

Unit Title: Learning to Use Text to Speech from Google.doc with Neurological Impress Strategy for completion of reading assignments to be able to complete reading assignments for The Giver.

Grade Level: Grade 8

Subject Area: English Language Arts

Duration/Length/Number of class periods: 5 Class Periods

Description: The students will read The Giver and answer comprehension questions following the reading of each chapter as assigned for the utopian novels unit.

Established Goals (National, State, Local):

Minnesota Language Arts standards

8.4.9.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.

8.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.

What Enduring Understandings are desired?

Reading writings from another's point of view can help us better understand the world, ourselves and others.

Reading about other possible government can make one see the value in democracy.

Not all systems of rules are beneficial to all in society.

Courage and examination of one's situation can lead one to escape from bad situations.

What Essential Questions will be considered? How would we define a utopian society?

1. How has the concept of utopia changed over time and/or across cultures or societies?
2. What are the ideals (e.g., freedom, responsibility, justice, community, etc.) that should be honored in a utopian society?
3. Why do people continue to pursue the concept of a utopian society?
4. How do competing notions of what a utopian society should look like lead to conflict?
5. What are the purposes and/or consequence of creating and/or maintaining a dystopian society?

Students will know / be able to:

Students will know the definition of vocabulary words from The Giver and use the vocabulary words as used in context from the book in complete sentences.

Students will know the important events and people and be able to answer questions about the events and people in The Giver.

Students will know the basic skills of decoding and will be able to read out loud the vocabulary words in The Giver.

Students will know how to combine words and be able to follow along with text read out loud.

Students will know how to read with speed and accuracy and be able to demonstrate reading fluency to complete reading assignments to be able to answer questions about the text of The Giver.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	
<p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p> <p>Student will read outloud a pre-selected section of <u>The Giver</u> with earbuds and text to speech, as incorrect words are tallied by the teacher, on a form from google sheets, using a recording after the student's reading outloud.</p>	X				X	X.	2B 5C, 6D
<p>Student will silently read a chosen selection of <u>The Giver</u> while following along with text to speech with index finger, and will self-record reading selection times and dates, on a form from google sheets prepared by the teacher..</p>	X				.X	X	6B, 6D
<p>Student will match vocabulary words and definitions assigned for each reading unit and will answer questions of events and characters for each reading and at the conclusion of <u>The Giver</u> unit, will take the final test for <u>The Giver</u>, as placed by the teacher, on google forms..</p>		X			X	X	6D

Materials, tools and resources Google Classroom Sheets, EbooksMN for schools, Google Classroom Text to speech. Books on CD rom, Google Classroom Forms

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Additional credit given to Jen Legatt