**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 |
| **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? |
| **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 |
| **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 Discussion  Bellringer: 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 |
| **Tuesday,**  **August 15** | Anticipation/Objective Discussion  Bellringer: 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 |
| **Wednesday,**  **August 16** | Anticipation/Objective Discussion  Writing 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 |
| **Thursday,**  **August 17** | Anticipation/Objective Discussion  Bellringer: 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 |
| **Friday,**  **August 18** | Anticipation/Objective Discussion  Bellringer: 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 |