**South Dale Middle School Lesson Plan**

**Week/Date:** January 8-12, 2024 **Subject: ELA 8** **Teacher:** Ms. Jamie Smith

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| **Big Ideas: *The House on Mango Street**** Identity
* Heritage
* Dreams/Goals

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| **Essential Questions:** * Where does our identity come from?
* How does environment shape our identity?
* What identities, if any, are permanent and which do we have the power to change?
* What roles do neighborhood and community play in shaping who we become?
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| **COS*** R1- Utilize active listening skills during discussion and conversation in pairs, small groups, or whole class settings
* R2 – use context clues to determine meanings of unfamiliar spoken or written words
* R6 – adapt speech to a variety of contexts and tasks, demonstrating command of formal English
* Reading 2 – make complex inferences from the structure and content of a text
* Reading 3 – analyze how authors use key literary elements to contribute meaning and purpose of a text, using text evidence as support
* Reading 11 – analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility
* Writing 2 – write informative or explanatory texts to examine and convey complex ideas or processes effectively
* Speaking 9 – participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence
* Speaking 11- engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements
* Speaking 27 – Synthesize and present information
* Reading 28 – analyze word meanings through the use of word parts, context clues, connotation and denotation
* Listening 30 – analyze and connect word meanings through active listening in various contexts for purposeful, effective communication
* Writing 31- Integrate effective vocabulary into writing
* Speaking 32- Utilize appropriate vocabulary
* Reading 16: examine the use of contentions of standard English grammar and usage in writing
* Listening 23 – determine the relevance, reliability, and validity of information from non-fiction or fictional texts
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| **Objectives:** Students will * Read, discuss, and understand a selection from *The House on Mango Street*
* Demonstrate understanding and a close read of the novel, *The House on Mango,* completing Active Reading Guide (ARG) questions
* Compare and contrast the book to a dramatic performance of a scene
* Define and discuss vocabulary for *The House on Mango Street*
* Identify and analyze the author’s use of figurative language in *The House on Mango Street*
* Explain how the author develops a narrator’s point of view
* Cite evidence from the novel excerpt to support an interpretation of the text, literary analysis, and/or characters
* Explore the literary topic of *conflict* and cite textual evidence for support
* Write using correct conventions of grammar and punctuation on a given topic (Writing Wednesday/ writing prompts)
* Understand and demonstrate knowledge of grammar topic: Verbals
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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **January 1** | Anticipation/Objective DiscussionBellringer – Before You Read - review  | Literature – selection from *The House on Mango Street** Listen / Read pages 265-266 (part I)
* Answer questions 1-6
* Listen / Read pg 266 (Part II)
* Answer questions 7-11
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| **Tuesday,**  **January 2** | Anticipation/Objective DiscussionBellringer – No Red Ink | Grammar – VerbalsLiterature – selection from *The House on Mango Street** View – scene from part II
	+ Compare and contrast
* Listen / Read pages 267 (part III)
* Answer questions 12-15
* Discuss conflict
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| **Wednesday,**  **January 3** | Anticipation/Objective DiscussionBellringer – Writing Wednesday | Writing Wednesday – “What would suggest if you were given the task of motivating students to do a better job in school? Give three examples of how you would encourage students to make better grades. “Literature – selection from *The House on Mango Street** Conflict Activity
* Writing
	+ View video of students modeling and brainstorming a writing prompt
	+ Distribute writing prompt for students
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| **Thursday,**  **January 4** | Anticipation/Objective DiscussionBellringer – No red Ink | Grammar – VerbalsLiterature – selection from *The House on Mango Street** After You Read
* Writing Assignment
	+ Distribute writing prompt for students
	+ Brainstorm
	+ Rough draft
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| **Friday,**  **January** 5 | Anticipation/Objective DiscussionBellringer: No Red Ink | Grammar – Verbals Literature – selection from *The House on Mango Street** Writing Assignment
* My House Project
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