

Lesson Guidance 9	
<b>Grade</b>	7
<b>Unit</b>	4
<b>Selected Text(s)</b>	"The Giver"
<b>Duration</b>	1 day

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

<b>Learning Goal(s)</b> <i>What should students understand about today's selected text?</i>  Consider how "pride" and "honor" affect Jonas's emotions when Jonas is <i>selected</i> for the position of Receiver of Memories.	
<b>CCSS Alignment</b>	<p><b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>In Chapter 8, Jonas is "selected" to be the Receiver of Memories for his community. Although Jonas does not know exactly what this will mean for him, he feels "gratitude and pride" upon his selection, and he also feels fear and anxiety. In your opinion, would Jonas feel differently about his selection if the Chief Elder had not emphasized what an <i>honor</i> it was to be chosen for the position of Receiver of Memories? Why or why not? Write a paragraph to describe how the "honor" of being chosen as the Receiver of Memories might impact how Jonas feels about it, and use evidence from the text to support your response.</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• In dystopian literature, societal structure often has the power to promote or limit freedom, choice, and desire.             <ul style="list-style-type: none"> <li>◦ In this chapter of "The Giver," we see that the Chief Elder even attempts to promote and limit the emotions of the people of the community when she senses their anxiety about Jonas not being given an assignment.</li> </ul> </li> </ul> <p><b>Key Terms</b> (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> <li>• <b>Synonym:</b> one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses</li> </ul>



- **Connotation:** an idea or feeling that a word invokes in addition to its literal or primary meaning

**Vocabulary Words** (*words found in the text*)

*Explicit Instruction (before reading)*

- **“Ill at ease”:** uncomfortable or embarrassed
- **Piecemeal:** piece by piece; one piece at a time; gradually
- **Jaunty:** having or expressing a lively, cheerful, and self-confident manner
- **Attribute:** a quality or characteristic given to a person, group, or some other thing

*Implicit Instruction (while reading)*

- **Hasty:** done or acting with excessive speed or urgency; hurried
- **Meticulously:** in a way that shows great attention to detail; very thoroughly
- **Transgressions:** an act that goes against a law, rule, or code of conduct; an offense
- **Capacity:** the maximum amount that something can contain

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Imagine the two scenarios below. In both scenarios, you find out that you will have the opportunity to take care of a class pet! After reading both scenarios, answer the questions at the bottom in your notebook. Do your best to continue writing for 5 minutes without taking a break.

Scenario 1: It's the last day of school, and your teacher has chosen you to take care of the class pet. Your teacher says, “**You have been assigned the task of** taking care of a class pet for the summer.”

Vs.

Scenario 2: It's the last day of school, and your teacher has chosen you to take care of the class pet. Your teacher says, “**You have been selected** to take care of our class pet for the summer.”

What are the differences between how you would feel if your teacher told you about the responsibility of the class pet as they did in Scenario 1 versus how they said it in Scenario 2? Which Scenario would leave you feeling more excited about taking care of the class pet and why?

### Teaching Notes:

- Following the 5 minutes for the warmup, engage students in a discussion about which scenario would leave them more excited about the class pet and why. Discuss the differences between the two ways that the teacher communicated the new responsibility.
- Conduct a mini-lesson following the student-discourse about the warmup on synonyms:
  - While **synonyms** are words that have very similar, or exactly the same meanings, sometimes words have *similar meanings* and can be easily confused, but the **differences** of the ideas that the words bring up, which are called **connotations**, are very important.
  - Examples of **synonyms**: “sour” and “tart”, “cute” and “adorable”, “gross” and “disgusting”
- To wrap up the mini-lesson and discussion, ask students to turn & talk about the following 2



questions, then review the questions as a whole class.

1. How are the meanings of being “assigned” to do something, and being “selected” to do something similar? How are they different?
2. Are “assigned” and “selected” synonyms? Why or why not? Try to use the word “connotation” in your response!

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
  - a. **“ill at ease”**: uncomfortable or embarrassed
  - b. **Piecemeal**: piece by piece; one piece at a time; gradually
  - c. **Jaunty**: having or expressing a lively, cheerful, and self-confident manner
  - d. **Attribute**: a quality or characteristic given to a person, group, or some other thing
2. Model how each word can be used in a sentence.
  - a. The young boy was **ill at ease** wearing a suit because he was used to jeans and t-shirts.
  - b. We cleaned the basement in **piecemeal** and before long it was completed.
  - c. She walked across the stage in **jaunty** steps in order to receive her award.
  - d. Her greatest **attribute** is her kindness toward others.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that you may be **ill at ease** giving a presentation in front of an audience?
  - b. Would you be **jaunty** if you are upset? Why or why not?
  - c. How is it different to state that a trait is an **attribute** as opposed to a deficit?
  - d. Would it be normal to do your homework in **piecemeal**?

