**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
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| **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’?
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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 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
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| **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)
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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,** **May 6** | Anticipation/Objective DiscussionBellringer – NO RED INKUsing “Than vs Then” | Literature: “Flowers for Algernon”* + Review
	+ Watch video clip
	+ Read and discuss Progress Report June 5 – end
	+ Complete ARG
 | * Answer student questions
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| **Tuesday,** **May 7** | Anticipation/Objective DiscussionBellringer – NO RED INKUsing “Accept vs Except” | * + Aimsweb Test – Spring 2024 - complete

GUEST SPEAKER – 10 amLiterature: “Flowers for Algernon”* + After you read
	+ Review for test
 | * Answer student questions
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| **Wednesday,****May 8** | Anticipation/Objective DiscussionBellringer –Writing Wednesday  | WRITING WEDNESDAY* + Students will respond to a topic assigned by Dr. Dillard

Literature: “Flowers for Algernon”* + Test
 | * Answer student questions
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| **Thursday,****May 9** | Anticipation/Objective DiscussionBellringer – Writing | Writing – What is the difference between knowledge and wisdom? Use evidence from “Flowers for Algernon” to support your thesisGrammar – Homophones* + Commonly confused words practice
	+ Crossword puzzle
 | * Answer student questions
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| **Friday,** **May 10** |  | 2024 FIELD DAY!!! |  |