He's saying that without the lottery, the village won't have a good harvest and they will be scavenging weeds and nuts. Although the author doesn't say it directly, from thinking about Old Man Warner's words, I know that he thinks that having the lottery helps the village have a good harvest and therefore, enough to eat. This tradition is important to him.*

Guide students to think about what the text says and what they need to infer.

After Mr. Adams brought up the idea that another village is thinking of giving up the lottery, Mrs. Adams says, “some places have already quit lotteries” (paragraph 34). We need to make an inference about why she would say this, especially after Old Man Warner got so upset about Mr. Adams's comment?

Have students [Think \(Write\)-Pair-Share](#) to discuss and record inferences.

 **Based on his comments about the idea of giving up the lottery, I can tell that Old Man Warner thinks the lottery is _____.**

(e.g., important; necessary)

 **The text says that both Mr. and Mrs. Adams brought up ideas about quitting lotteries. This makes me think that _____.**



(e.g., they like that idea; they want the tradition to change)

- Guide pairs to discuss their inferences with the group.

Discuss how Old Man Warner is representing old ways, or traditions. Mr. and Mrs. Adams's comments challenge tradition and seem to want to explore the idea of changing it.

Share the Strategy Toolkit item to promote transfer of this strategy.

We know that making inferences is a way of figuring out the author's deeper meaning in "The Lottery" but also in any text we read. We have to stop and ask ourselves what message the author is trying to tell us, even if he or she doesn't directly state it.

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Analyze what is clearly stated in the text and infer what is not clearly stated.</p> <p>Observe Review students' responses and listen for the inferences that students make.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students make accurate inferences about what Mr. and Mrs. Adams's comments indicate, but may not clearly articulate the thinking behind their inferences.</p>	<p>Draw out students' thinking through questioning.</p> <p><i>You think that Mr. and Mrs. Adams might want their village to quit the lottery. What led you to this inference?</i></p> <p> I based this inference on the text evidence such as _____.</p> <p>(e.g., both Mr. and Mrs. Adams brought up the news that other areas have given up lotteries; even when Old Man Warner said this was foolish, Mrs. Adams still brought up the idea again)</p>
<p>Not Yet Students may not understand the significance of the conversation between Mr. Adams and Old Man Warner.</p>	<p>Reread paragraph 32 with the student and then think aloud to model making an inference.</p> <p><i>When I read about Mr. Adams mentioning that another village is giving up the lottery, it makes me think that Mr. Adams is also interested in giving up the lottery. In a way, he's testing the idea.</i></p> <p>Have the student read paragraphs 33 and 34.</p> <p><i>What could it mean that Mrs. Adams says, "some places have already quit lotteries?"</i></p> <p> Mrs. Adams might be thinking _____. (e.g., that she'd like to give up the lottery also)</p>
<p>On Track Students make an accurate inference and articulate their thinking.</p>	

React and Write

Use the [Academic Discussion](#) routine to structure student work on the React and Write task.

Challenge students to think about whether the tradition of the lottery is ever likely to change in the village.

If students need support, model thinking.

There is text evidence to support both points of view. On one hand, I think the tradition of the

lottery could change since people like Mr. and Mrs. Adams are talking about how some villages are giving up the lottery. On the other hand, some people like Old Man Warner and Mr. Summers are very invested in the lottery and don't seem like they would want to give it up.

- Provide response frames as needed to help students express their personal perspectives. Reinforce that either opinion is valid, as long as it is backed by good reasons.

In my opinion, the tradition of the lottery (is/is not) likely to change because _____.

Guide students to comment on one another's examples, asking and answering questions.

My perspective is (similar/different). I think that _____.

Please clarify. What do you mean by _____?

Make It Relevant Discuss a tradition in your school or community that people have differing opinions about. Point out both perspectives explaining why the tradition should or shouldn't be continued. Guide students to share their perspectives using academic language.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Engage in collaborative discussions on topics, texts, and issues, clearly expressing personal perspectives.</p> <p>Observe Review students' React and Write responses and listen as students share their perspectives with one another.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students state their perspective about whether the tradition is likely to change, but may not cite specific text evidence in support of their opinion.</p>	<p><i>Your perspective on whether the lottery is likely to change is interesting, and would be so much stronger if you included evidence from the text to support your opinion. Go back to the text to find the paragraph where you inferred that the lottery is/isn't likely to change.</i></p>
<p>Not Yet Students' responses are vague or hesitant and do not clearly express perspectives.</p>	<p>Help students create a two-column chart with the headings <i>Likely to Change</i> and <i>Unlikely to Change</i>. Reread paragraphs 32–35 with the students and guide them to jot down words or phrases that support both perspectives in their respective columns.</p> <p>After they complete this task, ask them to form an opinion or tell why they think other students' opinion are reasonable or not.</p>
<p>On Track Students state their perspective and cite text evidence in support of their opinion.</p>	

Have students [Think \(Write\)-Pair-Share](#) to complete Part 2 of the Literary Elements graphic

organizer.

Guide pairs to work together to complete the Setting, Characters, and Plot Events section for Part 2.
You will need to revisit pages 138–143 to identify the most important details.

 **One thing we could say about the (characters/plot) is _____.**

(e.g., the lottery has begun; villagers are drawing from the black box; Old Man Warner defends the lottery)

 **I found text evidence about this here: _____.**

Ask pairs to read their entries aloud to the group.

WHOLE GROUP

WRAP UP

Build Community

Guide students to answer the Wrap Up question with a partner.

 **What is one way that a classmate or teacher supported you today?**

 **I was supported by _____ when _____.**

 **One supportive thing (Name) _____ did was _____.**