[\(ELD Support\)](#)

### Content Knowledge:

- In dystopian literature, societal structure often has the power to promote or limit freedom, choice, and desire.
  - In this chapter of “The Giver,” we see that the Chief Elder even attempts to promote and limit the emotions of the people of the community when she senses their anxiety about Jonas not being given an assignment.
- **Synonym**: one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses
- **Connotation**: an idea or feeling that a word invokes in addition to its literal or primary meaning

[\(ELD Support\)](#)

### Shared Reading:

**Pages 74-78 (stop after “There were no dreams of uncertainty.”)**

1. Did you find the moment on page 75 when the Chief Elder apologized and the crowd accepted her apology in perfect unison to be relatable to how people act in our world? Why or why not?
2. What does it mean for people’s eyes to “widen in awe” as they did on page 76? (*Offer students a minute or two to look up the meaning if they do not know.*) How do you think Jonas feels as everyone looks at him in this way?

### Independent Reading:

**Page 78 - 79 (from “He has shown all of the qualities that a Receiver must have.” to “They were silent.”)**

Teaching Note: Before students begin their independent or partner-reading, tell students that in this section,



they will learn about the qualities that Jonas possesses, which are the reasons that he was selected to be the Receiver.

As students read, have them complete the following graphic organizer. Use the first quality, "Intelligence," as an example or think-aloud, and then have students complete the rest.

<b>Quality:</b>	<b>Definition:</b> 1. Use context clues to take your best guess. 2. Look up the definition and write it down.	<b>Prediction:</b> Make a prediction about why you think that Jonas will need this quality.
Intelligence	Best Guess:  Actual Definition:	I predict that...
Integrity	Best Guess:  Actual Definition:	I predict that...
Courage	Best Guess:  Actual Definition:	I predict that...

### **Discuss:**

3. How do you think people felt about Jonas after the Chief Elder told them that Jonas had the ability to "see beyond," which they could not begin to understand? How do you think this made Jonas feel?

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### **Shared Reading:**

Page 79-81 (from "For a moment he froze, consumed with despair." to "Or what would become of him.")

4. Make an educated guess: What do you think that Jonas sees when he sees the audience “change” and when he sees something strange with the apple?
5. *Discuss the following question, then offer students 2-3 minutes for a stop & jot.* Describe a time in your life when you felt both proud and nervous at the same time. What was this experience like for you? What was going on at the time? *Following the stop & jot time, allow students to volunteer to share their responses aloud to the class or to an elbow partner.*

### Formative Assessment:

In Chapter 8, Jonas is “selected” to be the Receiver of Memories for his community. Although Jonas does not know exactly what this will mean for him, he feels “gratitude and pride” upon his selection, and he also feels fear and anxiety. In your opinion, would Jonas feel differently about his selection if the Chief Elder had not emphasized what an *honor* it was to be chosen for the position of Receiver of Memories? Why or why not? Write a paragraph to describe how the “honor” of being chosen as the Receiver of Memories might impact how Jonas feels about it, and use evidence from the text to support your response.

[\(ELD Support\)](#)

## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence Protocol</a>  Sample sentence:
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Suggested writing skills for this lesson:

## Additional Supports

### [ELD Practices](#)

Practices to promote Tier 1 access


**Key Terms :**  **VOCABULARY: How to use synonyms**

 **What Does "Connotation" Mean? GCSE ENGLISH**

**Explicit Vocabulary Instruction:** Teachers may need to define these words for EL students.

 Copy of " The Giver " EL supplemental Vocab. support 7-14\*

 **Vocabulary in Context\_Perspective**

**Discuss:**  **Academic Conversations Tools.pdf** [TDA Writing Rubric Grades 1–12](#)

**Formative Assessment:**  **TDA Graphic Organizer ACES** [SWIDA Writing](#)



	<a href="#"><u>Rubric Grades 1–12</u></a>
<a href="#"><u>SpEd Practice</u></a>	<a href="#"><u>Lesson 9 Guidance SPED Accommodations</u></a>
<a href="#"><u>MTSS Practices</u></a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access