**South Dale Middle School Lesson Plan**

**Week/Date:** May 6-10, 2024 **Subject: ELA 8** **Teacher:** Mrs. Jamie Teal

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| **Big Ideas:**  **“Flowers for Algernon” (Daniel Keyes)**   * Knowledge vs. Wisdom * Ignorance vs Intelligence * Treatment of Persons with Disabilities | | | | |
| **Essential Questions:**   * What is intelligence? What does it mean to be “smart”? * Can a person be too smart? * What is meant by the saying, ‘Ignorance is bliss’? | | | | |
| **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 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 * 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:**  **Read and discuss Flowers for Algernon by Daniel Keyes**  Students will   * Participate in whole group discussion on various prompts dealing with the unit and reading selections * Read, understand, and discuss the short story and answer active reading guide questions * Cite evidence from the text to support an argument in a formal writing assignment * Discuss an author’s style * Analyze a character and make predictions * Identify characters as main and subordinate * Identify conflicts * Identify themes and discuss big ideas using textual evidence * Grammar – (No Red Ink) - HOMOPHONES * Writing –respond to a Writing Wednesday prompt (this week’s objective is to construct an argument) | | | | |
| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **May 6** | Anticipation/Objective Discussion  Bellringer – NO RED INK  Using “Than vs Then” | Literature: “Flowers for Algernon”   * + Review   + Watch video clip   + Read and discuss Progress Report June 5 – end   + Complete ARG | * Answer student questions |
| **Tuesday,**  **May 7** | Anticipation/Objective Discussion  Bellringer – NO RED INK  Using “Accept vs Except” | * + Aimsweb Test – Spring 2024 - complete   GUEST SPEAKER – 10 am  Literature: “Flowers for Algernon”   * + After you read   + Review for test | * Answer student questions |
| **Wednesday,**  **May 8** | Anticipation/Objective Discussion  Bellringer –Writing Wednesday | WRITING WEDNESDAY   * + Students will respond to a topic assigned by Dr. Dillard   Literature: “Flowers for Algernon”   * + Test | * Answer student questions |
| **Thursday,**  **May 9** | Anticipation/Objective Discussion  Bellringer – Writing | Writing – What is the difference between knowledge and wisdom? Use evidence from “Flowers for Algernon” to support your thesis  Grammar – Homophones   * + Commonly confused words practice   + Crossword puzzle | * Answer student questions |
| **Friday,**  **May 10** |  | 2024 FIELD DAY!!! |  |