**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
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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
* 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
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| **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 DiscussionBellringer: 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
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| **Tuesday,**  **August 30** | Anticipation/Objective DiscussionBellringer: 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
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| **Wednesday,**  **August 31** | Anticipation/Objective DiscussionBellringer - 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
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| **Thursday,**  **September 1** | Anticipation/Objective DiscussionBellringer: 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
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| **Friday,**  **September 2****TRIBE / CLUB SCHEDULE**  | Anticipation/Objective DiscussionBellringer – 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.
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