



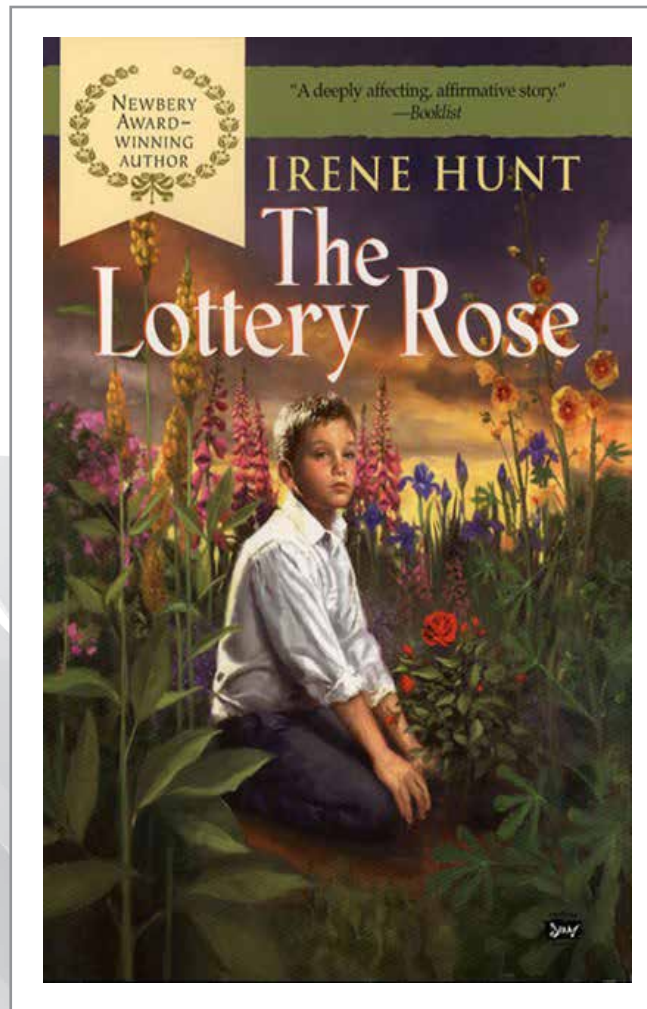
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Lottery Rose

Irene Hunt



READ, WRITE, THINK, DISCUSS AND CONNECT

The Lottery

Rose

Irene Hunt

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Table of Contents

Summary	3
Initiating Information and Activities	3
Fourteen Chapters	14
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
Post-reading Questions	25
Vocabulary Activities	25
Glossary	27
Center Activities	28

Skills and Strategies

Thinking

Brainstorming, comparing
and contrasting, evaluating,
analyzing details

Comprehension

Predicting, sequencing,
inference, problem solving
and decision making

Literary Elements

Character, setting, plot,
theme

Writing

Ads, directions

Vocabulary

Antonyms/synonyms, words
in context, base or root
words

Listening/Speaking

Participation in discussions,
participation in dramatic
activities, role play

Summary

Beaten and terrorized by his alcoholic mother and her boyfriend, seven-year-old Georgie is rescued by neighbors, taken to a hospital, and sent to a boys' home run by nuns. His prized possession is a rosebush which he has won in a lottery. Georgie insists on planting it in the garden across the street from the boys' home and when the owner of the garden, Mrs. Harper, angrily digs it up, Georgie hates her. Mrs. Harper has lost her husband and son who was Georgie's age. Her other son, Robin, is retarded, and becomes devoted to Georgie. Robin drowns and Georgie turns to Mrs. Harper and wants to be her son.

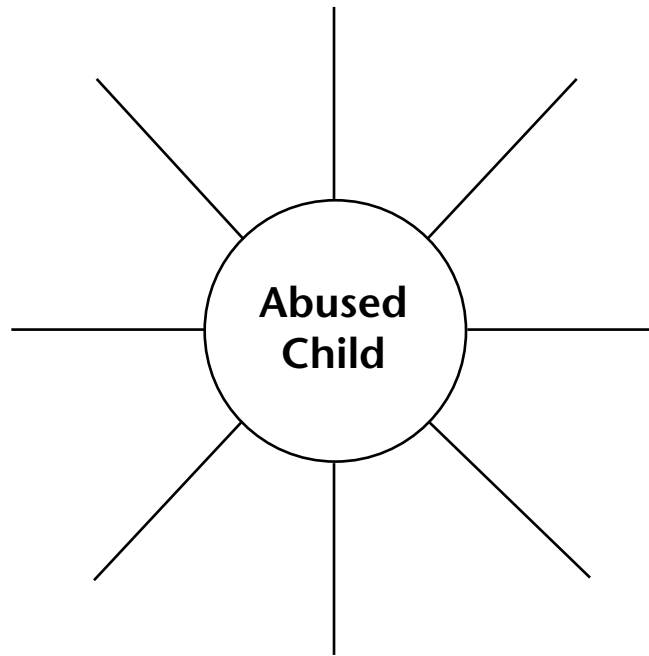
Notes: Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Initiating Activities

To the teacher: It is recommended that you acquire some background information pertaining to the policies regarding foster care and abused children in your area. (See pages 4-5 in this guide.) You may wish to make contact with someone in the legislative system willing to come in to the classroom to speak to your students, as well as a judge, reporter, social worker, foster parent, and a foster child. Try to provide as much accurate, current information to your students as possible.

