**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 | | | | |
| **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? | | | | |
| **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 | | | | |
| **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 | | | | |
| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **January 1** | Anticipation/Objective Discussion  Bellringer – 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 |  |
| **Tuesday,**  **January 2** | Anticipation/Objective Discussion  Bellringer – No Red Ink | Grammar – Verbals  Literature – 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 |  |
| **Wednesday,**  **January 3** | Anticipation/Objective Discussion  Bellringer – 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 |  |
| **Thursday,**  **January 4** | Anticipation/Objective Discussion  Bellringer – No red Ink | Grammar – Verbals  Literature – selection from *The House on Mango Street*   * After You Read * Writing Assignment   + Distribute writing prompt for students   + Brainstorm   + Rough draft |  |
| **Friday,**  **January** 5 | Anticipation/Objective Discussion  Bellringer: No Red Ink | Grammar – Verbals  Literature – selection from *The House on Mango Street*   * Writing Assignment * My House Project |  |