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| **Lesson Title**: Language Arts: Reading (Short Story) | **Level of Lesson:** NRS Level 4 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| Reading | * 4.R.CL.1 (e)(f)(g)(h)
* 4.R.CL.3
* 4.R.CI.1 (c)
* 4.R.CI.2
 |
| Writing | * 4.W.TT.2
* 4.W.TT.3
 |
| Speaking | * 4.S.CC.1
* 4.S.PK.2
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | □ Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:* * Analyze key components of the story
* Identify and discuss important themes in the story
* Create an alternative ending using current knowledge of events of the story
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| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:*** Integrate podcasts/video/video conferencing as options for those students who are not fluent readers. Captions and subtitles can be used.

<https://www.youtube.com/watch?v=f0uGVcWDKOc>* Written options for alternate ending:

Story/Visual boardEssay* incorporate individual, partner or small group activities
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| **Key Vocabulary**: * boisterous
* jovial
* paraphernalia
* perfunctory
* interminably
* disengaged
* petulantly
* stoutly
* daintily
* defiantly
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| **Instructional Materials:**Textbooks or online curriculum: **The Lottery by Shirley Jackson**Websites: <https://www.newyorker.com/magazine/1948/06/26/the-lottery> |
| **Lesson Activities:** Students can choose which written assignment they want to complete for a culminating activity.**Written Assignment:** 1. Make predictions about the story’s future events using prior knowledge and textual evidence related to setting to explain their reasoning
2. Discuss/Presentation on the impact of the story’s surprise ending and explain why the story’s ending is both ironic and predictable. Students can use storyboard, PowerPoint, Prezi, etc.
3. Students can turn culminating activity into a group project
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| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:** *Provide access to translation materials:** Providing The Lottery written in Spanish

<https://ciudadseva.com/texto/la-loteria/>* Providing The Lottery in Arabic (Video)

<https://www.youtube.com/watch?v=ILzWfQW4Wyg>*Provide study resources for learners, such as study guides or old course documents (assessments, rubrics,**syllabi)* |
| **Performance Tasks:**Create a storyboard for an alternative ending |