Open the book, *The Lottery Rose*, and read the first paragraph of the story to the students in the group.

Use the brainstorming circle on the bulletin board, and define abused child. Find out just how much the students know about this topic. Have a discussion pertaining to foster care, and the reasons for placing children in this type of care. (See Glossary, page 27 for definitions.)



Some things to know about foster care

1. Children in foster care come from many places. They are from rich and poor neighborhoods from cities, small towns, and farm areas, and from families of every color and background.
2. Many children are in foster homes for a long time, and many families don't get help with their problems. Foster care is not supposed to be permanent. Judges in juvenile court, who put children in foster homes, should make sure that families get help with their problems. Social workers usually are the ones who help families with problems.
3. Children in foster care are supposed to be able to see their families. Sometimes that might not happen if a parent is very sick or in treatment.
4. If and when the family's troubles are solved, the child will go back to the family. A child is not kept in a foster home any longer than is absolutely necessary. This is the goal of everyone who helps. It is generally believed that long-term foster care creates identity and adjustment problems. If the troubles with the family can't be helped, then the child will not go back to his/her family.
5. Every child has the right for a chance to grow up in a loving family. When a judge decides that family troubles are too serious, and probably will not get better, then the child in foster care is given the chance to be adopted by a family that will love him or her. Decisions as to the placement ideally are made as soon as possible so that the child will know what is going to happen.

Chapter One—Pages 1-18

Vocabulary

welts 6	battered 7	wishfulness 8	intermission 11
impudent 11	wary 11	stealthily 12	vile 12
brute 13	scuttled 15		

Discussion Questions and Activities

1. Why do you think Georgie had not learned to read? (*pages 1-3*)
2. What do we know about Georgie? Begin an attribute web for him. (See pages 10-12 of this guide.)
3. Compare Ellen Ames to Miss Cressman using a T-Diagram.

Ellen Ames	Miss Cressman
librarian	teacher
thoughtful	cross

4. Georgie was not a perfect boy. What wrong things did he do? (*Page 3, He set a fire under a car, played hooky, and lied.*)
5. Why was Georgie hesitant to say he liked flowers? (*pages 4-5*) Do you think liking flowers is sissy-like? Why or why not?
6. How could Miss Cressman have handled the class's giggles? (*page 5*) Why didn't she like Georgie? (*Page 17, He set a fire under her car; he smelled because he didn't take baths and his mother didn't wash his clothes.*)
7. Why was Georgie afraid of his mother and Steve? (*Page 6, They drank, beat him, and did not treat him as a child should be treated.*)
8. Why do you think Mrs. Sims and Ellen Ames were kind to such a dirty, homely little boy like Georgie?

Prediction

Will Georgie win the lottery? What could he win? Remember that this is a small store lottery.

Supplementary Activities

1. A story map is an outline that helps you to understand and remember the story better. What do you know about the story after reading only the first chapter?

- What is the setting?
- Who is the main character?
- What is the problem?

As the story is read, more characters may be added and the setting and the problem may change, so additions may be made. Fill in the story map on page 13.

2. Dual-Entry Literature Log: Have students keep a separate, spiral-bound notebook in which they react to each section of the story that they have read and/or make predictions about what will happen. Tell students that they are to briefly summarize the story in the left-hand column, and to give their thoughts and feelings about it in the right-hand column. The teacher, in turn, writes entries—or separate letters—in response to the ideas in the student entries.

Sample student reactions might begin: This makes me think of the time—If I were (character's name) I would...

Notes—

Comments—

3. Chapter Titles: This novel does not have chapter titles. A writer usually uses chapter titles to indicate something that might happen or to create suspense to encourage the reader. After you read a chapter, write what you think would be the best chapter title. The teacher will post all titles and the class will vote for the best. The best chapter titles will be listed on the bulletin board.

Chapter Two—Pages 19-32

Vocabulary

flogged 22
decrepit 26

irks 22
taunting 30

sheepishly 25
palmetto 30

frenzy 26

Discussion Questions and Activities

1. Why did Georgie worry about Steve destroying whatever he might win? (*Page 21, Steve had killed his kitten, and taken the colored pencils.*)
2. Why did Georgie's mother put up with Steve? (*Page 23, "If we don't have Steve, we ain't going to eat..."*)
3. Would any of the other prizes have made Georgie happy? (*page 25*) Why do you think the rosebush was so special?