**South Dale Middle School Lesson Plan**

**Week/Date:** August 29-September 2, 2022 **Subject: ELA 8** **Teacher:** Mrs. Everett

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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 * 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 * Expression/Writing 2 – Active and Passive Voice * 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 |
| **Objectives:**  Students will   * Discuss making decisions and the consequences associated with decisions we make * understand *allegory*, *fable*, *symbolism*, *propaganda, irony* * Read, understand, and discuss *Animal Farm* * Understand how *Animal Farm* is a fable and identify what moral lessons are being taught * Define unfamiliar vocabulary terms to help understand the text * Understand an author’s purpose and relate historical events and the rise of totalitarian governments to the reading of *Animal Farm* * Trace elements of authoritarianism and totalitarianism throughout the text * Discuss and analyze the allegorical significance of characters and events in *Animal Farm* * Connect literature to real life by discussing our big ideas: choices, traditions and culture, and consequences * Identify character traits based off of character actions and decisions * Identify metaphors in a text * Understand grammar lesson – active and passive voice |

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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **August 29** | Anticipation/Objective Discussion  Bellringer: Grammar / verbals | *Animal Farm* by George Orwell   * Review and discuss chapter 1   + Complete and discuss Active Reading Guide (ARG) * Define and discuss vocabulary – chapter 2 * Read and discuss chapter 2   + Read pgs. 15-20   + Answer questions 1-6 | * Answer student questions * Synonyms for new terms |
| **Tuesday,**  **August 30** | Anticipation/Objective Discussion  Bellringer: Metaphor activity – identify metaphors in ch 2 | *Animal Farm* by George Orwell   * Finish - read and discuss chapter 2   + Pgs. 20-26   + Complete Active Reading Guide (ARG) ch. 2   + Answer questions 9-12 * Define vocabulary for chapter 3 * Before You Read – RECALL and DISCUSS * Read and discuss chapter 3   + Pgs 27-30 | * Answer student questions * Make predictions |
| **Wednesday,**  **August 31** | Anticipation/Objective Discussion  Bellringer - Writing Wednesday | Writing Wednesday   * Think about a favorite thing you own. Write a descriptive essay to describe this item using words that explain how it sounds, looks, smells, tastes, or feels. Describe it so someone else can picture it in their mind clearly.   *Animal Farm* by George Orwell   * Vocabulary review (crossword puzzle) * Read and discuss chapter 3   + Pgs. 30-36   + Answer ARG questions   + THINK, PAIR, SHARE * Study and review for Test   Grammar – Active and Passive Voice | * Answer student questions * Story review |
| **Thursday,**  **September 1** | Anticipation/Objective Discussion  Bellringer: review notes and study for test | *Animal Farm* by George Orwell   * Test – Author, background, literary terms, and the novel exposition (ch 1-3) Open-Book   Grammar – Active and Passive Voice | * Answer student questions |
| **Friday,**  **September 2**  **TRIBE / CLUB SCHEDULE** | Anticipation/Objective Discussion  Bellringer – Grammar – Active and Passive Voice | *Animal Farm* by George Orwell   * Writing – Literary Reflection Paragraph   + Has life for the animals on Animal Farm changed for the better or for the worse since the rebellion? Cite THREE strong examples from the text to support your position.      * Chapter 4 Vocabulary   Grammar – Active and Passive Voice | * Answer student questions * Exit Slip – write one sentence using at least one vocabulary from ch 1-3 using active voice. |