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| **Week 4**  4th Six Weeks | **TLW:** Analyze well-known speeches for author's use of literary devices & words,phrase choice. Learners will listen to Martin Luther King's "I Have a Dream" speech and Identify and Interpret literary devices to create mental Images.  **Language**  **Objective:** Demonstrate English comprehension and expand reading skills by employing analytical skille such as evaluating written information and performing critical analysis commensurate with content and grade-level needs. | **CPQ:** How do literary elements create mental images about the discrimination African Americans faced in MLK’s speech ?  **Think-Turn-Talk**  **Questions:**  1.“ One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.” creates what image in your mind?  2. “One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land.” Creates what image in your mind?, | **TEKS:** 8.7 A  **ELPS:** 8.4 J,K  **CCRS:** 8.II 6,7,10 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Copy of "I Have a Dream" speech**  **Copy of "Creating Mental Images worksheet.**  **Copy of Preview Vocabulary**  **Copy of Frayer Model** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Day 1. Students will preview vocabulary from the speech and use the Frayer Model to define words.  Day 2. Students will listen to the speech and read along with a copy of the speech. Website link to speech is  http://blog.flocabulary.com/i-have-a-dream-speech-analysis-lesson-plan/  Day 3. Students will preview literary elements if needed will fill in "Creating Mental Images work sheet using the I do, We Do, You do strategy.  Day 4. Students will get a blank copy of the Creating Mental Images and work with The Think-Pair-Share strategy to find 8 more examples of literary elements that invoke mental images of the discrimination faced by African Americans.  Day 5. Students will Independently look for 4 more examples of literary elements on a blank copy of "Creating Images" work sheet to assess understanding. |

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| **Subject: Reading** | | **Grade Level: 8th** | | **Campus: Oliveira M.S.** | | **Teacher Name: Mr. Abraham Vega** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5**  4th Six Weeks | **TLW:** Explain how similes and metaphors help convey the message of discrimination faced by African Americans. Students will fill in an inference chart.  **Language**  **Objective:** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences, and conclusions from text and finding supporting text evidence. | **CPQ:** Which similes or extended metaphors, from King's speech, convey the idea that African Americans were being treated unfairly?  **Think-Turn-Talk**  **Questions:** Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. How does King’s description, in this line affect his message about working towards racial justice?  Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood.  What does King suggest when he says this line? | **TEKS:** 8.8A, 8.10D  **ELPS:** 8.  4 J  **CCRS:** 8.II.4 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Copy of Speech, Making Inferences worksheet** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Day 1. Students will review examples of similes and metaphors from the previous week and making inferences. http://blog.flocabulary.com/i-have-a-dream-speech-analysis-lesson-plan/ (Teachers may use this website to review Literary terms)  Day 2. Students will fill in the Making Inferences worksheet using the I Do, We Do, You do strategy.  Day 3. Students will get a blank Making Inferences worksheet and look for 6 examples using the Think-Pair-share strategy.  Day 4. Students will get a blank Making Inferences and independently look for 6 examples to fill in on their own.  Day 5. Students will review Making Inferences and fill in a T- Chart comparing and contrasting the 2 parts of the literal and figurative language from the similes and metaphors they got from the speech. |
| **Week 6**  4th Six Weeks | **TLW:** Compare and Contrast themes, ideas and word choice using he  I Have a Dream speech and Gettysburg Address. Students will fill in a Venn Diagram.  **Language**  **Objective:** Demonstrate English by making connections between ideas, drawing inferences and conclusions from text and finding supporting text evidence. | **CPQ:** What were the similarities and differences between the *I Have a Dream* Speech and *The Gettysburg Address.*  **Think-Turn-Talk**  **Questions:** What theme was shared between the two speeches?  From each speech, How was the word “freedom” meant?  From each speech, How was the word “equal” meant? | **TEKS:** 8.10D  **ELPS:** 8.J,K  **CCRS:**  8. II,8,11 | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Copy of speeches.**  **Copy of Venn Diagram**  **Copy of Making Connections worksheet** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Day 1. Students will get a copy of The Gettysburg Address and make connections to the I Have a Dream Speech by filling in the “Making Connections” worksheet.  Day 2. Students will use a Venn Diagram to fill in similarities and differences including but not limited to the use of language to communicate ideas, those ideas, setting or time periods, themes, and connotative meaning of the concept of freedom and equality.  Day 3-5. Students will create a Media Visual portraying what Freedom and Equality mean to them. |