**South Dale Middle School Lesson Plan**

**Week/Date:** August 14-18 **Subject: ELA 8** **Teacher:** Mrs. J. Teal

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| **Big Ideas: Unit 1** * Choices
* Traditions and Culture
* Consequences
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| **Essential Questions:** * What is a good decision?
* How does the past affect present decisions?
* How do the decisions and actions of characters reveal their personalities?
* How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
* How do traditions practiced in culture affect decisions we make? How do they form who we are as a person?
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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
* R3-Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.
* 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
* 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
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| **Objectives:** Students will * Discuss traditions and their importance to culture
* Define and understand vocabulary terms from “The Lottery”
* Write a paragraph response from anticipation guide choices to establish a definitive position on a topic related to “The Lottery”
* Read and discuss the short story “The Lottery”
* Complete active reading guide questions for the short story “The Lottery”
* Understand *setting* and how an author uses *setting* to establish mood, character, theme, and plot
* Connect literature to real life by discussing our big ideas: choices, traditions and culture, and consequences
* Understand grammar lesson: parts of speech review
* Write a response to Writing Wednesday prompt from Dr. Dillard
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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **August 14** | Anticipation/Objective DiscussionBellringer: Grammar / parts of speech review | “The Lottery” by Shirley Jackson* Think and Discussion: TRADITIONS
* Why do people follow traditions?
* Identify some traditions our culture follows
* Are small towns more likely to have traditions than large cities?
* Are traditions good or bad?
* Before You Read Activities

-Intro video (attention grabber)-Complete Anticipation Guide (5 questions) and  discuss answers as a large group-Choose one number from Anticipation Guide and  write an extended response (paragraph form)-Define and discuss vocabulary | * Answer student questions
* Synonyms for new terms
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| **Tuesday,**  **August 15** | Anticipation/Objective DiscussionBellringer: Grammar/ parts of speech review | “The Lottery” by Shirley Jackson* Meet the Author- Shirley Jackson
* Read and discuss Part I of the short story
* Complete Active Reading Guide (ARG)
 | * Answer student questions
* Make predictions
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| **Wednesday,**  **August 16** | Anticipation/Objective DiscussionWriting Wednesday | “The Lottery” by Shirley Jackson* Read and discuss Part II of the short story
* Complete Active Reading Guide (ARG)
 | * Answer student questions
* Story review
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| **Thursday,**  **August 17** | Anticipation/Objective DiscussionBellringer: Grammar/parts of speech review | “The Lottery” by Shirley Jackson* Literary Focus: Setting

-define *setting*-identify details from the story that identify setting-how does an author use *setting* to create mood,  reveal character motivations, establish theme, to  develops the plot-in-class project | * Answer student questions
* Exit slip
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| **Friday,**  **August 18** | Anticipation/Objective DiscussionBellringer: Grammar/ parts of speech review | “The Lottery” by Shirley Jackson* Literary Focus: Setting

-complete in class project-Watch video- compare and contrast movie, short  story, and student drawings for setting details | * Answer student questions
* Turn in completed project
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