

2024-2025 Weekly Lesson Planning Document

Week of Monday, February 10 through Friday, February 14



EDUCATOR'S NAME: Mr. Ryan Littman SUBJECT: ESL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	<u>SELECTION</u> - Unit Introduction (TE pp 250-257)	<u>SELECTION</u> -Overview: Whole-Class Learning (TE pp 258-259)	<u>SELECTION</u> -I Have a Dream by Dr. Martin Luther King, Jr. (TE pp 260-264)	<u>SELECTION</u> -I Have a Dream by Dr. Martin Luther King, Jr. (TE pp 261-265)	<u>SELECTION</u> -I Have a Dream by Dr. Martin Luther King, Jr. (TE pp 266-267)
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	• 9-10.L.VAU.4.b <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th and 10th grade-level text by choosing flexibly from a range of strategies.</i>	• 9-10.RI.KID.1 <i>Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</i> • 9-10.RI.IKI.9 <i>Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.</i>	• 9-10.RI.KID.1 <i>Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</i> • 9-10.RI.KID.2 <i>Determine a central idea of a text and analyze its development; provide an objective or critical summary.</i> • 9-10.RI.IKI.9 <i>Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.</i>	• 9-10.RI.KID.1 <i>Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</i> • 9-10. RI.CS.4 <i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</i> • 9-10. RI.CS.6 <i>Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</i> • 9-10.RI.IKI.9 <i>Analyze a variety of thematically-related texts of historical and</i>	• 9-10.RI.KID.1 <i>Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</i> • 9-10. RI.CS.6 <i>Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</i> • 9-10.RI.IKI.9 <i>Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.</i>

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<p>Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based.</p> <p>Write the objective in student friendly terms. For example, I can multiply binomials.</p> <p>This is should also be on your Whiteboard Protocol.</p> <p>What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem...</p> <p>I CAN....</p>	Given illustrations and sentence starters, I can write a summary of <i>1963: The Year That Changed Everything</i> with 80% accuracy.	Given annotations and sentence starters, I can demonstrate comprehension of <i>I Have a Dream</i> with 80% accuracy.	Given illustrations and sentence starters, I can write a summary of <i>I Have a Dream</i> with 80% accuracy.	Given annotations and sentence starters, I can analyze the craft and structure of <i>I Have a Dream</i> with 80% accuracy.	

Possible Misconception (s):
What misconception(s) are you anticipating during this lesson?

- Summarizing Means Retelling:

Students often think that summarizing means retelling the entire story or text in their own words. In reality, summarizing involves condensing the main ideas and key points, not providing a detailed narrative.

- Including Every Detail:

Many students believe that a summary should include every detail from the original text. Instead, a summary should focus on the most important elements, leaving out minor details and examples.

- Using the Same Length:

Some students might assume that a summary should be about the same length as the original text. Summaries are typically much shorter, capturing only the essence of the text.

- Copying Phrases: A common misconception is that it's okay to copy exact

- Believing It Was the Only Speech:

Some students might think that the "I Have a Dream" speech was the only significant speech King gave. In reality, he delivered many impactful speeches throughout his career, addressing various aspects of civil rights and social justice.

- Thinking the Speech Was Spontaneous:

Many people believe that the speech was entirely spontaneous and unplanned. While King did improvise some parts of the speech, especially the famous "I have a dream" section, much of it was carefully prepared.

- Misunderstanding the Audience:

Some students might not realize the diversity of the audience. The March on Washington for Jobs and Freedom, where the speech was delivered, was attended by people of

- Summarizing Means Retelling the Whole Speech:

Some students might think they need to retell the entire speech in detail. Instead, a summary should highlight the key points and main ideas without including every detail.

- Focusing Only on Famous Lines:

Students might focus solely on the well-known "I have a dream" section, neglecting other important parts of the speech that address economic justice, freedom, and civil rights.

- Ignoring Historical Context:

Some might not consider the historical context in which the speech was delivered. Understanding the social and political environment of the 1960s is crucial for appreciating the speech's significance.

- Overlooking the

- Rhetoric is Just Fancy Language: Some students may think rhetoric is merely decorative language, not realizing that it's a strategic use of language to persuade and inspire.

- Ignoring Historical References: Students might overlook King's allusions to historical documents and events, such as the Emancipation Proclamation and the Declaration of Independence. These references lend credibility and gravity to his message.

- Not Recognizing Repetition's Power: The repeated phrase "I have a dream" is a rhetorical device called anaphora. Students might not understand how this repetition creates rhythm and reinforces key ideas.

- Overlooking Metaphors: King's speech is rich with metaphors, such as "the manacles of segregation" and "the promissory note." These vivid images help convey the struggles and aspirations of the civil rights movement.

- Misunderstanding Pathos: Some might not grasp how King appeals to emotions (pathos) to connect with his audience on a deep, emotional level, evoking feelings of hope, urgency, and shared humanity.

- Underestimating Ethos: Students might not recognize how King establishes his credibility (ethos) by referencing his role as a leader and a preacher, as well as the shared values of justice and equality.

- Neglecting Logos: While the speech is emotionally charged, King also uses logical arguments (logos) to highlight the injustices faced by African Americans and the need for change.

- Missing the Call to Action: Students might focus only on the dream itself and miss the urgent call to action that King presents. He emphasizes that the fight for civil rights cannot wait and must continue until justice is achieved.

phrases or sentences from the original text. Summaries should be written in the student's own words, demonstrating their understanding of the material.

- Personal Opinions: Students may think it's appropriate to include their personal opinions or interpretations in a summary. Summaries should remain objective and focus solely on the content of the original text.

- Ignoring the Author's Purpose: Some students overlook the importance of considering the author's purpose and the main message when summarizing. A good summary reflects the original intent of the text.

- Summarizing Only the Beginning: Students might summarize only the beginning of the text, missing out on key points from the middle

all races and backgrounds, united in their fight for civil rights.

- Overlooking the Context: Students might not fully understand the historical context of the speech. It was delivered during a time of significant racial tension and civil rights struggles in the United States, and its impact was magnified by the broader social and political climate.

- Simplifying the Message: Some might reduce the speech to just a call for racial equality, overlooking its broader themes of economic justice, freedom, and unity.

- Forgetting Other Leaders: While King's speech is the most remembered, students might not be aware of the contributions of other civil rights leaders who also spoke at the March on

Speech's Structure: Students may not realize the importance of the speech's structure, including its use of repetition, metaphors, and rhythm, which all contribute to its impact.

- Including Personal Opinions: Summaries should be objective and focus on the content of the speech itself. Students might mistakenly include their own interpretations or feelings.

- Thinking It's Just About Racial Equality: While the speech famously addresses racial equality, it also covers broader themes such as justice, freedom, and economic opportunities. A good summary should reflect these wider messages.

- Misunderstanding Key Themes: Students might miss

	<p>or end. A summary should encompass the main ideas from the entire text.</p> <p>- Thinking It's Easy: Finally, students may underestimate the skill required to write a good summary. Summarizing effectively requires careful reading, critical thinking, and clear writing.</p>	<p>Washington, such as John Lewis and A. Philip Randolph.</p> <p>- Misattributing the Dream: Some students might think that the "dream" King spoke of was solely his own vision. In reality, the dream of racial equality and justice was shared by many activists and ordinary people striving for a better future.</p>	<p>some of the deeper themes, such as the American Dream, the importance of nonviolent protest, and the call for unity and brotherhood.</p>		
<p>Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: -<i>disrupt</i> -<i>aggregate</i> -<i>coherent</i></p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: -<i>disrupt</i> -<i>express</i> -<i>notation</i></p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: -<i>exalted</i> -<i>hallowed</i> -<i>oppression</i></p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: -<i>prosperity</i> -<i>redemptive</i> -<i>tribulations</i></p>	<p><u>Vocabulary Review Game</u></p> <p>Students will test their knowledge of the weekly academic vocabulary and match English definitions to their appropriate words.</p>
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)

<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p><u>Unit Introduction and Goal-Setting (TE p. 252)</u> Students read the essential question, then write annotations on the background information about the text and author.</p>	<p><u>Whole-Class Learning Strategies (TE 258)</u> Students review strategies that they will use in a whole-group setting.</p>	<p><u>Text and Author Background (TE pp. 260-261)</u> Students read and write annotations on the background information about the text and author, then listen to a summary of the text.</p>	<p><u>Research to Clarify (TE p. 265)</u> Students read and write annotations on the background information about the text and organization.</p>	<p><u>Read and Annotate: Rhetorical Devices (p. 267)</u> Students read and annotate a targeted section of the text.</p>
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>First Read (TE: 250-257)</u> Students listen to a first read of the text while annotating unfamiliar words and phrases.</p>	<p><u>Whole-Class Learning Strategies (TE 258)</u> Students practice whole-class learning strategies</p>	<p><u>First Read (TE: 260)</u> Students listen to a first read of the text while annotating unfamiliar words and phrases.</p>	<p><u>Close Read (TE: 266)</u> Students reread the text and take notes of parts of the text that answer analysis questions.</p>	<p><u>Analyze Craft and Structure: Argument (p. 267)</u> Students will discuss techniques used in the speech.</p>
<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Summary (TE pp. 250 – 257)</u> Students write a brief essay that summarizes the reading.</p>	<p><u>Preview Table of Contents and Performance Task (TE p. 259)</u> Students skim the texts and media, then preview the end-of-unit essay assignment.</p>	<p><u>Comprehension Check (p. 265)</u> Students answer TDQ's (Text-Dependent Questions) about the text.</p>	<p><u>Text Analysis (TE: 266)</u> Students work through the Analyze the Text questions, reviewing previously-studied pages.</p>	<p><u>Media Connection – I Have a Dream Speech (p. 265)</u> Students watch and listen to a video, then discuss a connected question about the video.</p>

<p>(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p><u>Exit Ticket: Evidence Log</u></p> <p>-Students will add evidence to their evidence logs to connect the text to the essential question.</p>	<p><u>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: <i>-sabotage</i> <i>-intercept</i> <i>-subversive</i></p>	<p><u>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: <i>-recessed</i> <i>-vestibule</i> <i>-muffled</i></p>	<p><u>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words: <i>-prosperity</i> <i>-redemptive</i> <i>-tribulations</i></p>	<p><u>Evidence Log (p. 349)</u> Students add textual evidence to their evidence logs that answer the essential question.</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems
<p>Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment,</p>	<p><u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding</p>	<p><u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding</p> <p><u>Summative</u> -Content Worksheets -Unit Quiz</p>	<p><u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding</p> <p><u>Summative</u> -Content Worksheets</p>	<p><u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding</p> <p><u>Summative</u> -Content Worksheets -Unit Quiz</p>	<p><u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding</p> <p><u>Summative</u> -Content Worksheets -Unit Quiz</p>

discussions, performance, demonstration, etc.	<u>Summative</u> -Content Worksheets -Unit Quiz		-Unit Quiz		
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review
Technology Integration: How will the students use technology to help them master the objective.	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting

	<ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments. 	<ul style="list-style-type: none"> • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments. 	<ul style="list-style-type: none"> • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments. 	<ul style="list-style-type: none"> • Focused Reading • Illustrated picture dictionary • In-line text translation • Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments. 	<ul style="list-style-type: none"> • Focused Reading • Illustrated picture dictionary • In-line text translation • Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.
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